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THE NEW GRAMMAR SCHOOL ACT OF 1865.

THE giving of the Royal Assent to the new Grammar School Act by the Governor General, and the subsequent reference to the value of the measure in His Excellency's Speech from the throne, marks an important epoch in the history of educational progress in Upper Canada. The Hon. William McDougall, Secretary of the Province, in his capacity of Minister in charge of Education, deserves the cordial thanks of the educational authorities in Upper Canada for his active exertions in getting this Bill through the Legislature. In conferring on the subject with the officer from the Educational Department having charge of the matter at Quebec, he devoted a good deal of time to a careful consideration of Grammar School Education in Upper Canada, and sought in various ways to render the Bill under consideration as practical in its objects as possible.

Some valuable improvements were made in the original Draft of Bill by Mr. McDougall. Among others is the section relating to Elementary Military Education in Upper Canada. This section was highly approved of by the Adjutant General of Militia, and cannot fail to add to the influence of the Grammar Schools. It will be found to be the first practical step which has been taken in the direction of a permanent and systematized plan of military instruction for the youth of our country, to be followed up in some future Canadian Sandhurst or West Point Military Academy yet to be established. Such an Academy must eventually supersede the present temporary system of local Military Schools which are now established at a considerable aggregate cost in various parts of the Province.

Few, except those practically acquainted with the state of the Grammar Schools, can form an idea of the great service which the new Grammar School Act will render to the cause of intermediate education in Upper Canada. Before the beginning of the present year, many of the Grammar Schools were doing little more than Common School work; and some of them even did this work very imperfectly. The effect of the new regulations which went into operation this year, has been, we are happy to say, very materially to improve the condition of most of the inferior Grammar Schools; while, under the provisions of the new Act just passed, the managers of these schools will still further feel the necessity of confining them exclusively to their own legitimate work. This work they will be required to do *bona fide*, to the best of their ability, in order to be entitled to the right to compete for a share in the Legislative Grant. The system of apportioning money to the Common Schools, according to the basis of average attendance of pupils therein, has been found to have had a most salutary influence not only upon the attendance of children at the schools, but also upon the character of the instruction given and the length of time in the year during which the schools have been kept open.

A great drawback to the advancement of the Common Schools, especially in rural villages, has been the facility with which some of the so-called Grammar Schools could interfere with and even reduce the standard of education below that of an ordinary Common School. Under the new Act, however, the Grammar School standard of Education will be definitely fixed and uniformly maintained in all of the schools; while the efforts of the Department can now be directed without hindrance to raising the standard of the Common Schools, so that both classes of schools will be enabled to perform their own work without clashing with each other. There are other projects under consideration for the improvement of the condition of the Schools, and rendering their inspection more systematic and thorough, which are not yet matured, but which will be publicly discussed in due time.

The following analysis of the new Act we take from the editorial correspondence of the *Montreal Gazette*, written during the time the Bill was under the consideration of the Legislature:

"Mr. McDougall has brought in a bill respecting Grammar Schools, for which he deserves credit. Heretofore these institutions have been supported by grants from the Provincial chest without exacting local contributions. Hereafter the counties are to be called upon to contribute half as much as the Provincial grant, and no school can be hereafter opened with a less grant than \$300. This

insures that the minimum income shall be \$450, a sum still rather too small to secure the amount of ability and erudition necessary for an efficient Grammar School. It is provided also that, except in the case of teachers already licensed and teaching, the teachers of the Grammar Schools must hereafter be graduates of some University within the British dominions; and the curriculum is to be prescribed by the Council of Public Instruction, so as to prevent an abuse only too common in both sections of the Province, of degrading Grammar Schools into Elementary Schools, by filling them up with pupils learning their A B C. It were much to be desired that similar provisions to these should be extended to the so-called Academies and Grammar Schools of Lower Canada. It is high time a thorough revision of these grants should take place. But a feature in this bill, for which Mr. McDougall deserves special praise, is this—that he provides that the Governor in Council may establish a curriculum of elementary military studies to be used in the Grammar Schools, and that every teacher who shall pass an examination to show himself qualified to impart instruction in those studies, and secure a class of not less than five pupils in them, shall receive \$50 addition to his salary in each year. This is decidedly a step in the right direction. The present military schools are admirably answering the temporary purpose of providing the first set of officers for the Militia. But the work must be permanently done by other methods, the supply of educated military men maintained by another organization. Our schools receiving Government money must all teach drill. Our Grammar Schools and Academies must all teach the elements of military science, and attached to one or two of the Universities or as a separate institution, we must have at least one great Military School where men may receive as high and perfect a military training as West Point or Sandhurst now gives. Perhaps for a time scholarships at Sandhurst might serve the purpose. It is a matter for congratulation, therefore, that so important a step in the right direction has been taken. We may hope to see the work gradually extended year by year.”

2. PROGRESS OF GRAMMAR SCHOOL EDUCATION IN UPPER CANADA.

With a view to furnish our readers with a brief view of the history and progress of Grammar School Education in Upper Canada, we insert the following summary sketch which we have prepared on the subject:

In 1789, in compliance with a memorial presented to Governor General Lord Dorchester, praying for the establishment of a public school near Cataragui (Kingston)—the most central part of Upper Canada—he directed the setting apart of land for the endowment of schools in the new townships in that part of the Province; but no school was actually established at that time.

In 1792, a private Classical School was established at Newark (Niagara), and in 1796, one was established at York (Toronto).

In 1797, the subject having been brought before the Upper Canada Legislature by Governor Simcoe, on a despatch received from the Duke of Portland, a memorial was sent to the King, praying for the grant of a sufficient quantity of land to endow a Grammar School in each of the four districts into which the new province was divided, and a University for Upper Canada. The prayer of the memorial was granted; and 500,000 acres of land were set apart for the purposes specified. In 1798, President Russell requested his Executive Council, the judges and the law officers of the Crown, to submit to him a scheme of education for the Province. They did so; and recommended a sum of money to be granted for the erection of a school house at Kingston, and in the Newcastle District, for the accommodation of 100 pupils, with a residence for the master. They also recommended that a University be erected at York. The claims of Cornwall and Sandwich for a school were, in the mean time, to remain in abeyance. Nothing was done, however, except to bring out from Scotland, Mr. (now the Right Rev. Bishop) Strachan, as President of the proposed College. Before Mr. Strachan arrived, however, the project of the College was aban-

doned, Governor Simcoe went to England, and Dr. Strachan opened a school at Kingston and subsequently one at Cornwall.

In 1806, a temporary Act was passed, establishing a Public School in each of the eight districts into which Upper Canada was divided, and granting £100 per annum for each teacher. In 1807-8, this Act was made permanent.

In 1817, Common Schools were first established by law in Upper Canada.

In 1819, another District School was opened; and provision was first made for holding public examinations—for reporting on the condition of the schools to the Government and for educating ten Common School pupils as free scholars at each District School. The allowance of £100 was reduced to £50 wherever the number of pupils did not exceed ten.

In 1823, a Provincial Board of Education was established. In 1824 the germs of a library system were developed. Subsequently, and down to 1839, other steps of progress were made.

In 1839, the terms “District School” were changed to those of “Grammar School;” and £200 were offered to each District which would raise an equal amount for the erection of a Grammar School building. £100 were also offered for the establishment of a school in each of four towns (not nearer than six miles to the County Town) at which not less than sixty pupils were to be educated.

In 1853, the present Grammar School Act was passed. To render the transition from an old to a new system more easy, many of the provisions of the former Grammar School Acts were retained. For instance, (1) the distinction between senior and junior County Grammar Schools—(2) the granting of £100 to each senior County Grammar School over and above that given to a junior school, on condition (3) that the daily average number of pupils reached ten, and £50 in case the average was below ten. These senior schools were, however, required to make meteorological returns to the Educational department.

In order to see what has been the gradual progress in the number of Grammar Schools in Upper Canada and the number of pupils attending them, we append the following table:—

In the Year	No. of Schools.	No. of Pupils.	In the Year	No. of Schools.	No. of Pupils.
1844 ..	25 ..	1,000 approx.	1864 ..	95 ..	5,590
1854 ..	64 ..	4,287	1865 ..	101 ..	5,700 estim.
1863 ..	95 ..	5,352			

Of the 5,590 pupils in the various branches of instruction in 1864, there were as follows:—

In the English branches	5,058
In Latin	2,102
“ Greek	726
“ French	2,828
“ Mathematics	5,387
“ Geography	4,963
“ History	3,833
“ Physical Science	2,911

In 1865, the number of pupils attending Grammar Schools from the cities, towns, and villages (incorporated) are about ... 4,400
Ditto ditto from Counties 1,300

Estimated total as above..... 5,700.

—showing that while the new Act will give County Councils equal power with Town and Village Councils to appoint trustees, only one-fourth of the pupils attend from the rural portions of the country over which the County Councils exercise jurisdiction.

In order to see what was the financial condition of these schools in 1864, we append the following summary:—

Legislative School Grant available for Masters' Salaries.	\$45,000
Municipal Grants	\$15,913
Fees	19,353
Former years' balance ..	\$9,974
Less balance of 1864 carried to 1865 ..	5,029
	4,945
Legislative Grant for Maps, Prizes	600

Grand Total Expended in 1864..... \$85,800

The fees paid were from \$1 to \$8 per pupil, according as the school was supported by Municipal Grant or otherwise.

The highest salary paid to the Head Master of any school was \$1,200—the lowest \$300—average \$680, as follows:—

4 Masters at	\$1,200		
1 "	1,100 and less than	\$1,200	
6 "	1,000 " "	1,100	
3 "	900 " "	1,000	
13 "	800 " "	900	
17 "	700 " "	800	
28 "	600 " "	700	
11 "	500 " "	600	
7 "	400 " "	500	
2 "	300 " "	400	

Average salary of 92 Masters, \$680 per annum.

There was no increase in 1863 or 1864 in the number of Grammar Schools established. But owing to the increase in the sums available for Grammar Schools in the latter year, some additional Grammar Schools were established in rural parts of the country in 1865, such as

<i>Morrisburg</i> , with only an average attendance of eight pupils in Latin.	
<i>Alexandria</i> , with only an average of	six " "
<i>Fergus</i> , " " "	six " "
<i>Osborne</i> , " " "	five " "

The new regulations have had a highly stimulating effect upon the attendance of nearly all the Grammar Schools; and the new law will very greatly increase their value and efficiency.

The following grants to Grammar Schools were made by city, town, village and county municipalities in Upper Canada for 1864. Of the 49 grants made, 14 were chiefly for building purposes—leaving 35 only for teachers' salaries and current expenses:—

4 grants of from \$10 to \$30	5 grants of from \$500 to \$600
4 " " 60 to 100	2 " " 600 to 700
24 " " 150 to 300	1 " " over 3,000
9 " " 400 to 500	
	49

These forty-nine grants amounted to \$15,913, deducting however, a portion of the large extra sum of \$3,117 granted for building purposes in Napanee; the average grant from each of the 49 municipalities would be \$250.

From these Municipal Grants, which we see reaches the sum of \$15,913
we deduct the sums paid for building, rent and repairs,
amounting to..... 6,139

\$9,774

Thus leaving available from Municipal Grants for teachers' salaries only about one-fifth of the amount of the Legislative Grammar School Grant available for 1864—or about \$100 to each of the ninety-five Grammar Schools in Upper Canada in that year.

The following is a copy of the New Grammar School Act.

3. AN ACT FOR THE FURTHER IMPROVEMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

Received the Royal Assent, 18th September, 1865.

Preamble. Whereas it is expedient to make further provisions for the improvement of Grammar Schools in Upper Canada: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. Each city shall, for all Grammar School purposes, be a county; and its Municipal Council shall be invested with all the Grammar School powers now possessed by County Councils; but when, and so long as, the only Grammar School of the County is situated within a city, the Council of such County shall appoint one half of the trustees of such Grammar School.

Cities to be as Counties for Grammar School purposes.

2. Each County Council at its first session to be held after the first day of January next, shall select and appoint as Trustees of each Grammar School situated in a town or incorporated village and within its jurisdiction, three fit and proper persons as Trustees of such Grammar School; and the corporation of the town or incorporated village municipality, within the limits of which such Grammar School is or may be situated, shall also at its first session in January next, appoint three fit and proper persons as Trustees of such Grammar School, one of whom, in the order of their appointment, in each case, shall annually retire from office on the thirty-first day of January in each year (but may be re-appointed); and, on the incorporation hereafter of any village in which a Grammar School is established, the county and village councils shall at their first meeting in January next thereafter, appoint trustees in like manner as aforesaid for the Grammar School in such incorporated village; and the vacancy occasioned by the annual retirement of trustees, as also any occasional vacancy in their number, arising from death, resignation, removal from the municipality, or otherwise, shall be filled up by such County, town or village Council, as the case may be, provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve.

Appointm't of Trustees by County and Local municipalities.

As to villages hereafter incorporated.

Filling vacancies.

3. The Trustees appointed as aforesaid shall be a corporation, and shall succeed to all the rights, names, powers and obligations conferred or imposed upon Trustees of Grammar Schools, by chapter sixty-three of the Consolidated Statutes for Upper Canada, and by this Act.

Trustees to be a corporation; powers.

4. All property heretofore given or acquired in any municipality and vested in any person, or persons or corporation for Grammar School purposes, or which may hereafter be so given or acquired, shall vest absolutely in the corporation of Grammar School Trustees having the care of the same, subject to such trusts as may be declared in the deed or instrument under which such property is held.

Grammar School property vested in Trustees.

5. In all cases of the union of Grammar and Common School Trustee Corporations, all the members of both Corporations shall constitute the joint Board, seven of whom shall form a quorum; but such union may be dissolved at the end of any year by resolution of a majority present at any lawful meeting of the joint Board called for that purpose; On the dissolution of such union between any Grammar and Common School, or department thereof, the school property held or possessed by the joint Board shall be divided or applied to public school purposes, as may be agreed upon by a majority of the members of each Trustee Corporation; or if they fail to agree within the space of six months after such dissolution, then by the Municipal Council of the city, town or incorporated village within the limits of which such Schools are situated, and, in the case of unincorporated villages, by the County Council.

Case of Union of Grammar and Common School Trustees provided for

And case of dissolution of such union.

6. No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purpose as the said fund.

Condition of share in Grammar School fund.

7. The apportionment payable half yearly to the Grammar Schools shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the programme of studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees and verified by the Inspector of Grammar Schools.

Basis of apportionment to Grammar Schools.

8. No additional Grammar School shall be established in any county unless the Grammar School Fund shall be sufficient to allow of an apportionment at the rate of three hundred dollars per annum to be made to such additional school, without diminishing the fund which

Condition on which a county may have an additional Grammar School.

may have been available for Grammar Schools during the then next preceding year.

Differences between Trustees & Masters as to salary, &c., how to be settled.

9. All differences between Boards of Trustees and Head Masters and Teachers of Grammar or Common Schools in cities, towns and incorporated villages, in regard to salary, sums due, or any other such matter in dispute between them, shall be settled by arbitration according to the provisions of the Common School law relating to such arbitrations; and in cities, towns and incorporated villages the Local Superintendent, (being an officer of the Board concerned, and having no jurisdiction in the case of Grammar Schools) shall not act as an arbitrator; but in the event of a difference of opinion on the part of the two arbitrators, they shall themselves choose a third arbitrator, and the decision of a majority of the arbitrators thus chosen shall be final.

Qualification of Head Masters.

10. After the passing of this Act no person shall be deemed to be legally qualified to be appointed Head Master of a Grammar School, unless he be a graduate of some University within the British Dominions; but any person legally qualified and appointed to be a Head Master in any Grammar School during the year next before the passing of this Act shall be deemed qualified notwithstanding this section.

Additional allowance for meteorological stations.

11. Each of the Grammar School Meteorological stations, at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the Grammar School fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the form and regulations provided by the Department of Public Instruction; but the number and locality of such meteorological stations shall be designated by the Council of Public Instruction with the approval of the Governor in Council.

Number, &c., of such stations, how fixed.

Additional allowance for military instruction.

12. It shall be lawful for the Governor in Council to prescribe a course of Elementary Military Instruction for Grammar School pupils, and to appropriate out of any money granted for the purpose, a sum not exceeding fifty dollars per annum to any school, the Head Master of which shall have passed a prescribed examination in the subjects of the military course, and in which school a class of not less than five pupils has been taught for a period of at least six months; such classes and instruction to be subject to such inspection and oversight as the Governor in Council may direct.

Conditions.

School Acts to apply to Town of Richmond.

13. The provisions of the Acts relating to Grammar and Common Schools shall apply to the town of Richmond, in the county of Carleton, the same as to any other towns or incorporated villages.

Certificates to meritorious Teachers.

14. It shall be lawful for the Council of Public Instruction, with the sanction of the Governor in Council, to make regulations for giving to meritorious Common School Teachers, certificates of qualification which shall be valid in any part of Upper Canada until revoked.

Inconsistent enactments repealed.

15. So much of the Grammar and Common School Acts of Upper Canada, as are inconsistent with the provisions of this Act, are hereby repealed.

4. EXPLANATORY REMARKS ON THE NEW GRAMMAR SCHOOL ACT.

1. The 1st Section of this Act is designed to harmonize the Grammar and Common School systems in cities. At present the County Council appoints all the trustees of Grammar Schools in the cities, and otherwise exercises exclusive municipal control over the school—although it is, to all intents and purposes, a city school, and is often aided from city funds. In regard to Common Schools, the city has the entire control of them.

2. The 2nd Section is designed, also, to give towns and incorporated villages a voice in the management of the Grammar Schools within their respective boundaries; but it is not desirable to give them exclusive control, as the area of a town or village is not sufficient for the support of a school, and as many of the pupils come from outside of the town or village, and it is expedient to encourage such attendance. The town or village, however, should have an equal voice with the county in the appointment of trustees, as the Grammar School is chiefly supported by the smaller municipality, and is within its boundaries.

3. The 3rd Section is a necessary supplement to the second.

4. The 4th Section is designed to simplify the system of control

over Grammar School property, and to fix the responsibility for its care and management in the trustee corporation. Many of the sites have been given by the Government or by private individuals, and the trustees, frequently, do not feel free to act under such circumstances. This section removes all doubt and uncertainty on this subject.

5. The union of Grammar and Common Schools referred to in the 5th Section, does not, as a general rule, work well, nor is it desirable to encourage such unions. Experience has proved that the tendency of these unions is to impair the efficiency and lower the standard of both kinds of schools to a uniform level. The old law, passed in 1855, provided for the union of Grammar and Common Schools in rather a loose way, but did not provide for the dissolution of the union, nor for a division of the property, although, in many cases, such a dissolution was desired by the trustees. The old law also provided for the reduction of the number of Common School trustees, after election, from 8 to 6 on the joint Board, while it left the full number of 8 Grammar School trustees appointed by the County Council.

6. The principle embodied in the 6th Section, is in harmony, though in a modified degree, with that of the Common School law which declares that each municipality receiving a share of the Legislative School Grant shall contribute an amount equal to the aid received. In this Act only one half of the amount granted is required as a condition of receiving aid. The Act does not declare that a municipal rate for this sum shall be levied. The amount may be contributed from the Clergy Reserve Fund, or from any other source, or from the general funds of the municipality. If a rate be imposed, however, it is not required that it shall be levied on the entire county, but it may be levied on the town, village, or township in which the Grammar School is situated.

7. The 7th Section is intended to remove a gross anomaly in the present system of apportioning the Grammar School fund—a relic of the old law of 1806-8—which gave to the Senior County Grammar School more than to the junior schools, unless the average daily attendance should fall below 10 pupils—although every one of these schools may be vastly superior to the senior school of the county. This section of the Act reduces the system of apportioning the Grammar School fund to a simple and equitable principle of aiding each school according to its work. The application of this principle to the Common Schools in the rural sections has given them a much greater impulse forward than the old mode of apportionment on the basis of school population, or length of time during which they might be kept open, whether the work was done or not. It has also induced the trustees to keep the school open one or two months longer in the year than formerly. Then, as to the basis of apportionment itself, the subjects of teaching in a Grammar School were designed to differ from those in a Common School. Grammar Schools are intended to be intermediate between Common Schools and universities. The Common School law amply provides for giving the best kind of a superior English education in High Schools, in the cities, towns, and villages, with primary ward schools as feeders (as in Hamilton); while to allow Grammar Schools to do Common School work, is a misapplication of Grammar School funds to Common School purposes; Common Schools are already adequately provided for. By the law of 1807, and subsequently, the number of classical pupils was fixed at 20, and afterwards at 10. In our regulations we take the latter number.

8. The 8th Section raises the minimum apportionment to be made to a new Grammar School from \$200 to \$300. The granting of \$200, without any sum being required from local sources, has had the effect of rapidly multiplying feeble and very inefficient Grammar Schools, with very inadequate provision for the support even of an inferior teacher. This section, in connection with the 6th, will have the effect of providing for each new school at least \$450, exclusive of fees, instead of the miserably pittance of \$200 and fees.

9. The 9th Section harmonizes the Grammar and Common School laws in regard to arbitrations between trustees and teachers. The arbitration system has worked well, and affords an effectual protection to teachers. The local superintendent should not be an arbitrator, for the reasons given in the Act.

10. The 10th Section simplifies the present law in regard to the qualification of Grammar School masters, and does away with the expense of a board of examiners, at present in existence. There is now an abundant supply of graduates in Canada for our 100 Grammar Schools. Confining the graduation to British universities, is not an objection to American universities, *per se*; but the standards and modes of teaching in the British and Canadian universities are more in harmony with the requirements of our Grammar Schools—leaving out of view the questions of political bias, and the desirableness of holding out inducements to our own young men to enter the universities.

11. The 11th Section will render effective the provisions of the law relating to meteorological stations, of which several are now in operation. The observations are required to be taken twice a day, and

recorded in a book, which necessitates the continuous attendance of some competent person at the station. The returns received from these stations have been, more than once, of use to the Committee of the House of Assembly on Colonization and Emigration, and abstracts of them have been embodied in the reports of the committee.

12. The 12th Section introduces a new feature into the instruction to be given in our Grammar Schools, and will enable them to become feeders to some Canadian Sandhurst, or West Point Military Academy, yet to be established.

13. The 13th Section is now necessary, as the town of Richmond refused, in 1850-51, to comply with the law which was then passed, relating to Common Schools, &c. It has not since been able to avail itself of the Act, owing to a technical legal difficulty.

14. The 14th Section gives effect to the wishes of a large body of Common School teachers, in Upper Canada. At present, teachers not trained in the Normal School have to undergo examination in every county or school circuit in which they may desire to teach.

5. SCHOLARSHIPS FOR GRAMMAR SCHOOLS.

We are pleased to notice, by a report in the *Telegraph*, that at the last meeting of the Board of Trustees of the Berlin Grammar School, it was unanimously resolved to found eighteen scholarships in connection with the County Grammar School. Three of these scholarships are for the Berlin Central School, three for the Waterloo Central School, and twelve for the other schools of the county. The Berlin and Waterloo scholarships to be good for one year; the county scholarships to be good for two years. The scholarship entitles the pupil to tuition at the Grammar School free of fees. An examination will be held in December of each year, and those candidates who are successful in securing scholarships will be known as county scholars, and received into the Grammar School at the term following the examination in January.

The trustees of the Berlin Grammar School deserve credit for taking the initiative in this matter; and, if the same course were pursued in the other counties, we are satisfied that it would have a most beneficial effect. The youth attending the common schools in the townships would be encouraged to persevere in their studies in the hope of attaining such scholarships, and a new stimulus would be given to students attending the Grammar Schools. We should like to see our Board of School Trustees take the matter up. It is worth the trial even as an experiment, and, if successful, as we are satisfied it would be, the benefits to pupils, to the Grammar School, and to education in the county, would soon be felt and appreciated.—*Guelp Mercury*.

The Ontario County Council, at its last sitting, adopted a report, at the suggestion of W. McCabe, LL.B., Master of the Grammar School, appropriating \$40 each for the establishment of fifteen scholarships in the county.

6. LORD HARROWBY ON THE OBJECT OF GRAMMAR SCHOOLS.

At a recent distribution of prizes at the Campden Grammar School in England, Lord Harrowby in the course of his remarks, pointed out the mistake of regarding grammar schools simply as feeders to the Universities. Their object should be to open their doors as widely as possible, and to give a sound education to the children of the middle classes, adapted to their pursuits, while at the same time giving every opportunity to those among them who by talents or turn of mind were fit to be selected for the more literary careers which the Universities were intended to promote. It was a great mistake to think that they could make every boy a scholar. There were different classes of minds—some having a natural turn to the business of active life, and for whom the abstractions of literature and philosophy had no charms; and it would be absurd to tell these that they should learn nothing at all unless they studied Plato and Aristotle. Still it was an admirable thing that there should be institutions where, among the 40 or 50 boys of a neighbourhood, there should be an opportunity of raising out of the class devoted to the immediate objects of practical life those minds which were peculiarly fitted to benefit their fellow creatures by the cultivation of the intellect rather than by the practical concerns of life. This should be the aim of our grammar schools, and the link connecting them with the University was a most fortunate circumstance, for it was a singular blessing for this country that different members of a family should be pursuing different careers—some cultivating the soil, some engaged in commerce on a larger or smaller scale, and others filling positions in the Church, at the bar,

or in the political world. Such was the process constantly going on in this country, and the more the benefits of grammar schools were extended the more active would be singled out for the Universities, while others more adapted for the political duties of life would leave school at an earlier age for vocations in which they might be eminently useful, though not so distinguished in the eyes of the public as the former.

7. HIGHER CLASS SCHOOLS IN FRANCE.

During recent discussions, comparisons have frequently been instituted between the system of education which prevails in this country and that in France. Our readers may be interested in some few details respecting the schools of the middle and higher classes amongst our French neighbours. First, then, let it be observed that every one who professes to set up a school in France is subject to two regulations: he must undergo an examination as to his personal fitness for the calling, and his house must be approved of as a wholesome building in a wholesome locality. Private establishments are so far independent of the Government that they teach what subjects they please; but as every youth who is destined to be a lawyer, or a magistrate, or a medical man, or who aspires to a commission in connection with any naval or military college, or to a civil appointment under Government, must have first obtained a certain diploma, before he qualifies for his special work, there is generally much resemblance in the methods and routine pursued. But there are other institutions—called *lycées* or *collèges*—directly under Government control, which exercise a wide influence. Of these *lycées* there are seventy-four in France, all subject to the same rule as to hours of study, the subjects to be taught in each class, the proportion in which they are to be studied, and the punishments and rewards; prescribed by the Minister of Public Instruction. These are yearly visited by inspectors. The internal officers may be divided into the governing and teaching class. The former consists of the *proviseur* or chief, the *ceaseur* or second in command, and the *économiste* or bursar; these three exercise a joint authority, but in matters of daily routine the second has the chief power. The professors have nothing further to do with the school than to teach the class assigned them, and those who delight in uniformity will be pleased to learn that throughout France, and for all the forms in the school, the hours of class, that is, of professorial attendance, are from eight to ten in the morning, and from half-past two to half-past four in the afternoon. There are, in addition, assistants called *maîtres répétiteurs*, under whose direct supervision the boarders of the school eat, drink, sleep, prepare their lessons during the eight hours allotted to them in the professors' absence, and play. The course usually lasts about eight years, and there are examinations and competitive trials to stimulate industry. The classics are conspicuous among the subjects taught. A noticeable feature is the comparative absence of free and manly recreations; and still more so, is the constant oversight which is exercised over the boys, who are from morning till night kept under a watchful eye. This espionage is prejudicial to habits of trust, honesty, and frankness, which are fostered by confidence. We ourselves remember how in an English school a lad was once asked how he liked it, and replied in outspoken truth: "O, very well, but they put you on your honour here, and one can't have a lark." His Irish nature, accustomed to field life, and fond of riotous fun, chafed somewhat at restraints; but found those strongest which were self-imposed. The true principle is trust. This may be abused, but let it be cautiously exercised, and withdrawn where turned to wrong account. Those who value it will grow by having it, and those who are not fit for it will yet gradually learn to condemn the selfishness and the treachery by which it is carelessly betrayed.

While the propriety of making elementary instruction both gratuitous and obligatory is still being discussed, local authorities in France are, in some instances, taking the initiative by making it free in their own districts.—*English S. S. Teachers' Magazine*.

8. LATIN AND CRICKET.

Whether the Duke of Wellington really said of the Eton playing-fields that it was there that the battle of Waterloo was won, may fairly be doubted. The story has many elements of the myth about it; but, like other myths, it has a kernel of truth, which is worth consideration. He would have spoken, or been made to speak, more truly, if he had included the school-room in his observation; for it can hardly be maintained that even the superior physical education which cricket gives is sufficient, of itself, to form a corps of officers such as Wellington would be glad to see about him on the eve of a Waterloo.

The principal factors in the mental and physical training of English school-boys are Latin and Cricket. These are the most influen-

tial agents in the formation of the character of the ruling classes in England. There are, indeed, other branches of education whose great importance may seem to give them claims, equal to those of Latin, to this pre-eminence, and there are other games and sports which help to make an Englishman what he is; but none, we think, can really vie with these, either in the intensity or the general diffusion of their operation. It is not intended, of course, to deny the superiority of the Greek literature to that of the Romans; but few Englishmen would prefer to see our national character moulded on the Athenian, rather than on the Roman model. Moreover, the number of those who have assimilated Greek enough to influence their mental constitution is small. Happy they who, in addition to the plain, wholesome, and strengthening fare which the Romans offer to their intellect, can quaff the rich nectar of the Grecian Muse!—but they are few.

And with regard to mathematics, it would not be easy to overrate their value, not merely as contributing to the progress of physical science and of the useful arts, but regarded simply as mental gymnastics. Yet few would maintain that mathematics could take the place of Latin as the basis of an educational system.

We should be glad to think that it was a well-founded conviction, on the part of our ancestors, of its superiority as a rock of foundation which has preserved for Latin that predominance in our schools which it still retains. Unfortunately, it was just the party which is least inclined to reflect or examine—the “*laudatores temporis acti*,” who insisted that boys ought to learn Latin, and little or nothing else, from seven years old to one-and-twenty, for no better reason than that their fathers before them had done so. They upheld Latin on the same ground as the Rotten Boroughs and the Corn Laws—all change was mischievous, and “whatever was right.”

It is not, then, to be wondered at if their political opponents took it for granted that their conclusions were as false as their reasoning was illogical. As the Radicals of some forty years ago delighted in abusing the “British Constitution,” and the “British Lion” (without really examining into the merits of the system or the beast), because the Tories were for ever indiscriminately lauding them, they came to regard the study of the ancient classics with suspicion and dislike, because they were taught and prized in great Tory strongholds like Eton and Oxford. A considerable section of the great Liberal party in England were earnestly bent, at the period to which we refer, on effecting a radical change in our scholastic system, and substituting a vegetable diet of modern language and the rudiments of science for the strong meat of Greek and Latin grammar. The “broad view”—the “little of everything” system—was at one time gaining ground among us, and many an unfortunate boy, who knew no grammar or language under heaven, might be seen attending lectures at a modern university on “Comparative Grammar,” and the “Philosophy of Language.” The mental training of a considerable portion of the present generation of middle-aged men was sacrificed to the anti-Latin movement.

Happily for England, just at the time when the public schools and their scholarship were falling into disrepute with the Liberal party, a man rose (whom no one could suspect of a blind attachment to worn-out systems) to advocate this cause. One of the greatest services which Dr. Arnold rendered to his country was that of laying bare to the public eye the real strength of the foundations on which our academical system rests, while he gladly and wisely made some concessions to the just claims of modern languages and mathematics. He, no doubt, prevented a pernicious revolution by a timely reform, and rescued our youth from the cramping influence of the antiquated grammar-school, and from the still worse fate of falling under a system formed on “first principles,” and the “rights of boys!” The influence of Dr. Arnold, like that of all truly great men, is a permanent one. His pupils—we might now say his *grand-pupils*—are working on his lines with excellent effect. Rugby, Harrow, Marlborough, and the newly-founded schools of Clifton and Hailebury, are conducted by disciples of the Arnold school; and many other institutions are imbued with a similar spirit.

Under such auspices a strong reaction has taken place in favour of public schools and classical learning; and it is now a rare thing, even amongst “advanced” Liberals, to hear accurate scholarship spoken of as an idle and worthless accomplishment. The best of the public schools are full to overflowing, and the list of some contain the names of candidates for entrance for many years to come.

It is worthy of remark that the same experience was passed through, with the same results, in Germany. The rapid increase of the mercantile classes of Prussia, in numbers and wealth, has led to the establishment of Real-Schulen, in which the studies prescribed are those supposed to be most necessary to a merchant. In the first zeal of the reaction against the Gymnasia or Classical Schools, the ancient languages, even Latin, were excluded alto-

gether. But it was soon found that the new system of feeding the mind did not produce sufficient stamina, and Latin has by common consent been replaced in the curriculum of the Real-Schulen.

Parallel with the quickened intellectual life in our public schools has run the conscious, systematic culture of the physical powers, by means of games, and above all of cricket. We have muscular pædagogogy, as well as “muscular Christianity;” and the model schoolmaster of the present day is expected to take a deep interest in the games of his scholars, and it is well if he is a good “bat” as well as a good scholar. In this direction, also, the Arnold school has taken a decided lead. Dr. Arnold himself recognized the great importance of a game which establishes more perfectly than any other the mutual correspondence and simultaneous action of eye and hand; which calls upon the player for the exercise, in rapid succession, of the most varied physical and moral qualities—of courage and prudence, of skill in avoiding and hardness in enduring pain—of ever ready, watchful patience in inactivity, and the power of passing in a moment to the intensest and most rapid action—of hopeful energy in the midst of discouragement, and moderation in the prospect of victory.

It is no slight honour and no small blessing to us, as a nation, that such a game should be traditional in our schools. It is not, on the surface, an attractive game. Beginners get little from it that can well be called amusement. It is an earnest, serious game, which suits neither the powers nor the taste of the weakling or the trifler—a game of which none but English boys can ever feel the charms. It is no injustice, we think, to say that the majority even of English boys require to be “kept up” to their cricket by a certain amount of compulsion on the part of their seniors, and that many a now devoted cricketer has been forced through the rudiments of the game by a pressure almost as strong as that under which he learned his Latin syntax.

It would be sad indeed if the general esteem in which this incomparable game is held should be forfeited, or even lessened, by the extravagance of those who indulge in it to excess. There is a danger of this. Instead of the noblest of *pastimes*, many a boy is seduced, by the rapid and brilliant reputation to be gained by eminence in the cricket-field, into making it his sole *pursuit*. And the consequence is that not boys only, but men, once capable of better things, may be seen wandering from match to match, throughout the country, whose whole discourse is of “legs” and “byes,” of “smacking,” “leather hunting,” and “collaring of balls”—who are only in their proper place at “Lord’s,” or the Kennington Oval. The fashionable world in London have much to answer for under this head. We need only pass from a “speech day” at Eton and Harrow to the annual cricket match between these two schools at Lord’s—and compare the apathetic, listless commendations bestowed on the prizemen at the former with the rapturous applause and the delighted shouts of “well hit,” or “well bowled,” with which rank and beauty greet the foremost players at the latter—to understand the force with which the ambitious youth is dragged from the path of knowledge and led to spend the whole force of mind and body on a game.

Professional players may be necessary as well as dancing-masters, and these must make cricket the main business of their lives; but when this is done by those who have, or might have, the advantages of school and college education, they are only so much superior to dancing-masters as cricket is better than dancing.—*London Review*.

9. LORD DERBY'S TRANSLATION OF HOMER.

Pope's translation has a wonderful beauty about it, but if faithfulness to the text is to be accounted a merit in a translator, then Pope has failed in a remarkable degree. Lord Derby's work is noticeable for its transparent honesty. Good faith with the original is discerned everywhere throughout his version. Ease, directness and felicity of diction are also its qualifications in a pre-eminent degree. His style of language is clear, forcible and intelligible, and loses none of that “nobleness” which is the peculiar attribute of the Greek bard. As a specimen of ease and grace, together with a strict adherence to the Greek, we might quote Antenor's description of Ulysses, side by side with Menelaus, taken from Book III., page 98:—

“When both were standing o'er his comrade high
With broad set shoulders Menelaus stood;
Seated, Ulysses was the nobler form;
Then, in the great assembly, when to all
Their public speech and argument they fram'd
In fluent language Menelaus spoke,
In words though few, yet clear; though young in years
No wordy babbler, wasteful of his speech;
But when the skilled Ulysses rose to speak
With downcast visage would he stand, his eyes

Bent on the ground; the staff he bore, nor back
He waved, nor forward, but like one untaught
He held it motionless; who only saw
Would say that he was mad or void of sense;
But when his chest his deep-toned voice sent forth
With words that fell like flakes of winter snow,
No mortal with Ulysses could compare,
Though little recked we of his outward show."

As an instance of rich word-painting, what can be more admirable than the following from the 14th Book :—

"Less loud the roar of ocean's wave, that driv'n
By stormy Boreas, breaks upon the beach;
Less loud the crackling of the flames that rage
In the deep forest of some mountain glen;
Less loud the wind to wildest fury roused,
Howls in the branches of the lofty oaks;
Than rose the cry of Trojans and of Greeks,
As each, with furious shout, encountered each."

These are all the quotations we have space to give as showing the great result Lord Derby has achieved as a translator, apart from all matter of comparison. A few contrasts with other translations will not, however, be out of place, as showing how graceful couplets are a snare to the translator of strong poetic feeling. We may quote the following lines :—

"A parley Hector asks, a message bears,
We know him by the various plumes he wears;"

Which Lord Derby simply and faithfully renders :—

"Hector, of the glancing plume,
Hath, it seems, some message to impart."

And again out of the following lines of Lord Derby's faithfully rendered :—

"The day shall come when this Imperial toy
And Priam's race, and Priam's royal self,
Shall in one common ruin be o'erthrown."

Pope's genius educes six lines, half of which are necessarily fanciful :—

"The day shall come, the great avenging day,
Which Troy's proud glories in the dust shall lay,
When Priam's powers and Priam's self shall fail,
And one prodigious ruin swallow all.
I see the god already from the pole,
Bare his red arms and bid the thunder roll."

We think we have said enough to show that Lord Derby has performed, with remarkable accuracy and power, a labor which has been to him one more of love than of exhausting toil. As a faithful reflex of the Greek, it could hardly be excelled, whilst the vigor of the translation is not easily surpassable. In time it must take the place of Pope's translation in every school in which it is desired to teach the English language in all its purity.—*Leader.*

10. THE COLLEGIATE INSTITUTE LONDON, U. C.

On Friday, 1st September, the London Collegiate Institute was formally opened, and auspiciously dedicated to the furtherance of the cause of education. Through the exertions of the indefatigable Venerable Archdeacon Hellmuth, the corner-stone of the London Collegiate Institute was laid on the 17th of last October. In connection with Huron College, this Institution gives London a pre-eminence over all the neighbouring towns west of Toronto.

At the opening, the Bishop of Huron remarked upon the great and manifold changes which he had seen during his comparatively brief experience of thirty-three years, and alluded to the fact that, when he first came to the neighborhood, the ground upon which the institute stands was covered by the forest primeval. He then spoke of the objects of the institute, and of how necessary it was for the permanent welfare and prosperity of the country that boys should receive good sound education, and be duly instructed how to contribute, in after years, to the advancement of their native land. There would be no "birching" or "caning" in that institute, which was intended to be a benefit to the pupils, who ought to make it a point of honor to do all in their power to assist their teachers, by laboring diligently themselves. He prayed that the blessing of heaven might descend upon the work, and that those who were educated there would be truly fitted worthily to discharge their duties in the world, whatever their position might be.

The Opening.—The greater part of yesterday was occupied in receiving scholars, about forty of the resident pupils, and over twenty of the day pupils having presented themselves for admission. Applications have, we understand, been received for sixty boarding scholars, the remainder of whom will arrive between now and Mon-

day next.—The college was visited by the parents and friends of the children during the day, and much pleasure expressed at the admirable arrangements effected for their comfort.—The school will commence with from eighty to a hundred pupils, a number which will insure its success. The teachers have all arrived, and were yesterday making themselves acquainted with their future charge. The head master, the Rev. Arthur Sweetman, M. A., is a graduate of Christ's College, Cambridge; the assistant masters, the Rev. Professor Halpin, ex-scholar and classical moderator of Trinity College, Dublin; J. E. Bowers, Esq., B. A., graduate of University College, Toronto, teacher of modern languages, a branch of study to which this gentleman has devoted much of his attention. He speaks French and German with remarkable fluency. J. C. Morris, Esq., of Sandhurst College, is in charge of the sciences, and English branch of instruction, in conjunction with Mr. Smythe. Sergeant-Major Gray, late of the Royal Canadian Rifles, is instructor of military drill, a position which he is suited to fill admirably. Mrs. Dampier has the general supervision of the resident pupils, and will be found equal to the task. The boys, yesterday, after receiving their caps, fashioned after the University style, with red tassels, but without gowns, paraded the streets, showing themselves off with evident delight.

The building, now opened for instruction, possesses all the advantages which are deemed requisite for the attainment of this object. Erected on a commanding eminence, the natural advantages of the position have been made use of to the highest degree in the erection of the institution, and all the conveniences and appliances that art has yet devised for the comfort and convenience of the young, and for their assistance in acquiring knowledge, have been introduced. Already a large fountain has been placed in position in front of the building, and handsome walks constructed in the inter-sections of green patches of meadow, which will be utilized to a much greater extent when the designs are fully carried out, when trees and vines will enliven the prospect to the eye of the weary scholar or professor. The building itself partakes of the Elizabethan style of architecture, with a mixture of more modern styles, and is a pattern for its graceful simplicity. The design is the production of Mr. Wm. Robinson, our city engineer. The building is built with a main body, and two wings of irregular length, the whole being somewhat of the shape of the letter L, the front facing the south being 190 feet in length, and the western wing 180 feet; the one to the east 100 feet. The main entrance to the building is attained by a broad flight of stairs, on the base of which are erected handsome pillars, surmounted by gas lamps, and which usher the visitors into a handsome porch. From this a fine staircase leads to each story of the building, where communication is obtained by long passage ways to the different apartments of the building. In addition to this, side stairways have been run at convenient distances leading to the ground, securing a speedy exit from any portion in case of fire. The front is further ornamented by large bay windows, which produce a very nice effect, and are amply sufficient to relieve the blank appearance which would otherwise be observable. A handsome cupola, about ten feet wide and twenty high, surmounts the whole. The building is of the height of four stories, the lower one of which is partially underground. In this is situated the culinary department of the institute. A large and airy dining-hall, with bath-rooms, laundries, kitchen, and the other necessaries, occupy this floor. Dinner sets of silver ware, with all the accessories, have been provided. In the rear of this portion of the premises is placed the steam-engine and boiler. From this point steam pipes have been run to every portion of the building, thus securing a uniform temperature at any season. The apparatus is on the most approved principle, and so constructed that when the steam has performed the circuit of the building it again returns to the boiler, allowing a free and safe circulation at all times. In addition to this important duty, the engine pumps water from an excellent spring well to the large tank in the attic of the building, from whence it runs, by means of pipes, to every section of the edifice, and to the fountain in front, of which an unlimited supply is thus secured. The design of the projector in this respect is further manifested by the fact, that in every section of the grounds large tanks have been constructed, thirty feet in depth, and of a similar diameter, all communicating from one to the other, and from which a supply can be obtained in case of necessity. These are capable of containing hundreds of thousands of barrels, and can be pumped dry at pleasure. To show the perfection sought to be attained, it may be stated that the washing, ironing, starching, drying, and, in fact, everything reasonable, is to be done by steam, securing much more uniformity and better facilities than by manual labour.

The ground floor of the building, entered from the outside by the main stairway, is where the great and primary objects of the institution will be developed. The entire section of this floor, except the east, or shorter wing, which is retained exclusively for the head master, is occupied by the class-room, to the east being the private

room and library of the head-master, adjoining it being his classroom, and immediately to the south a small one for Professor Halpin, of Huron College, while still further west are the class-rooms of Mr. Morris, scientific teacher, and Mr. Bowers, the teacher of modern languages. These are all fitted up with well made oak chairs and desks affixed to the floor, while the centre room, in the middle of the western extension, is reserved as the lecture-room of the scientific teacher. The room contains the instruments intended to demonstrate the science, which will form the branches of study in the college, mineralogy, geology, botany, zoology, physiology, and in the experimental sciences, mechanics, hydrostatics, pneumatics, heat, optics, electricity, magnetism, and surveying, every department of these sciences being fully represented by some of the latest and most approved instruments in use. The handsome assortment is mainly from the noted house of Newton and Son, London, and cost about \$10,000, and are, consequently, all they are represented, and in the hands of Professor Morris, their use and the information deducible therefrom, will be of immense benefit to the students. A complete set of geological specimens, zoological and botanical diagrams, and a set of chemicals, physiological charts, globes, astronomical charts, and mechanical model pumps for demonstrating the principles of hydrostatics, pneumatics, and electricity, only form a portion of the large variety of instruments possessed by the institution, in addition to which, achromatic microscopes, a three-and-a-half foot astronomical telescope, mounted on brass pillars, costing \$135 in England, with sextants, quadrants, theodolites, air pumps, and other scientific apparatus, are included in the appropriation for this department. A number of barometers have been provided, and it is intended to appropriate the cupola to the purposes of an observatory, from which indications of the weather, the rain, and other matters in that connection, will be accurately recorded. A large magic lantern will also form one of the specialities of the college, there being thousands of objects in every branch of science provided, and, as many truths are much easier conveyed to young minds by representations of this kind, there is no doubt of its utility to the institution. The six forms, or divisions, of the students, will, of course, receive their positions in either of these rooms, according to age and qualification. In addition to the places named, the library and chapel, and a housekeeper's drawing-room, the latter a neat room off the main entrance, for visitors, are situated on this floor. The library occupies the south portion of the west wing, and its spacious windows command a fine view of the city. In the northern section of the wing is the chapel, the only portion of this floor that remains to be mentioned. It is, indeed, a pleasant place, and exceedingly well adapted for its purpose.

The Third and Fourth Floors.—Ascending by the main staircase, the long corridors which connect the dormitories with the rest of the building, are reached, and a full view is obtained of the preparations made for the comfort of the pupils. Here are some ten or twelve rooms, each containing from one to ten neat iron bedsteads, according to size, the number, altogether, being eighty on the floor. Each room is comfortably fitted up for the occupancy of the students. The steam pipe extends through the floor, and the interior of the room contains everything which combines to give comfort and cleanliness to the pupil. Each bed is covered by neat and scrupulously clean linen, and a beautiful counterpane lies on top, while a nice washstand, with basin, bowl, looking-glass, &c., are placed at the disposal of each.—The exactness of the founder is manifested in everything there. An excellent representation of the front elevation of the college is seen on each article of porcelain ware, the picture being burned in with the piece when made. The best arrangements for a free circulation of air exist, the top of each door being surmounted by lattice work, which allows communication with the rest of the building, and gives security for the health of the pupils. Side stair-ways connect with the lower and upper stories, so that each dormitory may be said to have a separate mode of exit. At the extreme north of the west wing, a sanatorium is situated, where proper fittings are erected for the care of the sick. This department will, of all others, receive the attention of the principal, from the necessity of the circumstances of his pupils. The rooms of the mathematical and modern language teachers are also on this flight, and have, at all times, access to the dormitories, so that at night, as well as in the day-time, the scholars are under the vigilant care of competent advisers. A very nice provision has been also made by the erection of bath-rooms on each floor, there being several in each section, by means of which the scholars will have the use of hot and cold baths at will. The fourth story is in every respect a counterpart of the third, and fitted up with equal care to the comfort of the occupants. Still higher up is placed the tank which supplies water to the building. This is fed from the roof when obtainable; otherwise, the pumps are used to keep it filled. The east wing forms a separate and distinct portion of the building, and is exclusively occupied as the residence of the head-

master, the Rev. Arthur Sweetman, M.A., and so arranged as to give him a supervision over the entire building.

The grounds occupy the entire block of ten acres, on which the building stands. Walks and carriage drives are run over the land, while in rear a large enclosed shed is erected for gymnastic exercises. Here all manner of pulleys, ropes, and cross-bars will be erected, whereby the bodily growth of the scholars may facilitate their mental advancement. A racket-court and cricket-ground are preparing, to further amuse the students, while a large pond is being made for skating, where will also be erected a plunge-bath, and other accessories to the great object—the securing the health of the students, in the summer season.

The number of bricks used in the erection of the building exceeds 700,000. The cost of the entire structure, finished, including out-buildings, but without the interior fittings, cost in the neighbourhood of \$25,000 to \$30,000.—*Prototype.*

II. Papers on Canadian School Matters.

1. REV. DR. RYERSON ON GIVING PRIZES IN THE PUBLIC SCHOOLS.

At the midsummer examination of the Common Schools, in Toronto, the Chief Superintendent spoke as follows:—

Rev. Dr. Ryerson was next called upon, and said he was sorry that so many who would have taken pleasure in being present, had been prevented from attending. The chairman remarked that besides the common schools there were numerous private schools, to which he would add, that there was the Grammar School and the Upper Canada College, and the Model School, all of which took part in educating the youth of Toronto. He called attention to the fact, that it was competent for the people of every locality to determine for themselves whether they would have the common school system, or after adopting it, whether they would have a free or a ratebill school. There was one town in Canada that had never adopted the common school system, and now desired to adopt it, but through some provision of its Act of Incorporation, it could not do so without a special Act. Almost everything in reference to education was in the hands of the people, no application to the Government being necessary. As to prizes he took pleasure in saying that during the past two months, upwards of twenty townships had sent sums of from \$10 to \$20 to him for prizes to be distributed at competition examinations of the children of the whole township, and he was happy to see the same principle was being adopted in some counties. He congratulated the city of Toronto on having adopted the plan, and found it to work so well, of appealing to the love of approbation of the children—a principle lying deep within the human constitution, and acted upon in all the colleges, in military life, and in well regulated families. It was to be remembered that these prizes were given for general progress in all branches of education, and not for what was called mere book learning. Every competitor had to be diligent, punctual and of good general character. It was also worthy of remark that these principles applied equally to all classes of people, high or low, rich or poor. It was the same feeling that led the soldiers of England to scale the heights of Alma, that was appealed to in the granting of prizes. The more this feeling was appealed to, awakened and properly directed, the more would society be elevated to what it ought to be. It had helped materially in raising the standard of general education in Canada, under the common school system. Canada was much in advance of the mother country in her school system. All that could be done in England was through denominational channels. He was thinking that if every corporation in England were to try to afford encouragement to the educational interest of England, such an improvement in educating the masses could soon be made as had been made in Canada. Within the past few months he had sent out not less than 18,000 volumes to be distributed as prizes throughout the country schools of Canada. He hoped that they would all try to adopt the principle of not depending on mere book-learning, but educating the whole mind and leading the pupils to think.—*Guelph Herald.*

2. EDUCATIONAL PROGRESS IN THE COBOURG GRAMMAR SCHOOL CIRCUIT.

We are glad to state that the object which has long been mooted of elevating the position of common school teachers, when worthy, and of raising the standard of education, has assumed lately a practical form. A meeting of the Board of School Trustees was held last week, at which the subject was taken up and discussed. E. Scarlett, Esq., the County Superintendent, was present, and an important resolution was adopted, appointing a deputation composed of Dr. Powell and D. E. Boulton, Esq., to ascertain what school sections are capable of supporting second class teachers, and after

their report no teachers holding a lower grade than second class will be allowed to teach in any such sections. The evil of allowing third class teachers to hold first class positions, has been long a source of complaint, and there are several illustrations of it in Hamilton township. A check will thus be put on the evil complained of, which, in most cases, is due to favoritism. We have much pleasure in publishing the following extract from the minutes of the last meeting of the Board:—Moved by the Rev. Mr. Laing, seconded by A. Frazer, Esq., whereas it is necessary to elevate the standard of common school education, this Board *Resolve*—1. That at the next examination of teachers for this circuit, any third class certificates which may be granted, shall be limited to certain school sections which are specified in the certificates. 2. That Mr. Boulton and Dr. Powell be a committee, in concert with Mr. Scarlett, to make enquiry and to make out a list of school sections in which third class teachers may be employed. The following text-books, having been approved by the Board of Public Instruction, are recommended by this Board for the use of teachers in preparing for examination:—Sangster's Arithmetic; Sangster's Algebra; Potts' National Euclid and Mensuration; Robertson's Grammar; Sullivan's Outlines of Geography; Taylor's Elements of History; Collier's British Empire, and Hodgins' Canadian History; Physiology, 5th Book; National Book-keeping.

3. TRIBUTE TO A MERITORIOUS TEACHER.

We are highly pleased to learn that at the last meeting of the Board of Public Instruction for the County of Middlesex, the members of that body agreed to grant life certificates as teachers in that county, to teachers who had held the highest class for the past seven years. Only three, however, were granted, and one of these three has been granted to Mr. James Park, at present teaching in this town. We congratulate our friend upon his deservedly good fortune, and, at the same time, feel sure that the high estimate of his qualifications has not been misplaced. As a teacher and disciplinarian, we are informed that Mr. Park has few superiors.—*Planet*. [See 14th Section of the Act, on page 132.]

III. Papers on Practical Education.

1. IMAGINARY ROOTS OF EQUATIONS.

The English papers announce a new mathematical discovery by Professor Sylvester. It is the proof Sir Isaac Newton's rule for the discovery of the imaginary roots of equations. 'This rule,' says the *Reader*, 'is surrounded with a rare and curious interest. It was originally given by Sir I. Newton in his lectures when Lucasian Professor at the University of Cambridge, and in 1707 it was published in the *Arithmetica Universalis*, without proof. Maclaurin, Warring, Euler and many other distinguished mathematicians have attempted to demonstrate it, but hitherto all such efforts have proved abortive. A proof for a few elementary cases was given by Professor Sylvester, a paper published in this year's volume of the *Philosophical Transactions*. He has recently discovered a complete one, founded on the ordinary principles of elementary algebra; and more than this, a theorem, which stands in precisely the same relation to Newton's rule as Fourier's theorem does to Descartes' rule, the rule being deducible from the theorem as a particular case. But this is not all; this general theorem is itself only a particular case of a still more comprehensive one." To this it may be added that the rule in question, both in the first and second editions of the *Arithmetica Universalis*, the second of which was certainly published with Newton's sanction, stands out as the only proposition in the book unaccompanied by a proof, and thus raises a very strong presumption that Newton was not in possession of a solution which satisfied his mind. Certain it is that this rule has been a Gordian knot among algebraists for the last century and a half. The rule itself used to be given in an imperfect form in our ordinary algebras, such as Wood's, from which many of our readers may probably once have been taught. But the proof being wanting, authors became ashamed at length of advancing a proposition the evidence for which rested on no other foundation than belief in Newton's sagacity.

2. EDUCATION BY MACHINERY.

On Wednesday morning, at the establishment of Messrs. Chambers, Paternoster row, London, Mr. Alfred Long, in the presence of some fifty ladies and gentlemen, exhibited an apparatus and explained its adaptability for acquiring languages, music, and other important branches of education. The "Patent Metabolical Machine," the title which Mr. Long has given to this piece of mechan-

ism is very similar in appearance to the old lottery-wheel; but, unlike that magical implement, instead of turning up blanks, prizes in the shape of knowledge to the old and young inevitably ensue.

Mr. Long thus describes his educational novelty:—

"This machine is constructed so as to present to the eye an endless succession of musical combinations or of sentences in grammatical and idiomatic form. These are produced by interchanges of the words or the bars which have been previously selected and arranged according to a certain formula, and then written upon the faces of the little cubes. The peculiar characteristic of the apparatus is a contrivance which prevents the faces of the cubes from presenting themselves in regular succession. An irregular movement being secured, a different variation of the words or the bars is excluded from sight. The working of the machine exemplifies the process whereby children, when taken abroad, reproduce foreign sentences in idiomatic form. It shows that the intellect works mechanically in the colloquial attainment of languages, particularly in relation to the idiomatic arrangement of the words. The machine was devised to illustrate the method set forth in Mr. Pendergast's work on the 'Mastery of Languages.' The beginner commits to memory two foreign sentences very perfectly. The English translations are inserted into the machine, and whenever it revolves, a different variation of the words appears at the windows. The system requires that the learner shall go on translating these variations until he shall have obtained the 'mastery' of them. Then he may undertake another sentence; but he must recapitulate them in every lesson in order to prevent their escaping from his memory. The exclusion from sight of all words, except those with which the learner is actually dealing at the moment, is of very great importance, because it removes all uncertainty, and obviates the difficulty of retaining in the memory the late words of a spoken sentence, while he is emptying that faculty in recalling the foreign words required for the beginning of it. A machine with two rows affords an additional exercise; for, if the foreign words are placed in one row, and the English in the other, each revolution will give an opportunity for practising double translation. The machine will soon recommend itself by the rapidity and economy with which it works. To write out the variations of the sentences on paper would be a very tedious operation, and to make them *viva voce* from two written sentences would be perplexing and unsatisfactory. The apparatus is a sort of dumb waiter, from which the beginner helps himself, without bothering, or being bothered by a talking one. One prominent feature of the scheme is, that it bars the beginner from attempting to manufacture a sentence in a foreign language. The sentences must be selected from books, or else received from a native. No man however learned he may be, can make an idiomatic sentence in a foreign tongue until he knows something about it, and it is very irrational to attempt it."

Dr. Bennett Gilbert illustrated on the piano, to the satisfaction of all present, the ready applicability of the machine in changing musical scores.—*Chronicle and News*.

3. WANT OF PUNCTUALITY.

If there is one evil more prevalent than another amongst business men, in this country, it is the want of punctuality in keeping appointments, and in fulfilling engagements generally. Too many allow themselves to be elected to office, where no emoluments are concerned, merely for the honor it confers upon them, and then feel under no particular responsibility to perform the duties they may have assumed. Others with whom they have to act may attend promptly at the hour of meeting, and have to wait half an hour or an hour, before business can be commenced, or adjourn until some other day—perhaps then to meet with a similar disappointment. We have in numberless instances known business men, of punctual habits, meet a number of times in succession, without having sufficient of their colleagues present to enable them to proceed to business, thus having their valuable time sacrificed through the culpable neglect of others.

Mechanics and employees too often enter into rash engagements to have work done, or some other services performed by a stated time, when, if they had properly calculated their opportunities, it would be apparent to them that they could not possibly fulfil the engagements thus rashly entered into. Disappointment and injury is thus caused to others, and their own reputation for truthfulness and reliability is destroyed.

In matters of apparently but trifling importance, the same care in fulfilling engagements should be shown as in more important matters; the habit of punctuality would thus be formed, confidence would not be broken, and much valuable time would be saved. The following anecdote of Sir William Napier, furnishes a lesson for the consideration of the class of persons we have alluded to:—

"He was one day taking a long country walk near Freshford, when he met a little girl about five years old sobbing over a broken

bowl: she had dropped and broken it in bringing it back from the field to which she had taken her father's dinner in it, and she said she would be beaten on her return home for having broken it; then with a sudden gleam of hope, she innocently looked up into his face, and said, "But yee can mend it, can't ee? Sir William explained that he could not mend the bowl, but the trouble he could, by the gift of a sixpence to buy another. However, on opening his purse it was empty of silver, and he had to make amends by promising to meet his little friend in the same spot at the same hour next day, and to bring the sixpence with him, bidding her, meanwhile, tell her mother she had seen a gentleman who would bring her the money for the bowl next day. The child, entirely trusting him, went on her way comforted. On his return home he found an invitation awaiting him to dine in Bath the following evening, to meet some one whom he specially wished to see. He hesitated for some little time, trying to calculate the possibility of giving the meeting to his little friend of the broken bowl and of still being in time for the dinner party in Bath: but finding this could not be, he wrote to decline accepting the invitation on the plea of a "pre-engagement," saying to one of his family as he did so, "I cannot disappoint her, she trusted me so implicitly."—*Journal of the Board of Arts and Manufactures for U. C.*

IV. Papers on Statistics.

1. TRADE AT NEW BRUNSWICK.

The Trade and Navigation Returns of New Brunswick for the year ending Dec. 31, 1864, have just been printed. The revenue was \$1,060,815 being an increase over the previous year of \$215,921. The imports amounted to £1,663,615 sterling, an increase of £23,562 over the previous year. The exports, inclusive of ships and home freights, were £1,850,141 sterling. The revenue is made up of duties on imports \$743,315, railway import \$181,844, export duty \$67,640, casual and territorial \$30,738. In 1864 there were imported 256,066 barrels of flour against 543,391 in the previous year; the whole imports of agricultural products amounting in value to \$1,811,662. New vessels registering 101,866 tons were registered or obtained passes to go to England for register, their average value being £8 sterling per ton.—*Hamilton Spectator.*

2. PROGRESS OF THE UNITED KINGDOM.

The annual *Statistical Abstract*, which has just been issued, gives, as usual, a view of the progress of the kingdom in the last fifteen years. Many persons have forgotten, and will be surprised to read, that in the financial year ending with March, 1856, the net public expenditure (that is to say, after deducting the charge for the collection of the revenue,) amounted to more than £88,000,000. In the year 1864-65 it was reduced to £61,855,736, or, adding the £620,000 raised by the sale of terminable annuities for expenditure on fortifications, £62,475,736, the smallest expenditure since the beginning of the Crimean war, with the single exception of the year 1858-59. The civil charges of the kingdom were under £7,000,000 in 1850; they are now above £10,000,000. The charge for the forces, military and naval, was under £15,000,000 in 1851; in the year 1855-56 it exceeded £51,000,000; in the year just closed it was £25,000,000. But more remarkable than the expenditure is the revenue, the financial wonder of modern time. In the year 1850 the customs' duties produced a little over £22,000,000: in the year 1864-65 they have produced half a million more than in 1850, and yet in the interval customs' duties had been repealed or reduced to the extent of nearly £9,000,000 net—that is to say, deducting new duties imposed from old duties repealed or reduced. The gross revenue derived from the post-office was £2,277,000 in 1850; it now exceeds £4,000,000. We tax tea and coffee less than we did, but comparing the year 1850 with time present, we get from spirit-drinkers £13,000,000 instead of £8,500,000, and from smokers and snuff-takers £6,000,000, instead of £4,500,000. Ten years ago the national debt, including unfunded debt and the capital value of terminable annuities, was £801,878,763; two years later the war expenditure had raised it to £831,722,963; it has now been reduced to £808,289,398. Passing on to the trade of the United Kingdom, this little volume is full in information. The raw cotton imported in 1864, of the computed value of £78,200,000, cost more than double the price paid in 1860 for the largest import ever obtained, but the quantity we received in 1860 exceeded 12,000,000 cwts., while the quantity obtained in 1863 was less than 8,000,000 cwts., and was in fact about the same quantity as that received in each of the years 1853-55, just before the great stride made by the trade. The import of wool in 1864, 206,000,000 lbs., was much the largest ever received; and the quantity retained for home consumption,

150,000,000 lbs., was also much larger than in any previous year; but with the increasing numbers of wearers of wool it will be welcome. The corn imported in the year, the value of all kinds amounting to £19,881,161, was less in quantity and value than in any year since 1859. The merchant shipping of the United Kingdom (not counting river steamers,) employed in the home and foreign trade in 1864 rose to 21,513 vessels, of 5,208,468 tons, employing 195,756 men. The average *Gazette* prices of British wheat in the year was 40s. 2d.—a price lower than in any year since 1851; in 1855 it was 74s. 8d. £10,088,861 of money was coined at the Mint in 1864. The funds lodged in savings banks at the end of the year amounted to £39,417,995; this is less by £1,840,373 than in 1860, the last year before the institution of post-office savings banks, but the funds lodged in these post-office banks amounted, at the end of 1864, to £4,933,124, and people cannot find money for everything. The population in the middle of 1864 is estimated at 20,772,308 in England, and 3,118,701 in Scotland; in Ireland the number was probably below 5,700,000. The emigration of the year comprised 209,900 persons, nearly 15,000 fewer than in 1863. The number of paupers in receipt of relief was nearly the same in Ireland and Scotland in 1864 as in 1863, but in England there were nearly 40,000 fewer at the end of last year than at the beginning. The commitments for trial were 19,506 in England, 3,212 in Scotland, 5,086 in Ireland—all fewer than in 1863. The amount expended on the relief of the poor from the rates in the poor law—year 1863-4—was £6,423,381 in England, £770,030 in Scotland, £732,969 in Ireland—a decrease in England, an increase in Scotland and Ireland. The average number of scholars in attendance at the inspected primary schools of Great Britain rose in 1864 to 1,011,134. These are some of our "great facts" of the year.

3. CURIOSITIES OF THE POST-OFFICE.

Sir Rowland Hill has shown that the whole nation may be benefited by a reform which at the same time benefits each of us individually. In 1839, the last year of the old system, the letters which passed through the post-office were 70,000,000; they were 240,000,000 in 1844, rose to 410,000,000 in 1853, and will fully reach 700,000,000 in the present year. In London alone the number of letters delivered in 1863 was 160,000,000, more than twice as many as in the whole kingdom in 1839. There are now 1100 receiving-houses and letter-pillars in the metropolis, and more than 16,000 altogether, showing that the immense number of 40,000 letters are put into each receptacle in a year, taking one with another. As there are 5,300,000 inhabited houses in the United Kingdom, this gives about 120 letters on an average to each house. Considering how few letters the humbler classes receive, the average indicates how large must be the receipt of letters by the commercial houses. Striking an average in the same way, every one of us—men, women, boys, and girls—receives 22 letters in a year.—*Once a Week.*

4. BRITISH MUSEUM.

At the British Museum about 4150 volumes are used in the reading room daily; the number of readers has been about 106,000, or 360 per diem. 38,842 volumes have been added to the library during the past year, of which 2740 were presented, 28,426 were purchased, and 7686 acquired by copyright, 819 maps, charts and plans have been added, in 3326 sheets, and 44 atlases complete.—2378 pieces of music have been obtained. The total number of articles received by this department has been 72,214, of which 1283 were received under the international copyright treaties. 300,000 stamps have been impressed on these articles.

V. Biographical Sketches.

No. 50.—COL. THE HON. SIR E. P. TACHÉ, A.D.C.

It is with the deepest regret we chronicle this morning the death of the Premier of the Canadian Government, the Honorable Sir Etienne Paschal Taché, Kt., which took place at St. Thomas, L. C. The great and good man has passed away, and Canada to-day weeps for another of the historical men, who link her present with the far off past.

Col. Taché, as he was most familiarly known, was born in the village of St. Thomas, near the very ground on which he breathed his last, in the year 1795. He was, like many of the old Lower Canada leaders, descended from a French family of good repute, members of which, it is said have from time to time distinguished themselves in the Province, both before and since the conquest. He was educated at one of those seminaries of Lower Canada which have sent

forth to the world so many men of eminence and worth, and at the breaking out of the American war in 1812, though only seventeen years of age, he entered the service of the Country, as an Ensign in the 5th Battalion Incorporated Militia of Lower Canada, and with his regiment marched boldly to the front to defend his country. He was subsequently promoted, during the war, to a Lieutenancy in the Canadian Chasseurs, and with them he served in a number of engagements, evincing great bravery and coolness, and giving thus early the evidence of those qualities which have ever since distinguished him in life. Although the events of that war were fifty years old, the gallant Colonel—gallant by more than mere courtesy—never tired of speaking of them. He seemed to look back to the time, when, a mere boy, he wielded the sword in the defence of his country and King, as among the proudest achievements of his life.

He acquired thus early a love for the military profession, and a respect for the discipline which it begets, which never left him; and he has always been in advance of his compatriots as the supporter of militia organization. The last occasion on which the writer saw him was when the Legislative Drill Association was inspected by his Excellency Lord Monck. After the inspection the Association were drawn up and put through the manual and platoon by the veteran soldier and statesman. "It is fifty years ago," said he, "since I learned this; let me hope," he continued with an honest pride in his own military skill, "that in half a century you may each be able to do as well."

On the conclusion of the war, Mr. Taché studied medicine, and for years he practised his profession in his native place. During the troublous times of 1837 and 38, he remained staunch in his allegiance to the Government, although strongly at accord with his countrymen, sympathising with them in the demand they made for the redress of their grievance, but refusing to resort to arms to obtain it.

He did not enter Parliament until the union was effected, but he was elected in 1841, to the first Parliament of united Canada as member for l'Islet. He soon made his mark in public life, and was shortly afterwards, on the 1st of July, 1846, appointed to the important office of Deputy Adjutant General, a position for which his early military experience, and thorough habits of discipline, admirably fitted him. On the 10th of March, 1848, he was requested by Mr. Lafontaine to join with him in the formation of the Lower Canada section of the celebrated Baldwin-Lafontaine Government, and took the office of Commissioner of Public Works, which he held until December of the succeeding year, when, on the retirement of the Hon. Mr. Viger, he accepted the Receiver Generalship, retaining the position until May 1856,—a longer period than has been generally allotted to Ministers of the Crown. On the 23rd of May, 1848, he was elevated to the Legislative Council, having up to that time retained the confidence of his old friends in l'Islet; and in that body he was regarded as a leading man from the day of his entering into it.

On the break up of the Baldwin government, and the coalition of Mr. Hincks with the advanced reformers under Messrs. Rolph and Cameron, Col. Taché remained in office acting with his friend Mr. Morin, who has preceded him to his long home by only a few days.

On the formation of the Grand Trunk Railway Company, and the guarantee by the Province of £3000 a mile towards its construction, Col. Taché was appointed one of the Government Directors, retaining the Directorship until the passage of the act of 1857, under which the office was happily abolished. And in September, 1854, he again remained steadfast with his friend Mr. Morin, in accepting the coalition of that time with Sir Allan Macnab and as a member of that Government his name was associated with the settlement of the great questions which had previously agitated the country, and the settlement of which formed the justification for the somewhat startling amalgamation that took place at that time.

On the retirement of Sir Allan Macnab in 1856, Sir Edmund W. Head, then Governor General of the Province, sent for Col. Taché to reconstruct the Government, and he became for a time Premier, taking the office of President of the Council. When in July, 1857, Mr. Cauchon retired from the Cabinet, he accepted the office of Commissioner of Crown Lands, the duties of which he performed in addition to those of President of the Council, until the month of November following, when against the urgent solicitations of his colleagues and his party friends, he retired from the government, with the intention of retiring from public life altogether. "After a long and lengthened period in the service of my country," said the hon. gentleman in his explanations to the House, "I wish to retire to the bosom of my family from the cares attendant on public life." He did retire, and it was with the greatest difficulty that he could be induced again to assume the responsibilities of official position. In November, 1858, Her Majesty the Queen, as a recognition of the eminent services of Col. Taché, conferred upon him the dignity of Knighthood; and, at the same time, invited him as a guest to Windsor Castle. Never has dignity been bestowed upon a worthier object; never have honours been so modestly won and so richly

merited. Again, in 1860, he was appointed, jointly with Sir Allan MacNab, to the honorary rank of Colonel in the British army, and Aide-de-Camp to Her Majesty the Queen, and, in this capacity, he formed one of the suite of His Royal Highness the Prince of Wales during his tour in Canada.

On the retirement of the Macdonald-Dorion government in March, 1864, the hopes of the conservative party centred on Col. Taché. During a long political career, and a great many years of official existence he had managed, by his strict honesty of purpose and untiring application, to silence the cavillings of all opponents. He had come through the ordeal of a long official life, at a time when party feeling ran high, and when the party press was not over scrupulous in its attacks upon public men, without a shadow of a stain upon his good name; and moderate men looked to him as the man above all others calculated to bring confidence to an Administration, and secure for it that support which would be essential to its success. Some difficulty was experienced in inducing him to accept the Premiership. His great age, which had led him seven years before to retire from a similar position, and his unwillingness again to break in upon the quiet retirement in which he had hoped to pass the remainder of his days, were the strong arguments against his assumption of the position proffered him. But to the last he retained his old love for duty, and inspired by a desire to see the country relieved from the political embarrassment into which violent partizanship had thrown it, he accepted office, and calling Mr. John A. Macdonald, his old friend and colleague, whose honesty and sterling worth the veteran statesman was in a good position to appreciate, to his aid, he formed the Taché-Macdonald Government. It was destined as formed to a short career. A catch vote, upon a question in which it had no part, left it in minority of two, and then came the Coalition which, based upon the avowed object of removing the great cause of the sectional difficulties which prevailed, has since and does still govern the country.

The duty of presiding over such a Government was too much for a man of Colonel Taché's advanced years. During the Convention of last fall at Quebec, he laboured earnestly, the chairmanship of the Conference having been awarded to him. Thoughtful only of the country which he had consented again to serve, he gave his days and nights to the discussions which occurred at that time, and thereby severely impaired his health. After the service he returned to his residence, and remained there in a rather delicate state of health. On the return of the delegates to Quebec, although still suffering, he was anxious to meet them at the Council board, and learn from them what they had done for the country he had served so long and loved so well. The journey was too much for him; and he was compelled to return home, never, as it has turned out, to leave it again. Ripe with years and loaded with well earned honours, he passes from among us leaving behind him a name clear and untarnished, an evidence that even in the political excitements of a new country like this, honest persevering patriotism will meet its reward.

The country in his death has lost an honest public servant, and an astute statesman; his fellow-citizens of French Canadian descent, have lost a brother whose memory they may well cherish and whose character they may well emulate, and the Queen has lost a subject than whom none breathes more truly loyal and devoted to the throne. His motto, famous for its significance and truth, that "the last gun fired in British America in defence of the connection with England would be fired by a French Canadian," will be remembered the more warmly now that the voice of him who uttered it is stilled for ever in death. And the recollection of the achievements of the great and good man who has passed from amongst us, will inspire his compatriots, as well as Canadians generally, who claim a common inheritance in his revered memory, with a more ardent desire to bring honour upon his prescience by proving true his promise of loyalty for the country.—*Hamilton Spectator*.

No. 51.—THE HON. A. N. MORIN.

We regret to learn the death of the Hon. A. N. Morin, Judge of the superior court of Lower Canada. He died at Ste. Adele on Friday, in his 63rd year. His life was much mixed up in the politics of Lower Canada before the Union, and after the Union in those of United Canada, and he may be set down in the second rank of that respectable body of statesmen who occupied the stage, at the period of the Responsible Government struggle. He is yet another of those old politicians who have left behind them a stainless name.

Our Quebec correspondent, in the telegram we publish to day, furnishes some particulars of his life; but, from the part that he has played in our political history, it is better to give some more details.

He was born at St. Michel, in the District of Quebec, on the 12th of October, 1803. His parents were cultivators; and the first years of his life were full of privations. He received his education at the Seminary of Quebec, where he displayed great quickness and ap-

titude to learn. His ambition, there, was to study law, but he found himself without the means. At this time he came under the notice of the Hon. D. B. Viger, who loved to afford encouragement to poor young men of good talents; and Mr. Viger brought him to Montreal. Here he gained his board, as the agent of M. Agustine Perrault, a rich and respectable citizen; and became articled as a law student, to Mr. Viger, who employed him to copy manuscripts, and in this way he became free with the use of the pen. He wrote a paper entitled "Lettre de l' Hon. Judge Bowen," on the subject of the legal use of the French language in Canada; and this gave him reputation. He then founded *La Minerve*, which paper has ever maintained a foremost place among all our French contemporaries—although there were times in the far off past when it and we did not agree so well as we happily do now. Mr. Morin continued for ten years to be its editor; and played an important part in the history of those days.

In 1828 Mr. Morin was admitted to the practice of the profession of advocate, and in two years afterwards, in 1830, he entered the Parliament of Lower Canada, as member of the County of Bellechasse. He there took an exceedingly active part, serving under Mr. Papineau, and joining in all hot struggles of race of that time, on the side of his countrymen. And it was he, if we are not misinformed, who wrote the ninety two resolutions. Three years after his entry into Parliament, he won sufficient distinction to entitle him to be the bearer of a petition to England, on the state of the country. He went to the aid of his old patron, the Hon. D. B. Viger, who was then in England.

He represented successively the counties of Bellechasse, Nicolet, and Saguenay. In 1841, he was appointed a District Judge; and in 1842 he became Commissioner of Crown Lands and Executive Councillor in the Lafontaine-Baldwin Administration. He maintained to the last his party allegiances to those leaders. In 1846 Mr. Draper tried to detach him from his party alliances with the Upper Canada Liberals under Mr. Baldwin. Mr. Morin's letters in the celebrated correspondence that took place at that period showed how simple and single were his notions of party duty. But not to anticipate. He went out of office with his party in December, 1843—Mr. D. Daly remaining. In 1844 he was elected simultaneously for the counties of Saguenay and Bellechasse—sitting for the latter. It is unnecessary to dwell on the battles fought in that Parliament. Enough to say they led up to the general elections of 1843, when Mr. Morin's party again came into power; and he was elected to the post of speaker of the House of Assembly, which position he occupied until 1851, when the Hincks-Morin Ministry was formed—Mr. Hincks becoming Upper Canada leader after the retirement of Mr. Baldwin, and Mr. Morin Lower Canada, after the appointment of Mr. Lafontaine to the post of Chief Justice—in which office he was subsequently appointed a Baronet by the Queen. The place which Mr. Morin held in the Ministry was that of Provincial Secretary, and this time he was elected for the county of Terrebonne. In August, 1853, he was appointed Commissioner of Crown Lands; and when Mr. Hincks fell, under the combined assaults made upon him in September, 1854, he took the most important step of joining with Sir Allan N. McNab, and the Upper Canadian Conservatives, making (what was so unduly and so bitterly assailed) the celebrated coalition of that year; but which was, in actual fact, the union of the nearest political affinities, and which has since, with little exception, formed the governing party of this country; which settled many vexed questions; which passed many useful measures; and which the party led by Mr. Brown has now joined, with a view to carry the most important measures ever submitted to the people of British North America—measures which will affect the destiny of the whole British Empire in the ages yet to come.

Mr. Morin bore the assaults which were made upon the combination of which he was the Lower Canada leader with the utmost mildness and good temper—never using angry words in reply; indeed, to do so, would have been foreign to his polite and kindly nature. He retained his office till 1855, when he was appointed a Judge of the Superior Court; the Hon. George Etienne Cartier succeeding him as the energetic Lower Canada leader of the great French party.

In 1859 he was appointed one of the Codification Commissioners, whose elaborate work was laid before Parliament at its last Session, and is now before the public. To this work Judge Morin devoted faithful labours.

In his earlier years he cultivated poetry for a pastime, and among other pieces people quote his pathetic song:

Dans ma douce patrie
Je veux finir ma vie.

The historian (Kaye) of the life of Lord Metcalfe thus sums up his life: "His character is well fitted to make a romance. With superior administrative ability, he unites great power of application, an extreme love of order, and, above all, a delicate conscience and

an abnegation of self. . . . He possesses the purest patriotism. He is without egotism and without artifice. He has nature so sensitive and expansive, that one would say of him that he had the tender heart of a woman and the simplicity of a child. Without these infirmities of noble souls he would have become a great statesman. This portrait it must be remembered, was drawn by the eulogist of the Governor-General to whom Mr. Morin's party was in the most strenuous, nay, bitter opposition.

Judge Morin throughout life was eminently a religious man. Whenever he travelled in the country he never passed a church without entering and performing some act of worship. His many good works cannot be told; for he performed his charities in secret.—*Montreal Gazette*.

No. 52.—THE HON. MR. DEBEAUJEAU.

The Hon. George Rene Savense DeBeaujeau, of whose death our Montreal correspondent informs us, was seignior of Lower Canada descended from Captain Daniel C. DeBeaujeau, chevalier of the military order of St. Louis, who commanded the French forces at the battle of Monongahela, in 1755, where the English under Gen. Braddock were defeated, and where Capt. DeBeaujeau was killed the family settled in Lower Canada and remained after the Province was ceded to England. They possessed the seignories of Soulanges and LaNouvelle Longueuil, and for years exercised considerable influence in the political affairs of Lower Canada. The father of the deceased gentleman, who was a member of the Legislative Council of Canada, sat in the same House in the legislature of Lower Canada before the Union, the family residence being a fine mansion on the north bank of the St. Lawrence near Coteau du Lac. Mr. DeBeaujeau was appointed to the Legislative Council in 1848, and at the time of his death was not far advanced in years.

He was grave and dignified in appearance, thoroughly courteous in manners, and when he addressed the House, which he occasionally did in as correct English as French, was listened to with respect and attention. He never took a very prominent part in politics, contenting himself with giving a modest but hearty support to the conservative party. He was a Lieutenant Colonel in the militia of Lower Canada, and, some years before his death, succeeded to the title of the last Count De Beaujeau, of France, by the death of a distant relative.—*Leader*.

No. 53.—THE RIGHT REV. ALONZO POTTER, D.D., LL.D.

By the telegraph we learn that the Right Rev. Alonzo Potter, D.D., LL.D., died in San Francisco on the 4th instant, just six days before the completion of his sixty fifth year. Bishop Potter was born in Dutchess county, in this state, and was a brother of Bishop Potter of the Diocese of New York. He was graduated at Union College in 1818, became a tutor the ensuing year, and professor of mathematics and natural philosophy in 1821. Declining the presidency of a college at Geneva, N. Y., he accepted an invitation to the rectorship of St. Paul's Church, Boston, where he remained until 1831. He was consecrated as Bishop of Pennsylvania in 1845, which position he filled until the time of his death. He has published several books not much in circulation now, and occupied a high rank for scholarship and ability among eminent prelates of his church in this country. Three of his sons, Gen. Robert R. Potter, Howard Potter (of the firm of Brown Brothers), and Clarkson A. Potter, Esq., are engaged in professional and commercial life in this city.—*N. Y. World*.

VI. Miscellaneous.

1. COME TO ME, O YE CHILDREN.

Come to me, O ye children!
For I hear you at your play,
And the questions that perplexed me
Have vanished quite away.

Ye open the eastern windows
That look toward the sun,
Where thoughts are singing swallows,
And the brooks of morning run.

In your hearts are the birds and the sunshine,
In your thoughts the brooklet's flow;
But in mine is the wind of autumn,
And the first fall of the snow.

Ah! what would the world be to us,
If the children were no more?

We should dread the desert behind us
Worse than the dark before.

What the leaves are to the forest,
With light and air for food,
Ere their sweet and tender juices
Have been hardened into wood—

That to the world are children ;
Through them it feels the glow
Of a brighter and sunnier climate
Than reaches the trunks below.

Come to me, O ye children !
And whisper in my ear
What the birds and the winds are singing
In your sunny atmosphere.

For what are all our contrivings,
And the wisdom of our books,
When compared with your caresses,
And the gladness of your looks ?

Ye are better than all the ballads
That ever were sung or said ;
For ye are the living poems,
And all the rest are dead.

—H. W. Longfellow.

2. QUEEN VICTORIA'S APPEARANCE.

Of late years, especially since the sad loss of her husband, Queen Victoria has undergone a great change, both in mind and body. She never was possessed of great beauty, and the charm of her presence always rose more from the natural expression of an amiable disposition, than from any regularity of feature or grace of manner. She never was endowed with the irresistible fascinations of the Queen of Scots, nor with the imperious airs of Elizabeth, which extorted a reverence that could not be refused. Her eyes are blue and bright, her hair dark, and her complexion is now somewhat sallow. It is marked by deep lines of affliction, and yet those do not make her expression less attractive. It has been well observed that sickness and sorrow refine most countenances, and hers is another illustration of the truth of this saying. In the approaches of age she has gained that which may be called the beauty of goodness. It is undoubtedly true that old age, provided that it be found in the way of righteousness, gives to the features not their own.

If the motions of the mind be good, the lines of the face will become more and more beautiful as time wears on, and the sensual charms of colour, delicacy and the regularity of feature fade. This is certainly apparent in the face of Queen Victoria at present. In stature she is rather inferior to the average height, and looks far more majestic when seated than standing ; and yet, wherever and whenever she is seen, she always bears the obvious mark of a noble lady. No one could meet her under any circumstances without perceiving at once that she is high-bred, and accustomed to command. She cares little for dress ; and at Balmoral, Osborne, or any of her palaces where she is in the bosom of her family, she wears plain, unpretending garments, such as some at least of our fair countrywomen would not allow themselves to be seen in at any time. She dislikes pomp and display, and does not often appear in public ; never, except when some great State occasion seems to demand it. Among all the Americans who have visited Europe, very few have seen Queen Victoria, while nearly every traveller has looked upon Louis Napoleon and Eugenie, who are frequently seen driving about Paris with the greatest freedom. In consequence of this reserve, the spectacle is much more imposing and attractive when she does appear.

She is an extremely good horsewoman, and manages her steed with great address and fearlessness. At the encampment at Cobham, a few years ago, she appeared on horseback, and was, of course, the admired of all beholders, as she rode on the field on her dark bay Templer. She wore a long dark green robe, of some thick, rich material, a closely fitting jacket, with but few ornaments, and a low dark hat, with a long black ostrich feather. In her hand she carried an elegant riding whip, with a handle of gold, and a carbuncle set in the top of it. She rode along the lines with grace, and really, for the time, one recalled to mind, irresistibly, the energetic presence of Elizabeth, as she passed before her soldiers at the time of the threatened invasion of the Grand Armada, and with burning words urged them to do and dare every honorable deed in behalf of Old England and its Virgin Queen.

Victoria always appears well at a review, and has that magnetic glance of the eye which leads every soldier to believe that his sover-

ign looks directly at him on such an occasion. This quality is not unfrequently possessed by great generals, though few women ever have sufficient nerve to show it.

Queen Victoria's costume in public is a black silk dress, trimmed with crape and jet, and Mary Queen of Scots cap with long veil, necklace, and cross of diamonds.—*The Weekly Prototype.*

3. GENERAL LEE AS A COLLEGE PRESIDENT.

General Lee has accepted the position, offered to him a few weeks since, of President of Washington College, next to the oldest, and one of the most respectable institutions of learning in Virginia. His acceptance is fortunate for the College, and the position is well suited to the present circumstances of General Lee. Its advantages to him are dignity, seclusion, occupation, usefulness, adaptation to his cast of character, and to the exclusion from other public employments consequent on the unfortunate side he took in the late war. Gen. Lee is the most admired and popular man in the Southern States. The solid esteem felt for his personal character will attract to Washington College, located at Lexington, a large portion of the cleverest and most promising young men of the South. It augurs well for the future tranquility of the country, that the controlling minds of that section in the next generation are to be moulded by such a man as General Lee.

The qualities which won for him such extraordinary esteem as the commander of an army, will secure him great success as the head of an institution of learning. He has a rare faculty of governing without a visible obtrusion of authority. He surrounds himself with a moral atmosphere which calls forth instinctive respect and love, and inspires a devoted enthusiasm. He will therefore easily bend young minds to his wishes without disagreeably thwarting theirs. This is an admirable cast of character for such a position as General Lee is to occupy, where young men with a budding consciousness of talents, full of hope and generous impulses, will submit themselves to his guidance with implicit confidence. His experience as superintendent of the Military Academy at West Point, long ago trained him for the practical details of his new office.

General Lee's interpretation of the duties which, in his new situation, he owes to his country, is well expressed in the following sentences from his letter of acceptance : "It is the duty of every citizen in the present condition of the country to do all in his power to aid in the restoration of peace and harmony, and in no way to oppose the policy of the state or general government directed to that object." And again : "It is particularly incumbent on those charged with the instruction of the young men to set an example of submission to authority." The Board of Trustees of the institution have called a meeting, and in a series of resolutions "heartily concur in and fully endorse the sentiments so well expressed by General Lee ; sentiments that cannot fail to commend themselves to the approval of the President of the United States, and to the unqualified assent of all sensible and virtuous citizens."—*Spectator.*

4. AUTHORS IN THE BRITISH PARLIAMENT.

The British Parliament, this year, contains an unusually large number of literary men. Amongst them are the Chancellor of the Exchequer, whose last work is one on Homer ; J. Stuart Mill, the political economist ; D'Israeli and Bulwer, whose novels may now be counted by the score ; A. W. Kinglake, the historian of the Crimean War ; Layard, the explorer of Nineveh ; Thomas Hughes, better known as "Tom Brown ;" Mr. Oliphant, author of several works of Eastern travel ; Mr. Faucett, a blind man, and an able political economist ; Sir George Bowyer, the Civil Law commentator ; Mr. Forsyth, author of a "Life of Cicero ;" besides Sir Roundell Palmer, Edward Baines, W. E. Baxter, Charles Buxton, J. F. Maguire, and a number of minor celebrities.

5. AN OCTOGENARIAN VOLUNTARY SCHOOL-MASTER.

Mr. James Beattie, Auchterless, who has daily taught, without fee or reward, a school at Gordonston for sixty years, completed his 82nd year on Friday last, and on that evening he invited his pupils, boys and girls, to the schoolroom, where, after being first examined in the presence of a number of spectators, the whole were treated first to tea, and afterwards to fruit and a little wine, given by the hand of their aged instructor. The meeting was a very pleasant and interesting one ; and we venture to think that nowhere in the kingdom will there be found a school the teacher of which has, for sixty years, taught without fees. Mr. Beattie's work is a labour of love, and his pupils make great progress.—*Banffshire Journal.*

6. A TALK WITH MY BOYS ON HONESTY AND CHEATING.

We have a few spare minutes, boys. Shall we have another familiar talk together? Very well. Let us talk to-day about honesty and cheating. As you were playing marbles at recess, I heard Master John exclaim, "Now Jim, stop that!—no cheating!" I don't know whether "Jim" was cheating or not; I hope he was not. But, at any rate, it will do us no harm to consider, for a moment, the subject of cheating. We have not time to talk about all kinds of cheating: but if you will give me first-rate attention, we'll note a few of them.

First of all,—you may cheat yourselves. How is that? When you shirk out of any duty; when you get others to do what you ought to do for yourselves; when you unnecessarily stay away from school; in a word, when you do anything which tends to deprive you of the advantages which you may derive, and ought to derive, from your school,—then you cheat yourselves. You imagine, perhaps, when you escape tasks assigned you, that you are doing a shrewd thing, and getting advantage of your teachers; while the fact is, you are defrauding yourselves. This is a kind of dishonesty which will one day appear, to all of you who indulge in it, a very expensive one.

In the next place,—you may cheat one another. You may do this in your sports. You all know how that is done. *Done in fun*, do you say? Perhaps so; and perhaps not. At any rate, the habit of taking dishonest advantage of another is easily formed; and, if allowed in small things, will by-and-by show itself in large things. If Master James permits himself to cheat in his plays, the habit of dealing unfairly will grow upon him; and when, within a few years, the temptations of money-getting assail him, he will find it no easy matter to deal honestly with all men. No man becomes a grossly dishonest man all at once. Unfairness in many small things almost always precedes the act which stamps a man with the brand of dishonesty. Therefore, my boys, don't deem it a trifling matter to cheat in your sports. Be honest in the smallest things. You don't like to be cheated yourselves, even for fun's sake. Do at all times as you would be done by. Be unselfish enough to deal fairly. Cultivate a high spirit of honor and honesty—they generally go hand in hand. Scorn every kind of cheating in your relations with one another, whether it be in your sports or in competitions in the school room. Never attempt to put yourselves up, or others down, by means that are not perfectly honest. What do you think, boys? Is this good advice? Yes, sir. If so, be careful to follow it.

Now, boys, I have a case involving a question of dishonesty of a sort different from those we have been talking about; and I want you to help me in deciding it. I took from the post office this morning a letter upon which was a stamp that had not been defaced. Here you see the stamp, fresh as ever. Now, the question I wish you to answer is this: Will it be honest if I use this stamp upon another letter? Yes, sir, and No, sir, I hear you say. How many say Yes, sir? Hands up. How many say No, sir? About equally divided. Well, you may discuss the matter a little while, and then I will briefly sum up what you say.—That will do for the discussion, boys. Now for the main points. Edward says that the stamp ought to go for the face of it; that it is in my hands honestly; that it is the postmaster's fault, and not mine, that the stamp has not been defaced; and that if I do use it again, it won't harm anybody. So say some other boys. On the other hand, Master John and others say that the stamp, having been once used, ought to have been defaced; that I have no right to take advantage of a postmaster's neglect; that the government sold the stamp for three cents, and, having conveyed the letter according to agreement, the obligation of the government, so far as this stamp is concerned, has been fulfilled, and it is under no obligation to carry another letter without additional pay; that, under the circumstances, if I use the stamp I shall cheat the government.

I think that Master John and those who agree with him are right. The stamp does not belong to me. I gave nothing for it. It has done all the government promised it should do—carried one letter. Suppose that a man pays me a debt, but neglects to take a receipt. Would you call it honest if I were to attempt to make him pay it again? The government received three cents for this stamp, and promised to carry a letter. It has fulfilled its promise. Would it be honest to compel it to pay again? No, boys. In our dealings with the government—that is, with the people of the country—we ought to be as strictly honest as we are expected to be in dealing with our neighbours. A man who defrauds the town, or the state, or the country, by a false return of taxable property; by concealing his property so as to avoid taxation; by a false oath at the custom-house; by furnishing the public authorities with a poor article in place of the good one which he has contracted to deliver, or who in any way defrauds the public as represented by the public officers, is

just as much a rascal as is the man who swindles his neighbour, and is therefore condemned to prison.

Learn to be honest, boys. Don't cheat in things small or great. Keep yourselves far above suspicion. Every "Jim" must be careful not to give any "John" an occasion to cry, "No cheating!" You may go.—*Massachusetts Teacher.*

VII. Educational Intelligence.

—TORONTO CITY SCHOOLS.—On the 28th July the successful competitors at the recent combined examination of the pupils attending the city schools, were presented in the St. Lawrence Hall with the scholarships, prizes, and certificates of honour which had been awarded them. The Hon. Mr. McMurrich took the chair, and upon doing so he said in consequence of the absence of his Worship the Mayor, from the city, the duty had devolved upon him, as Chairman of the Board of School Trustees. He regretted the absence of the Mayor, who, he was aware, took a lively interest in the prosperity of the schools. They had met for the purpose of presenting the scholarships, prizes, and certificates of honour awarded to the successful competitors at the recent combined examination. He then went on to say that, notwithstanding that much had been said against the common school system, he had to congratulate the citizens upon its efficiency. (Applause.) He was glad to say the schools were doing good work. They possessed nine school-houses in the city, six of which were superior buildings, two smaller ones, and another, which was recently opened on Centre Street. (Hear, hear.) In referring to the school estimates he pointed out that taking the mean between the registered number of pupils, the monthly and average attendance, each pupil cost the city only about \$339 per annum; a fact which showed that the schools were economically managed. The whole cost of maintaining the schools did not exceed \$26,000; only \$23,000 of which the citizens were taxed for, \$3,000 being the government grant. He then proceeded to remark that he thought a change for the better might be made in the present school system, by blending the free with the rate-bill system. He favoured the establishment of primary schools, and also of a high school for the larger pupils. He did not wish to be misunderstood, however, as he did not wish to go for a rate bill system without the free system connected with it. (Hear, hear.) After touching upon some other matters, including the benefits derived by having an opportunity of sending pupils to the Grammar School, he took his seat amid applause.

After the report had been read the pupils were called upon the platform in regular order, by the Rev. Mr. Porter, local superintendent, and presented with the scholarships, prizes and certificates of honour, by the chairman, who complimented them upon their success, and encouraged them by kind words to further perseverance in their studies. The proceedings were highly interesting, the audience warmly applauding the children upon their success. Principal Willis was then requested to address the meeting. He expressed his great gratification at being present. When he entered the room he had supposed he could not remain over a quarter of an hour, but he was so interested with the proceedings that he had stayed much longer than he had anticipated. Indeed he had never enjoyed himself more than he had on the present occasion, in witnessing the presentations to the pupils. He was present at one of the local schools, yesterday, and was much interested, but not more so than on the present occasion. He advised the pupils to increased diligence, and congratulated their parents on the success of their children, and the public upon the possession of such an excellent system of education. He was particularly struck and pleased with the great improvement, as stated in the report, that had taken place in orthography within the past year. Having again complimented the pupils, he took his seat amid applause.

Rev. Dr. Ryerson next addressed the meeting. (For his remarks, see page 136.) In conclusion, he begged to introduce to the meeting the Rev. Mr. Fraser, who had been appointed by the Imperial Government to enquire into the state of education in this country and in the United States, with a view to improving the educational condition of the middle classes of England, and who had been introduced to him by a letter from the late Governor-General of this Province, Sir Edmund Head. (Applause.) Rev. Mr. Fraser, in rising to address the meeting, said that when the chairman had asked him to say a few words he had consented to do so, because he had always found it easier to say yes than no; and when the Secretary stated that in addition to the 125 circulars he had sent eleven invitations to gentlemen, asking them to be present to address the meeting, he was

told that he would be expected to say a few words. The meeting would therefore take him as they found him. (Hear, hear.) He then informed the meeting that he had been deputed by a commission appointed by the Queen to obtain information with a view to improving the educational condition of the middle class of England. He had therefore been sent out to investigate the school systems of the United States and Canada, but he had only been in Canada a few weeks; and he regretted not having arrived here before the summer vacation, as he feared he could not stay in the country perhaps more than a month, and would not have an opportunity of witnessing the school system in its practical working. He would improve the time, however, in reading the excellent reports of the Chief Superintendent of Education, Dr. Ryerson. He was much struck with the statement made by the chairman with regard to the small cost of education in this city, and especially so after coming from the City of New York, where the sum of \$2,000,000 was annually expended in educating 80,000 children, which was over \$20 per child. He congratulated the meeting upon the lightness of their school estimates, and trusted that the common schools, as now established, would be protected and encouraged. Much money was saved by educating the youth of the country. It was better to expend money on education than in the maintenance of jails and penitentiaries. (Applause.) The other day the Bishop of Chicago had told him that one priest was as good as a hundred policemen in keeping in order the Germans and turbulent Irishmen in that city. (Laughter.) And he contended that such excellent masters as he had seen the previous day at the Louisa and Victoria Street schools were of more value to the citizens than a hundred policemen. In referring to the absence of religious instruction in the schools, he said that, as a minister of the English Church, he would like to see religious training in the schools. As regards our schools, however, he said that many complaints had been made against them as being irreligious institutions; but he had ascertained that every clergyman in the city had the privilege of attending the schools one hour each week for the purpose of imparting religious knowledge. Notwithstanding this fact, however, he had learned that only two clergymen in the whole city availed themselves of the privilege. (Hear, hear.) He paid a high tribute to the common school system of this country, and trusted that whether we should remain as a loyal province of the British empire, or go over to the United States—(cries of "never, never")—it should be fostered and protected. The Rev. gentleman concluded his remarks by referring in pleasing terms, to the beneficial results of the efforts of the Rev. Dr. Ryerson, in successfully establishing free schools in this country. Mr. Fraser took his seat amid warm applause. Rev. Dr. Fuller then briefly addressed the meeting, pointing out the advantages to be derived from the city schools, and urging the parents to be careful in the training of their children. The chairman having called for volunteer speakers, Rev. Dr. Ryerson again came forward and said that as volunteers had been called for, he would take the opportunity of saying a few words in regard to a matter he had overlooked, and that was the establishment of a high school in a central position in the city. He thought one of the ward schools might be set apart for that purpose. The high school system prevailed in many parts of the United States, and also in Hamilton there was a central school. He trusted the great City of Toronto would not be long behind Hamilton in this respect. He merely threw out these hints in order that the matter might be acted upon. Mr. Cooper and Mr. Armstrong briefly addressed the meeting, after which the Rev. Dr. Fuller pronounced the benediction, and the company separated.—*Leader*.

—**CHRISTIAN BROTHERS' SCHOOLS.**—The examination of the pupils frequenting the schools of the Christian Brothers took place last week. We have heard that the answering was admirable, and that an amount of information was displayed that agreeably surprised those who had the good fortune to be present, and reflected the highest credit on the pupils and the teachers alike. The subjects of examination comprised almost every thing—spelling, reading, parsing, dictation, notation and numeration, mental arithmetic, geometry, algebra, natural philosophy, &c. Nothing could exceed the ready, accurate answering of the boys to the different questions proposed by the examiner. They seemed to be quite as much at home, when these questions involved points of the most difficult nature, which everywhere suggest themselves in accounting for the several laws that regulate the universe and all therein, as when they referred merely to the ordinary rules for the dependence of one part of a sentence on another. The exercises were of the most instructive and pleasing nature, and elicited many commendations from the audience. Several dialogues of a humorous nature were very happily rendered by the boys. One of the pleasant

incidents of the exercises was the singing of the juveniles at intervals during the exhibition. No small degree of credit is due the Brothers for their untiring zeal in imparting a sound, solid, and Christian education to the Catholic youth of this city.—*Freeman*.

—**LORRITO CONVENT TORONTO.**—The annual examination of the pupils of this institution closed on the 11th. The young ladies were examined in the morning in all the branches of their various studies; and by their proficiency gave great satisfaction to all interested. The afternoon *seance* was held in the drawing-rooms of the institution, and was very successful.

—**WOODSTOCK SCHOOLS.**—The examination of the East End School yesterday, was quite successful and satisfactory. At the close of the examination three young ladies came forward and presented Miss Clarke with two beautiful books (Shakspeare and Miss Landon), as an expression of their respect for and appreciation of her labours; and Miss Henderson read an address. Miss Clarke, in reply, said that she was very thankful for the expressions of kindness and love they had given her, feeling sure that they all loved one another. She also expressed her hope that if they did meet again on earth they would realize the meeting spoken of in the address. The examination then closed by singing the national anthem, which the girls sang very faintly, many of them being overcome with their sad feelings at the thought of parting with Miss Clarke, who is so deservedly endeared to the pupils. Miss Clarke, who is about to assume the duties of a more important trust in the Model School, Toronto, carries with her the best wishes and highest respect of this community. In the examination of Mr. Cullen's department, the classes acquitted themselves in a very creditable manner.—*Times*.

—**PORTSMOUTH COMMON SCHOOLS PIC-NIC.**—Yesterday was a gala day among the Common School children at the village of Portsmouth. At half-past one o'clock the children of Mr. Le Richeux' school, 110 in number (mostly boys), and those of Miss Johnson's school, 70 in number (mostly girls), left the village in procession, headed by the Portsmouth brass band, under the leadership of Mr. Scott, and proceeded to the grounds, where every preparation had been made to receive them; Mr. Stewart having given up his house for the accommodation of all parties during the remainder of the day. Flags having been unfurled, and a number of swings placed in secure positions, plenty of refreshments provided, and nothing left undone which could in any way conduce to the comfort or happiness of the large number of children present. Having been thoroughly regaled, the children resorted to various games and amusements, and enjoyed themselves thoroughly during the remainder of the day, the heads of the two schools laboring incessantly to keep pace with the wants and requirements of the little army of juveniles; the band playing at intervals to heighten the general enjoyment. During the afternoon the children sang several school hymns very correctly and heartily; and their general conduct and bearing throughout was extremely orderly and gratifying. Many of the parents and friends of the children were present, and R. J. Cartwright, Esq., M.P.P., the proprietor of the farm, was present for a short time. All the trustees of the School Board were on the ground, three of whom, Mr. Cameron, Mr. Nicholson, and Mr. Mooney, addressed the children, as did also Mr. Stewart, previous to their leaving. It was after eight o'clock when the children sang the national anthem, after which the procession reformed, and, headed by the band (the members of which volunteered their services gratuitously for the occasion), were marched back to the village and their homes. The picnic was a very pleasant and successful affair, and the turn-out of children highly creditable to Portsmouth, both as to numbers and respectability.—*Kingston News*.

—**COBOURG SCHOOLS.**—On the 14th ult., the Common School Teachers entertained the School Trustees and Dr. Powell, the Superintendent, at supper, and added to the interest of the occasion by presenting an address and a handsome writing desk, with the necessary accompaniments, to the latter gentleman. It is pleasing to see such good feeling existing, and we have no doubt our friend, the Doctor, is flattered by this evidence that his efforts are truly appreciated. We regret that want of space prevents our giving the address and the reply.—*Cobourg Star*. [See page 136.]

—**PRESENTATION AT CAYUGA.**—The pupils of School Section No. 1, South Cayuga, recently presented their teacher, A. N. Moyer, on the occasion of his leaving the school, with a beautiful morocco gilt Bible, accompanied by an address, expressive of their regard for himself and appreciative of his abilities as a teacher. He made a suitable reply.

—**THE ONTARIO COLLEGIATE SCHOOL.**—The County Council of Prince Edward, at its last meeting, made a grant of \$500 towards the establish-

ment of the above institution: The college appears to be quite a favorite among the people of the county, as is evinced by the very liberal manner in which the required subscription has been so far met. We understand that the college committee, in return for the above grant, offers to receive a pupil, free of charge of tuition, for twenty years—said pupil to be a native of the county, to be a deserving youth of indigent parents, and the choice of pupil to be left in the hands of the council. At a meeting of the committee on Thursday last, the following resolution was moved by the Rev. Mr. Smythe, and seconded by Mr. Striker: "That the thanks of the committee of Ontario College are respectfully presented to the County Council, for their generous donation of \$500 towards said college; and also respectfully offer, in consideration of said grant, to receive a scholar, on the foundation—a native of the county, a deserving child—free of charge of tuition, for twenty years. The choice of the said scholar to be left to the council.—*Kingston News.*

— **GEN. DIX AT MONTREAL.**—General Dix, recently visited the Montreal Seminary, where he was formerly a pupil, and was presented with an address by the students. In his reply he said:—"It is now more than fifty years since I was a pupil in this institution, and the pleasure of my visit to it, after the lapse of so long a period of time, gratifying as it is, is painfully alloyed by finding that not a single one of the distinguished scholars from whom I received so much valuable instruction, is among the living. Mons. Roque, the principal, and Messrs. Hondet, Riviere, and Richards, all alike eminent for their learning and piety, are slumbering in their tombs. I can never forget how much I owe those exemplary men. To their scholarship, the purity of their lives, the influence of their example in all things, and their wise and parental counsels, I am indebted for much of my success in life; and although their trust has passed into other hands, it is most gratifying to me, as one of the pupils of this institution, to see it prospering under the guardianship of worthy successors, and still devoted to the preparation of the young for the active business of the world."

— **MCGILL UNIVERSITY.**—At the recent convocation of the McGill University, it was stated that 177 students had attended the medical department during the past season. The distribution of these students was given as follows:—From Canada East, 90; Canada West, 72; Nova Scotia, 3; New Brunswick, 1; Prince Edward Island, 4; Newfoundland, 1; United States, 6. Total, 177.

VIII. Departmental Notices.

THANKSGIVING DAY A SCHOOL HOLIDAY.

A recent official *Gazette* contains the following proclamation: "Know ye, that taking into consideration the duty which our loving subjects of our Province of Canada owe to Almighty God for the manifold blessings which they have received at his hands, and especially for the abundant harvest with which he has blessed our said Province during the present year, we have thought fit, by the advice of our Executive Council for our said Province, to appoint, and we do, by this our Royal Proclamation, appoint Wednesday, the 18th day of October next, as a day of general thanksgiving to, Almighty God for these His mercies; and we do earnestly exhort all our loving subjects in our said Province to observe reverentially and devoutly the said day of thanksgiving."

According to the Public School Regulations, the day named above (18th October) will be observed as a public holiday in all the Grammar and Common Schools of Upper Canada.

EXAMINATION OF GRAMMAR SCHOOL MASTERS.

As the 10th Section of the New Grammar School Act (which will be found on page 132) supersedes the necessity of obtaining a certificate of qualification from the Board of Examiners of candidates for grammar school masterhips, attendance before the Board will not be necessary hereafter.

TEACHERS' EXAMINATIONS BY COUNTY BOARDS.

It has been intimated to the Department that the same printed questions which are used by some County Boards in the examination of common school teachers, are sometimes changed only once

in two years. We regret to hear that such a practice has been followed in any instance, and would desire to call attention to it in order to suggest its discontinuance. To use the same questions at two different examinations, would be exceedingly unfair to the first candidates who might attend the Board, as in the long intervals of the sittings of the Board the succeeding candidates could prepare answers at their leisure, and thus apparently pass a much more creditable examination than their predecessors, although, in point of fact, their attainments might be decidedly inferior.

SCHOOL PRIZES IN THE TRENT DIVISION.

We had expected, ere this, to have received from Thomas S. Agar, Esq., Local Superintendent of the North Riding of the County of Hastings, an account of the recent series of school celebrations and competitions for prizes in the several townships in the county. These prizes have been procured from the Department through the public spirited liberality of the Honourable Billa Flint, member for the division, who has evinced the greatest possible interest in the success of this admirable plan of promoting a healthy emulation among the schools in his division, and of gratifying and rewarding the successful pupils of each township.

TEACHERS' ASSOCIATION FOR UPPER CANADA.

We regret being unable to insert, in this number of the *Journal*, an account of the proceedings of the late meeting of the Teachers' Association for Upper Canada, which is in type—together with some papers on kindred subjects.

USE OF AMERICAN GEOGRAPHIES ILLEGAL.

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the public schools of Upper Canada. Hereafter it will not be lawful (after the copies now in actual use in any school are worn out) to use either Morse's or any other American geography in either the Grammar or Common Schools of Upper Canada. A violation of this order in any case will render liable the school concerned to the loss of its share in the Grammar School Fund or Legislative School grant, as the case may be.

BOOKS APPROVED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR USE IN THE SCHOOLS OF UPPER CANADA.

The following books, published in Canada, have been approved and recommended by the Council of Public Instruction for use in the Grammar and Common Schools of Upper Canada:—

Sangster's National Arithmetic, in Theory and Practice, adapted to the Decimal Currency.

Sangster's Elementary Arithmetic, in Decimal Currency.

Sangster's Elementary Treatise on Algebra.

Lovell's General Geography; by J. George Hodgins, LL.B.

Easy Lessons in General Geography; by ditto.

School History of Canada and the other British North American Provinces; by ditto.

ADAM MILLER'S CHEAP SCHOOL BOOKS.

BULLION'S Analytical and Practical English Grammar, 50 cents. Introduction to ditto, 25 cents. Stoddard's Juvenile Mental Arithmetic, 18 cents. Stoddard's American Intellectual Arithmetic, 20 cents. Lovell's Series of School Books. The National Series. Stationery of every description. A liberal discount allowed to teachers.

ADAM MILLER,

Oct. 2, 1865.

3in., n. p.

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