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CONTENTS OF THIS NUMBER.

| | PAGE |
|--|------|
| I. The English Estimates for Education in 1858 | 113 |
| II. PAPERS ON PRACTICAL EDUCATION.—(1) Early Withdrawal of Children from School, (2) Punctuality: Its Fruits, (3) Means of Securing Regular Attendance, (4) Good Manners: Their Want and their Influence | 115 |
| III. PAPERS ON THE ENGLISH LANGUAGE.—(1) "Our Mother Tongue," (2) Words about Words, (3) Signification of Ladies' Names, (4) Genteel Errors, (5) The Chinese Language and Interpreters | 117 |
| IV. Extracts from a Paper on Teaching Physiology in Schools. By Henry W. Acland, M.D. | 119 |
| V. EDITORIAL.—(2) The Model Grammar School for Upper Canada, and its Rector, George B. R. Cockburn, Esq. (2) Course of Instruction in the Model Grammar School. (3) Rules for the Government and Discipline of the Model Grammar School. (4) Breviarium Generum | 120 |
| VI. BIOGRAPHICAL NOTICES.—(1) The late Hon. John Stewart. (2) The Example of Thomas Arnold | 124 |
| VII. MISCELLANEOUS.—(1) The Last Good Night, (2) Queen Victoria and the Sabbath School Children, (3) An Incident, (4) A Noble Boy | 125 |
| VIII. EDUCATIONAL INTELLIGENCE.—Canada: (1) University of Trinity College, Toronto, (2) Sarnia Central School on the occasion of the Governor General's Visit, (3) George A. Barber, Esq. (4) Annual Report of the President of Victoria College, (5) Benefaction to Education, (6) Perth School Examination and Pic-Nic, (7) Distribution of School Prizes at Port Hope, British: (1) The Earl of Eglintoun at the Irish National Board | 126 |
| IX. LITERARY AND SCIENTIFIC INTELLIGENCE.—(1) Railway and Steam-boat Routes in Canada, (2) The Toronto Crystal Palace, (3) The Colossal Church in St. Petersburg | 128 |
| X. Departmental Notices and Advertisements | 128 |

THE ENGLISH ESTIMATES FOR EDUCATION IN 1858.

Mr. ADDERLEY said he should, with the permission of hon. members, direct their attention to the vote to which they were asked to assent, and which he would beg them to regard under three distinct heads. The whole amount of the vote for public education in Great Britain for the current year was, in round numbers, £663,000; of which sum, £157,000 might be considered as being expended under the head of building and furnishing schools; £400,000 in paying various classes of school-masters; and £57,000 in defraying the expenses connected with the management of those schools, and in the payment of the salaries of inspectors. The £157,000 might again be sub-divided into the two sums of £150,000 for building and £7,000 for the purchase of maps, diagrams, and scientific apparatus; while the £400,000 might be looked upon as having, for its principal items, £230,000 for the payment of the annual stipends of pupil teachers, &c.; £67,000 for grants to training, and £22,000 for grants to industrial schools. £16,000 of the remaining sum of £57,000, to which he had alluded, being expended upon the maintenance of the establishment in London, and £40,000 in defraying the cost of inspection. The increase in the present, as compared with the vote for last year, amounted to £83,000, and that sum, he might add, might be spread over the whole of the items of the vote with the exception of two—

namely, the vote for building, which was the same as that of last year, and the grant for assistant teachers. Now, the increase of £83,000, which he had just mentioned, must, he thought, be a circumstance of unmixed satisfaction to the committee. (Hear.) There were, indeed, only two suppositions upon which the contrary could fairly be anticipated to be the case; the one being that the present system of national education was one of which the committee did not approve, and therefore desired to have changed; the other, that the money laid out upon the promotion of that system was improperly and wastefully expended. With regard to the probable extension of the system, and the limits which might be set to the expense which it entailed, he might be permitted to state very briefly the calculation which he had made. We had laid out upon buildings for educational purposes, in the purchase of furniture, &c., about £1,000,000 from the period when the first grant had been made. That sum might be looked upon as permanent capital, which, at the rate of six per cent., would constitute an annual charge on the treasury of £60,000. Now, the current expenses for public education was, deducting the cost of building and furniture, £500,000; which, added to the £60,000 which he had just mentioned, made the entire annual charge upon the treasury, in connection with the subject, £560,000. With that amount of expenditure it was sought to provide for the education of 800,000 children. Now, taking the population of England, Scotland, and Wales at 24,000,000, one-eighth of that number, or 3,000,000, would come within the range of persons requiring education; from which number if one-third were deducted, to make allowance for those who would receive their education at private schools, 2,000,000 of children would still be left dependent for the means of instruction upon the national grant. The present rate of expenditure contemplated, as he had said before, the education of 800,000 children; and, starting from that fact as a basis of calculation, he had no hesitation in saying that, with the reductions which might be effected in the grant for buildings, in that for the maintenance of normal schools, and in other items of expenditure, a sum of about £1,000,000 per annum would be found to be sufficient to provide for the educational wants of the people, taking the population at the amount at which it at present stood. Now, if he were right in that view, he did not think the committee ought to object very strongly to intrusting the expenditure of so large a sum to such a department as the Council of Education, especially if the minutes of departments

were regularly kept and produced for the inspection of the House of Commons, and were classified and codified as was at present the case. Every member of that House was equally anxious to carry out the end aimed at, and the only difference was as to the means. It was not for him to say that the existing system of education was the only one possible in this country. In such a centralized system, what was gained in strength and efficiency was certainly lost in want of proper control over local expenditure, and of that active interest which everybody took in works which were immediately and solely the result of local efforts. But could this more efficient and economical system be obtained? Was it possible to avoid that duplication of grants and of machinery, and that perhaps rather wasteful application of public money, which resulted from the use of religious denominational agency? Other nations might get rid of the difficulty by recognizing but one form of religion, and America by recognizing none; but in this country he did not see how they could dispense with the religious machinery now made available. With regard to the present expenditure, he had heard it said that the terms of the minute of Council, in distributing the education grants, led to the neglect of the poor districts throughout the country, while the rich obtained an undue proportion of aid. He believed a more just complaint was that these grants did not meet the wants of the remote agricultural districts; but he believed that they must be content to put up with that smaller success which was so unsatisfactory to those who were sanguine in their views upon national education. They must be content with a low age and short attendance from the pupils in the country schools. It was certainly lamentable to hear, as they did from the School Inspector of the Northern Counties, that seven-tenths of the grants in his district went to the education of children under ten years of age; but any attempt to keep the children of the labouring classes under intellectual culture after the very earliest age at which they could earn their living, would be as arbitrary and improper as it would be to keep the boys of Eton and Harrow at spade labour. (Hear, hear.) There must be labourers and there must be scholars, and no Act of Parliament could make these convertible terms. All that could be done was to make the most of the time during which the children remained at school, and to supplement the day instruction by evening schools. (Hear, hear.) With regard to education in the remote agricultural districts, they were coming more and more within the scope of the grant, but not so rapidly as could be wished; and he believed the fact to be, that when a Government department undertook the education of the poor, the tendency was to make the standard of instruction too high, and raise it above the level of those who were to be benefitted. As to industrial schools, he considered them of primary importance in the distribution of this money, because in them you had a class of children who were clearly altogether dependent for their education on the charity of individuals and the patronage of the State. (Hear, hear.) With regard to middle-class schools, which of course required no such assistance, he was happy to say that this was the first day on which the University of Oxford was conducting its middle-class examinations throughout the kingdom. This movement afforded a most satisfactory evidence of the increased appreciation of education which now prevailed among the middle-classes. He believed this to be owing in no small degree to the immense pressure put by the State on the education of the labouring classes, which had thus extended its influence to the upper ranks of society. He was convinced that if employers only pressed forward vigorously, as Englishmen always did everything they took in hand, the intellectual training of their children, the chief difficulties of national education would be solved, for, when employers had once been highly instructed and sought for skilled labourers, there was no fear but that the class below would answer this demand, and readily and eagerly seek for the advantages of a good education. (Cheers.)

Mr. W. EWART must express his regret that the hon. gentleman (Mr. Adderley) had made no reference in his statement to schools of design, to schools for art education, to museums of practical geology, or to institutions of a similar character. He hoped that, with regard to the poorer classes, endeavours would be made to afford them a really useful education, for he found it was stated by the School Inspectors that, in consequence of the adoption of a practical education for their children, the labouring classes were beginning to appreciate the means of instruction provided for them. He believed that the existing system of education, with its complications of masters, pupil teachers, Queen's scholars, and inspectors, was very good as far as it went, but he regarded it merely as a temporary system, which must be replaced by one more extensive and efficient.

Mr. GILPIN hoped the subject of education would never be made a party question. (Hear, hear.) He was not disposed on that occasion to raise any question as to the comparative merits of voluntary and State systems of education; but he might remind the committee that the Chancellor of the Exchequer, in introducing his budget, had said that the vote for education was originally only

£20,000, that this year it amounted to nearly £1,000,000, and that in a few years the cost of the existing system would be £3,000,000 or £4,000,000. He believed that the early pioneers of education—those who urged its importance before a great majority of its present advocates took any interest in the subject—were convinced that a thoroughly good practical education could best be promoted by means of the voluntary system. He was afraid that, if the statistics relating to pupil teachers were investigated, it would be found that the Council had been training persons for the position of clerks, and for various professions and services, instead of for the duties of school teachers, which was the object for which they had been educated. (Hear.) The great fault was a want of interest in education, and that parliamentary grants could not cure. It was important that the working classes should be taught that it was their duty and their privilege to provide for the education of their children, and anything which would teach them that lesson of independence and self-reliance would be much more valuable than the mere acquisition of Government aid.

Mr. FULLER said that, so far from the great advance lately made in education being owing entirely to voluntary efforts, it was notorious that those voluntary efforts had in a great measure been called into existence by Government aid. If the hon. gentleman who had just sat down would refer to the state of education twenty-five years ago, before these grants were commenced, he would very soon see that the voluntary system by itself was utterly inadequate to the wants of the country. That system was now discarded in every country which had made any advances towards civilization. The hon. gentleman's argument as to the pupil teachers was scarcely fair. The Government got out of them all that it bargained for—assistance in the instruction of young children; and if, on arriving at the age of eighteen or nineteen, they chose to enter into ordinary employment, the country at large was the gainer in the end. He was glad to find that these grants were increasing, for he knew that for every £1 granted, £2 was produced from voluntary subscriptions.

Mr. FOX said that until they could devise some mode for insuring the continuous attendance of children for a greater length of time, all their efforts at general education would be vain. (Hear.) He doubted whether there was any ground for the statement of the right hon. gentleman that education covered a greater area than heretofore. Their exertions did not keep pace with the population. There was still an increasing mass of ignorance, and consequently of vice, which required very different and much more energetic modes of struggling with than any yet adopted. The voluntary system had failed, and so had the mixed. He hoped that the Royal Commission would point out a better system; and in the meantime he firmly believed that the Government could do more indirectly than directly for the encouragement of education. (Hear, hear.) It was on that ground that he was glad to hear the discussion which preceded their going into committee. The removal of taxes which prevented the rapid circulation of knowledge would do much for education; so would the promotion of education among the classes above the lowest class. He rejoiced to hear of the examinations of the pupils of middle-class schools by the University of Oxford, and hoped that they would take place throughout the whole country. Let these examinations be extended to mechanics' institutions, as the minds of the young men studying in them would be excited by an honorable ambition, and a public opinion in favour of education would be created, which would do more for education than the help of Government or the benevolence of individuals. (Hear, hear.)

Mr. LOWE was inclined to agree with the hon. member for Oldham—a very high authority on these subjects—that the Government could, perhaps, do more indirectly than directly for furthering education. (Hear, hear.) The problem which they had to solve was by what means they could make a sense of the benefits of education penetrate the classes for whom this educational system was intended. They ought to hold out some prospect to the poor of their children obtaining a direct advantage from the education which they so earnestly pressed these poor parents to allow their children to receive. His experience of the University system, and the direct pecuniary advantages which it held out, induced him to believe that without such a prospect they would find great difficulty in impressing upon the minds of the poor a sense of the benefits of education. Prizes innumerable, and valuable in the eyes of those who competed for them, ought to be offered to the children of the poor, just as prizes were offered to the students at the Universities. The Government had a great deal in its power in that respect. He did not allude to clerkships in the public offices, but to the office of messenger in the post-office, of letter-carrier, and situations of that kind, which ought to be thrown open to the competition of such as could best pass an examination at the public schools. That competition would benefit not only those who were successful, but also those who were not, inasmuch as it would give a stimulus to their education, and ultimately the people at large would feel the beneficial effects of that

competition. The poor would then attend to the education of their children—not to please the squire or the clergyman, but for their own benefit. Public companies also, and persons in the different walks of business, might, by offering employment to be competed for in this way, do much to promote the general education of the country, without the expenditure of a single shilling of the public money.

Mr. BLACK objected to any sectarian system of education, and, believing that the present system stood in the way of a system of education for Scotland, which would not be sectarian, moved the reduction of the vote by £14,721, the amount of increase in the vote for schools in that part of the united kingdom.

Mr. COWPER hardly thought that the motion of the hon. member for Edinburgh was made in concert with other Scotch members, for the effect of it would be to deprive Scotland of advantages which that country would otherwise acquire. It had been said that State action was opposed to voluntary action; but the fact was, that in this country the union of the central and local principle afforded the best guarantee for success. The great object of education should be to make it as practicable as possible, and the importance had always been recognized of giving to a child the education which would fit him to fulfil the duties of the station in life to which he might be called. (Hear, hear.)

Mr. BLACK then withdrew his amendment.

Mr. SLANEY suggested that at the school examinations the cleverest and most intelligent pupils ought not alone to be rewarded. Prizes should also be given with a view to draw out the quieter and less obtrusive virtues, on which the future happiness of the children so much depended.

The vote was agreed to.

II. Papers on Practical Education.

1. EARLY WITHDRAWAL OF CHILDREN FROM SCHOOL.

Early withdrawal of children from school is an evil to be deplored not so much on account of leaving with microscopic stores of instruction, as from the sad fact that their attendance is not long enough for the School to leave any deep or permanent impression either on their intellectual or moral character, or future pursuits. This early removal from School is said to be on the increase. From all parts of the country we are informed that the average duration of school life is growing shorter. Schools—it is said—are improved, but it is also said that in proportion to their improvement is the earlier withdrawal of the scholars. On all hands it is agreed—whatever the opinions as to its causes—that something is needed to arrest the evil.

Now, it is our conviction that in many schools scattered over the country, not only is there much done to arrest the evil, but that it is arrested, and the teachers and trustees can speak not of a diminishing average in the duration of school life, but of an increasing one. A single instance must suffice. It was but the other day that I heard of two schools similarly situated as to locality and class of children, in which the teacher of one—a man thoroughly acquainted with the true secret of successful school-keeping—had increased his average by six months over that of the other.

Now, whatever may be the secret in such cases, it is worthy of remark that all the schemes that have had their origin from without, have been based on a supposition that the action must be in one and the same direction—that of the upper classes of the school.

Now, it seems to me at all this is mischievous. That to make his upper classes the sole or principal direction or his labours, not only does not stop the early withdrawal from school, but tends to increase it. That in fact we must seek here for the cause of much of the evil of which we complain.

There are two facts, having to a considerable extent the relation of cause and effect, which seem to be overlooked in regard to this matter.

The first is that there exist strong opinions and prejudices amongst the people on what is the province of the school. So strong, that if their children's progress in certain subjects is not rapid and good, they attach no value whatever to anything else that the school does for them.

The second is that many, not to say the majority, leave school before they come under the action of these well meant schemes.

But as early removal results from other causes, as well as from this of ignoring the opinions of the poor, it will serve to set my point in a clearer light if we take a glance at a few of them.

The early withdrawal of children from school is owing, in some instances, to the employers of juvenile labour, in others to the parents, and in many instances to the wishes of the children themselves. With the first of these we have at present nothing to do; with the others we have.

Parents who take their children from school at an early age may

be distributed into four classes:—the indifferent, the necessitous, the selfish, and the dissatisfied.

The indifferent—not, I believe, a large class, but an ever-decreasing one—are those who make use of the school simply as a convenience, being satisfied that when there their children are out of harm's way; or they are such as are satisfied if their children obtain the power to read a little and to write a little, they themselves have done well enough without more, and they do not see but that their children may be satisfied with what has suited them.

The necessitous are those whose weekly means are so small, and their claims so many, that the pittance obtained for the labour of the child is a real necessity to keeping body and soul together.

The selfish are those who take advantage of the demand for juvenile labour to promote their own sordid interests, sacrificing their children at the shrine of Mammon.

Now I am willing to admit that there is not much within the power of the schoolmaster to retain the children of these classes, yet it appears to me that there is more power with him than with others.

There is another—and, as it appears to me, a very large class—the dissatisfied with what the school in many cases does for the child. These are they who attach much value to reading, writing, and arithmetic; who test a school by the progress made in these; whose dissatisfaction is owing to the slow progress and imperfect attainments of their children in these essential subjects; who think that the return from school attendance does not yield a proper percentage on their outlay; who reason that if a child after four or five years' attendance at school can only read blunderingly, write a miserable illegible scrawl, and not be able to work out correctly little matters in arithmetic that occasionally turn up at home; that no commensurate good can accrue from keeping them after their labour is available—none at any rate that can be put in the scale against the positive advantages to the child's habits and character from early inuring it to the requirements of labour.

But besides these causes of early withdrawal, there are others connected with the children themselves, two only of which we need notice. First there are children to whom the school work is the veriest drudgery; and then there are those to whom it holds out no inducements to stay.

The first of these formed formerly a large wing of the truant army—an army which under better school keeping is fast diminishing; though the causes of their truancy in too many instances remain. Handed over to the care of an inferior agency, school employment with them has never been redeemed from a sense of irksomeness, their progress has been slow and imperfect, school consequently has had no attractions, and they finally escape from its walls by teasing their parents to let them go to work.

The second class is quite the opposite of this, and not of course nearly so numerous. It consists of children who have learnt readily whatever the school has had to offer in the shape of reading, writing and arithmetic, but who have nothing provided for them in which they feel an interest, when they have reached the upper classes. Imagining that the school has done for them all it can, and their active spirits claiming further employment, they become successful applicants for removal from school to trade. That such is in some instances the cause of early removal, I know to be the fact, and that the feeling is extensively prevalent in a certain class of schools I have good reason to believe. One instance connected with a friend of my own will serve to illustrate my point. This friend succeeded to a school where the master professed to teach (in his first class, of course) all the *ologies* and *ographies*. His list of subjects, quite appalling in its extent—circulated quarterly in his district—comprised botany, zoology, geology, chemistry, theology, social science, French, and the piano-forte. Now, my friend was one of those teachers—held, it may be, in little esteem—who believe that the man who professes to know and to teach everything, really knows and can teach nothing; he consequently banished these things from the school curriculum, and substituted mechanical drawing in connection with the use of the compass and scale, mensuration in connection with the foot-rule, the tape, and the chain, and book-keeping on a practical and common-sense system. A few weeks subsequently to his appointment he came upon a group of his bigger boys, without being observed, and found them talking on the recent changes, and overheard them say that it was now worth their while to remain in school, for they had now something worth learning.

From what has been said it will have been seen that in my opinion the early withdrawal of children from school arises in many cases from the want of a proper action in the lower part of the school, and in others from the want of more suitable subjects in the upper. First and chiefly, the lower part of the school must receive a great deal more attention than it does. Here must be expended the greatest energy, the greatest skill, and the greatest amount of time, by the master. He must seek to retain children longer by making their progress in reading, writing, and arithmetic, rapid, intelligent, and thorough. This is one secret of the success of those schools,

where the average duration of school-life is on the increase. Again and again has it been pointed out that the best schools—best in point of numbers, ages, and attainments—are those in which the most labour is bestowed on the middle and lower classes.

Again the substitution of studies which give the children something to learn with their hands for those which merely put into their heads will be found effective in prolonging the stay at school of some who would otherwise early remove from it. Such studies are not only more interesting from making the progress of the scholar depend greatly on his own personal exertions, but they are more stimulating because he has more to show for his work. He can to some extent measure his own progress, and at any time exhibit the result.

If it be not deemed presumptuous, I would offer before sitting down, a practical suggestion for carrying into effect what I cannot but deem the cure of early withdrawal in many cases.

Lancaster was the first to throw it out, and the Sessional School was the first to reduce it to practice. It is to form the school into two divisions, allowing nothing to be taught in the lower, but what has a more or less direct bearing on the children's progress in reading, writing, and arithmetic, to have different grades in the division with a definite work appointed to each, and to exact thorough acquaintance with it, before allowing the child to pass to a higher grade, and no one to be allowed to pass from the lower to the higher division until he can read easy narratives with fluency, to write from dictation correctly, and to work the primary rules in arithmetic. The advantage of this division is, that it sets definite objects before both teachers and children, and thus ensures greater efforts and better results.—*Mr. Gill in Papers for the Schoolmaster.*

2. PUNCTUALITY—ITS FRUITS.

There are few social blessings of greater value than punctuality. There are few social duties the violation of which causes more real and lasting evil. And we may also add there are few qualities that individuals more deeply feel the want of, and the absence of which is more deeply lamented.

As in the first proposition, it is the hinge on which may be said to turn all that includes integrity, stability, and prosperity; so in the second may be said to be involved almost all the constituent parts of good character, whilst formidable barriers are a constant impediment to all successful progress; and in the third we see only the legitimate results of a course of action which no power can entirely prevent, but which may always be proximately but truthfully predicted.

We are all aware of the meed of praise pronounced by the press of this country on the first lady in our land, for her habitual punctuality. Is she going to travel three or four hundred miles? She is ready to start at the moment appointed; and so much has she influenced the managers on the great iron roads, that they bring her to the terminus within a few seconds of the time specified. Has she business of state in hand? We are told that she keeps none waiting, and has produced a salutary fear on all who transact business of state with her, that none will presume to be behind hand in their appointments. Has she, as a wife and a mother, domestic duties which must be attended to, though she be a queen. We learn that never in the history of the court of Britain has there been such an example of domestic purity and household order, as are daily witnessed in the royal palaces of our Sovereign Lady Queen Victoria.

We cannot fail to be equally struck at the immense advantage punctual men of business, foremen in the various firms, and heads of households, have over those who are indifferent to the rules of order, and ignorant of the priceless worth of time. Like all other virtues, this one calls forth its various adjuncts, and throws a beaming light upon them, thus setting off, to the admiration of all, what in an opposite character would be hidden, or so neutralized as not to be appreciated.

The sterling honesty of an individual "goes for little;" being clever in penmanship and arithmetic "are not much;" and a pleasing exterior and respectable habits and associations "don't tell" with the men, of whatever grade, whose object is *progress*, if punctuality be not among them. It is a fact of frequent occurrence, we may say daily, that punctual persons are preferred, with very slender acquirements, to those who are far superior in necessary accomplishments, but who lack this desired qualification.

If we look around us, we find it is the punctual people who get the money, and keep it; who climb up to station and influence, and remain there; who, against all opposition from fashion and indulgence, train their households and dependents to imitate their example, and fail not in sustaining it; and who are the corner-stones that support the great social fabric, and give the surest guarantee for the security of all.

If we look at the evils arising from failure in meeting appointments, we shall find them unsettling and disturbing, if not overthrowing, affairs in all departments of political, business, social, and domestic life. Many a battle has been lost through the non-appear-

ance of some division of any army at the time specified; many a fortune has been missed by not being present at the moment required; many a "good customer" has been lost, and many a good business has been ruined, through broken promises; and many a household is thrown into confusion by the irregular times kept by the heads of families. In all the above cases we see that the results of a violation of punctuality, as a habit, produce real calamities, and such as can scarcely be remedied.

Those who are the subjects of irresolution or indulgence are among the first to lament as well as to see the evils arising from this habit of irregularity, and often promise amendment; but in many cases they "resolve and re-resolve, and remain the same." This habit is not reckoned among the vices, as it is found among the really amiable and excellent as much as among the vicious, so we set it down as an obliquity of character, or as an eccentricity that is not useful. It is oftenest found among those who are styled the "free and easy" sort of people, who have acquired an antipathy against all that appears in their view "cut and dried." Life mapped out in straight lines and squares, and presenting nothing else but the hard lines and acute angles, with no grateful curves, is such an abomination to them, that they prefer being what they are. "Extremes meet," says the old proverb; and it is said by some one, "Virtues may be driven into vices." Some make this principle of action the whole sum of life, and, without making the least apology for irregular habits, it may be said that their driving over everything in their way to keep in their straight line is often to be condemned, for what is gained by the time is lost by the sacrifice of others. In this imperfect state, all cannot run in the same harness, all cannot keep the same pace, and though the loiterers must expect to be left far in rear, there are many who should be helped on, or at least helped out of the way, on the score of willingness and brotherhood. Everything worth acquiring demands patience in teaching, and, for the sake of weaker ones, the stronger may stay a moment, or slacken their pace, without deviating an inch from the line of progress. But punctuality is such an important principle in all the departments of human progress, that its apparent hardness to those who do not study it is compensated by its conservative properties. A rock is hard, and will not give nourishment to the tiniest pretty creeper or flower; but it forms a good foundation, affords a good shelter, and takes a prominent place in the works of nature.

How important is this principle to the heads of families. How highly does a punctual mother estimate it. How much time she saves when meals are commenced at the hours appointed, when all her family are in their places at the morning hour; when family worship has not to be hurried or shortened to make up time; and when there is always time enough to prepare for public worship, and never too late to join in its first exercises. What an advantage to her children. If not aided by her partner, what patience she requires! Let her go on, and keep in the line, gently, kindly teaching him its value, being always ready herself. And if he be not hard as the stone, or blind as a bat in the sunlight, he will be lovingly shamed to follow in her wake, and acknowledge her power by striving to sustain her in her noble course, and by helping her in her arduous and holy duties.—*British Mothers' Journal.*

3. MEANS OF SECURING REGULAR ATTENDANCE.

It is often asked by teachers, how shall punctuality and regularity be obtained in school. The following brief extract answers the question. We have known but few teachers who properly appreciate the influence of their own example in this particular, though its effects are so evident that we do not believe an instance can be found where there was a very marked regularity and punctuality on the part of the teacher that this feature was not also impressed upon the school. Mr. Kingsbury, to whom reference is here made, was for thirty years the principal of a private High School for young ladies, in the city of Providence, R. I. He has recently been appointed Commissioner of Schools for that State, and in a social reunion held at Manning Hall, Brown University, on the occasion of his dissolving his connection with the School, he gave a historical sketch of it, in which he made some excellent remarks on the plan pursued by him to secure punctuality. We extract them from the *R. I. Schoolmaster*, for March:

"An account of every minute's deficiency has been kept, which has resulted in a great degree of success. Many have attended an entire year without one mark against their names, while the marking has been so rigid that if a scholar were half way from the door to her seat when the clock struck she could not escape. A considerable number have attended two years, one three and one quarter years, and another four entire years without a single failure. The teacher has lost at three different times in thirty years, eleven weeks, and has been one minute late, which as he was within the door as the clock struck, he desired to have taken off from against his name."—*Indiana School Journal.*

4. GOOD MANNERS: THEIR WANT AND THEIR INFLUENCE.

There are not a few who are accustomed to associate the idea of politeness with pretension and hypocrisy; and this erroneous opinion exerts an unfortunate influence upon the manners and social bearing of millions. I say *unfortunate* influence, for the reason that every cause of coarseness and vulgarity deserves to be deeply deplored.

Few characteristics are worthy of higher estimation than true politeness, dignified and genteel deportment. And that none should mistake my intention, let me remark that by the term *politeness*, I mean something far higher and nobler than may seem to attach to the idea. There is much that passes with the ignorant and dishonest as politeness, which deserves not the name, and should find no advocate among sober and intelligent people. To bow with grace, and smile with complaisance, to assume a manner of sauvity and kindness which has no benevolence, no heart in it, to put on the manner courteous bearing merely to serve a purpose, and to lay it aside when the occasion that called it forth was passed by, is the mere counterfeit of the manners of well-bred and genteel society. Dancing-masters, fops, and flirts may be excused for the practice of this spurious style of politeness; but that which respectable and intelligent people should possess, and which should be taught in all our schools, is as unlike this, as gold is unlike its cheapest counterfeit. It has its origin in the heart. It is the development and exercise of outward manifestation, the practical application of, the royal law, "Whatsoever ye would that men should do to you, do you even so to them." As we wish others to treat us with kind respect, showing a regard for our feelings and a desire for our happiness, so should be our manner toward them. This spirit will ever induce genuine courtesy and politeness, as a characteristic of human intercourse. And the possession and exercise of this spirit among all people, would go far to induce the highest well-being of society. Dissension, strife, bitterness, and numberless other scourges of misery, would seldom arise.

But the tendency of things at the present day, is not in the direction of this temper and tone of bearing, but decidedly the reverse.

And in this respect, as in regard to health, there manifestly has been rapid progress in the wrong direction, during the last twenty years.

Phrenologists affirm that the organ of reverence is much less prominently developed upon the crania of our youth, than upon those of their parents. However this may be, it requires but little investigation to make the discovery that Young America acknowledges no superiors within the circle of his acquaintance. He has heard so much nonsense, in regard to the unparalleled greatness and glory of the American people, their wisdom and prowess, their vast and overwhelming superiority to all other nations, that he has come to the absurd conclusion, that "We are the people, and wisdom will die with us." And unfortunately for him, he has in some way deduced the conclusion, that among all the thirty millions of wise men and heroes, who make up this great nation, no one is quite so wise and heroic as his own individual self. This elevated self-estimation leads him to take on airs not at all expressive of respect for the opinions of others. To treat them deferentially, would be to treat himself with indignity. This temper of necessity leads to coarseness and rudeness of bearing; to gross violations of all the principles of true courtesy, of genuine politeness.

In regard to this matter the schools of our land have not been faultless. The new race of teachers doubtless have done much to foster this evil. People who are now forty years of age, very well remember that in their school days the practice of politeness, in form at least, was a requirement which none could disregard with impunity. No boy entertained such just and appreciative ideas of the virtue of which there is in the rod and ferule, as he who had been guilty of what the teacher held to be an infraction of the rules of good manners. When, going to or returning from school, the children met any persons who were their elders, they ranged themselves in a line upon one side of the road, and made obeisance. And when out in the streets during their recess, however vociferously interested in their pastimes, no traveller made his appearance whose approach did not cause an immediate hush of voices, and suspension of exciting sports. The tribute of a bow was cheerfully paid, and not till he had passed beyond their immediate neighbourhood, did they resume their plays. When they entered or left the school-room, when they took and retired from the place of recitation, the bow and the courtesy were the preliminary and finale of the performance.

Although this practice, in itself considered, was of little worth, yet as a token of respectfulness, as a sign of good will, it was of high value. It was an outward manifestation, or symbol, of an inward state, or spirit, which it would be well for all to possess, and which should be assiduously cultured in the minds of the young.

But where, in all our land, does this good old practice now prevail? Where are the evidences in our children of the possession of that spirit of kind respect and appropriate regard for their superiors in years and wisdom? Who does not know that bows and courtesies, on the part of our boys and girls, are obsolete, both in idea and practice, and

are numbered with the lost arts of the ancients? It has been remarked that "there are thousands of boys in this great country, not one of whom has ever made a bow, unless when he had occasion to dodge a snowball, a brickbat, or a boulder."

Some eight or ten winters since, Ex-Governor Everett, of Massachusetts, with the late Amos Lawrence, was, in a sleigh, riding into Boston. As they approached a school-house, a score of young boys rushed into the street, to enjoy their afternoon recess. Said the Governor to his friend, "Let us observe whether these boys make obeisance to us, as we were taught fifty years ago." At the same time he expressed the fear that habits of civility were less practised than formerly. As they passed the school-house, all question and doubt upon the subject received a speedy if not a satisfactory settlement; for each one of those twenty juvenile New Englanders did his best at snow-balling the way-faring dignitaries.

This is, perhaps, an extreme instance of the unfortunate change which fifty years have wrought in the habits of the young. In the language of Mr. Northend, the distinguished Principal of the Connecticut State Normal School, "That more regard should be manifested by the young to rules of etiquette and courtesy, must be admitted by every observing mind. There is too little reverence for age and authority; too slight a respect to law of both man and God. The transition from boyhood to imagined manhood is altogether too rapid, as by it the son is often placed above the parent, and the taught become wiser, in their own estimation, than their teachers. Boys in their undue anxiety to become men, are neither men nor boys, but form a new, peculiar race."—*Report of the Rev. A. Smith, Commissioner of Public Schools, Ohio.*

III. Papers on the English Language.

1. "OUR MOTHER TONGUE."

A LECTURE BY THE REV. DR. EDGAR, BELFAST.

The reverend gentleman remarked that although his lecture had a very unpretending title, there were many very happy associations connected with it; and the words of every tongue had a permanence and force few ever thought of. It was from the words used to express ideas, that one man formed his estimate of the character of another, and who could tell but that every word, uttered by every man since the creation, went with the currents of the air, and were written thereon in one continuous stream in a manner that would be legible to angelic eyes when the great records of eternity were unfolded. After giving some examples of emphatic words—words which from their very sound told their own meaning, he gave some beautiful and forcible illustrations of the uses certain words were in assisting a nation in learning its own history—inasmuch as the language of a nation underwent a change coeval with the change in a nation's history. Among others the lecturer instanced "ox" "cow" "calf" as Saxon words, and which still retained their original meaning; but now they had "beef" and "veal"—Norman words—changed from "cow" and "calf," because their Norman masters made the Saxon rear the cattle until they were fit for use, when they saved them the trouble of killing them, and of course had a right to change the name when the animals changed owners. "Pig" and "bacon" were both Norman words, but that was because when they had killed the pig they got leave to eat it. The words "burke"—an assassin; "poltroon"—a man who cut his thumb off in order that he might not have to carry a musket; and "craven," all went to show that when these words were introduced the country was governed by warlike and chivalrous feelings. As science and the arts advanced, new words were needed to signify new articles, and language was always increasing. In degraded countries, words which once expressed virtues, were so changed in their character by the vileness of the people that they came to be used to represent vice. From Egyptian words which occurred in the five books of Moses the fact was established beyond a doubt that Moses must have been considered the son of the king's daughter, because none but members of the Royal Family of Egypt were taught the use of the hieroglyphics of the priests. From the fact that Chaldean words occurred in many instances in the writings of Jewish scribes, it was proved that the Israelites had learned some of the language of their oppressors in the lands of Chaldea. In a Jewish history of a Jewish man, they had read of Jesus having suffered "crucifixion," and that showed that the Jews, having been under the dominion of the Romans, had not the power to put any one to death, in their own way, which would have been by stoning, but had to comply with the decision of their masters, who sentenced the meanest of their slaves to that mode of death. The meaning of the word "husband" was house band; "spinster" was so called because young women long ago had to spin a certain quantity of yarn before they could get a husband—and "wife," because she had them to weave, and was literally a weaver. To "insult" a man meant to jump on him; "sarcasm," which was a quality now-a-days admired in great men,

had, when first used, for its real meaning, tearing of the flesh from a man's bones with hot pincers, and otherwise torturing him. The lecturer then went on to give some examples of the deplorable uses "Our Mother Tongue" was applied to—such as blackguardism, blasphemy, and the invention of "nick-names," as applied to religious sects, individuals, nations, and the devil—"Ould Nick"—whereby the one was held up to ridicule, or contempt, and the other made a matter of jest, and became a cheat and a snare, whereby men were made to forget the terrible truth connected with his name, and by which impressions were formed in the minds of youth not easily eradicated. In strong language the lecturer denounced the words of flattery and falsehood, another use to which "Our Mother Tongue" was extensively applied; and he next went on to deplore the fact, that a system of tyranny and oppression had led men to change the meaning of words so as to make those below them meaner still. Thus "knave," in its original sense, meant a boy; and "villain" a poor man—it might be a labourer or servant, had not their meaning been perverted. A great many words now in use were only the remnants of ignorance—thus "turkey" got its name from its being erroneously supposed to come from Turkey; and "gipsey" from its being supposed that that people came from Egypt; and "humour," from its being at one time imagined that the body was composed of four principal humours, and hence a man is said to be in a good or bad humour. The words "jovial," "sour," "saturday," and "charming" were remains of the old science of Astrology, when it was supposed that a man's destiny was ruled by some particular star or planet. The lecturer deplored, as the most injurious use to which "Our Mother Tongue" was ever put, the employment of slang. It was one of the greatest engines of the Devil to alloy men's minds so that they forgot the distinction between virtue and vice, because they gave things false names and looked on them in a false light. The most horrible murders that were ever committed could be glossed over by such a saying as "he was picked off" by such an one; and though the lecturer had the most earnest wishes for the suppression of the rebellion in the East—though the means to be used must be frightful, still he would like to hear that our soldiers had a more solemn idea of the struggle in which they were engaged than was conveyed by the statement, when employed in the work of slaughter, that "they were just polishing them off." In Italy, when an assassination had taken place, the assassin is represented as "assisting death," and in France, when an impatient heir had begun to think his father rather long in the world, and had given him poison, the parricide was spoken of as one who had administered a little of the "powder of succession." After alluding to the ennobling effect Christianity had on the language of any country, the lecturer alluded to the peculiar phraseology of the Bible, and said the phraseology of the pulpit, if it was scriptural, and to be of any effect, must be peculiar too. The lecturer then went on to notice the Herculean tasks missionaries to foreign countries had to engage in ere their ministry could have any effect, when they had first to form an alphabet from the sounds that struck their ears, and from that alphabet form a language, and then, in the "mother tongue" of that people, preach Christ crucified. There was a copy of the Scriptures in existence, written by the first Presbyterian missionary to the savage tribes of America, and the language of which no man now speaks. The people for which it was written had disappeared before the brandy and firewater of those who pretended to bring them civilization and Christianity; and as the solitary boatman plied his oar up the silent waters of the Ohio, an old parrot was the only living thing that gave utterance to the language once spoken by the men that the Bible was written for. He then spoke of the fact that all languages, though they differ in many minor points, seemed to belong to one common head, which proved that at the dispersion of the builders of Babel their language was only confounded, that they did not get new languages, and that all would speak in one tongue again when the redeemed would congregate around the throne, and sing with one voice "glory and honour and power be unto the Lamb for ever and ever."

2. WORDS ABOUT WORDS.

Sir James Mackintosh has well said that, "In a language like ours, where so many words are derived from other languages, there are few modes of instruction more useful or more amusing than that of tracing out the etymology and primary meaning of the words we use. There are cases in which knowledge of more real value may be conveyed from the history of a word than from the history of a campaign."

An examination of almost every word employed in this quotation would confirm its truth and illustrate its meaning. Take the principal one—the word *derive*. It means primarily and in its etymology, to flow out from, as a river from its source; the last syllable of *derive* is indeed identical with the word *river*. When we speak of a word being derived, therefore, we employ, though often unconscious-

ly, a very poetical figure, and suggest the idea that it branches out from its simple original meaning into various ramifications, and passes through many changes in its course; and when we speak of tracing the derivations of a word, we mean that we will follow the course of this river up to its fountain-head.

Let us begin with the term *Pagan*. The Latin word *paganus* meant villages; indeed, our word *peasant* seems to have been formed from it. But it was among the rural population that Christianity spread most slowly; so that, at a time when the inhabitants of the large cities—the centres of mental activity and intelligence—had, for the most part, received the gospel, the peasants, or *paganus*, still continued to worship their old deities. Hence this word began to suggest the idea of idolatry, and, at length, came to express it exclusively, so that *idolater* and *pagan* became synonymous.

The history of this single word is sufficient to disprove the allegation that the spread of Christianity in its early ages was due to the ignorance and superstition of its converts, since it shows that they were drawn from those who were the least open to this charge.

The word *Pagan* is by no means the only name of reproach derived from the rustics. *Villain*, or *villein*, as it was formerly spelt, is just *Villa-in*, that is, a servant employed on a ville or farm. *Churl* (from which comes our name Charles) meant originally a strong man, and then a rural labourer. A *boor* was a farmer; and a neighbor was simply a *nigh boor*. A *coward* was one who *covered* in the presence of an enemy; a *caitiff*, one who had allowed himself to be taken *cap-tive*.

Valor and *value* are the same word, and were spelt alike till the reign of Elizabeth, the *valor* of a man being regarded as his *value*. The same feeling is contained in the Latin word *virtus*, virtue. Its etymological signification is that which is becoming in a *vir* or man; this the Romans deemed to be military valor and fortitude pre-eminently. A virtuous man, in their esteem, was a brave soldier. Among their degenerate descendants, *virtuoso* is a collector of curiosities and articles of taste!

But our language is not without indications that the people retaliated upon their rulers in giving ill names. Our word *cheat* seems clearly derived from the *escheats* or legal forfeitures of property to the king or feudal lord, and which were often enforced under false pretences.

The word *exact* has two meanings—as when we say any thing is exactly correct, and when we speak of an extortionate exaction. It is derived from the Latin word *ex-actum*—forced out. The connection between these various and seemingly discordant meanings is seen when we remember that the claims of the feudal lords upon their serfs (or *servants*) were so exorbitant, if *exactly exacted*, the *exaction* had to be forced out from them.

The suspicion with which all classes regarded learning is clearly indicated by one of the terms for magic, *gramarye*—that is grammar. A *spell*, or something read was a magical incantation; a witty or knowing person was a *witch*.

As a contrast to those expressions which connect rudeness with rusticity, we may point out such words as *urbane*, *civil*, *civilise*, *polish*, *polite*, as all indicating the life or deportment characteristic of a citizen—*urbs* and *civis* the Latin, and *polis* the Greek terms for a city. From *polis* we likewise get politics and policeman. *Courtesy* and *courtship* clearly enough originate with the *court*; and when a lady would be courteous, she makes a *courtesy*.

From the court to the king is an easy transition. In our present use of the terms, to say that *kingship* implied cunning, would be invidious; but a cunning man is originally one who *kens*, as our Scotch friends would say—that is, a *knowing* man—our Teutonic ancestor regarding knowing and doing as so closely connected, that to *ken* and to *can*, or to be able were identical with them. The *king*, therefore, was he who knew most and could do most.

Queen, or *quean*, like the Greek *gūne*, with which it is connected, originally meant merely woman, then wife; and hence the *queen* came to point out the wife of the king by pre-eminence. *Noble* is for *notable* or *known* man. *Peer* means equal to, or on a *par* with, and originated in the equality of nobles in the feudal times. A *duke* is a *dux* or leader; a *marquis* had charge of the marches, or frontiers of the kingdom.

A *count* had the jurisdiction of a county, and gained his title from being a *comes*, or companion of the king; a *viscount* was *vicecount*; an *earl* and an alderman are now very remote from one another, but both are titles of honor derived from seniority—they are early or elder men; a *baron* is a barrier, or defender; a *baronet* is a little baron; a *sheriff* is a shire-reeve—the *reeve* being an officer whose duty it was to levy fines and taxes.—*Sargent's School Monthly*.

3. SIGNIFICATION OF LADIES' NAMES.

Mary, Maria, Marie (French), signify exalted. According to some, Mary means lady of the sea. Martha, interpreted, is bitterness; Isabel signifies lovely; Julia and Juliet, soft-haired; Gertrude,

all truth; Eleanor, all fruitful; Ellen—originally the Greek Helen—signifies alluring, though according to the Greek authors, it means one who pities. The interpretation of Caroline is regal; that of Charlotte, a Queen; Elizabeth and Eliza signify true; Clara, bright or clear eyed; Agnes chaste; Amanda, amiable, Laura, laurel; Edith, joyous; Oliva, peace; Phoebe, light of life; Grace, favour; Sarah, or Sally, a princess; Sophia, wisdom; Amelia, Amy beloved; Matilda, a noble maid; Pauline, little one; Margaret, a pearl; Rebecca, plump; Hannah, Anne, Ann, and Nancy, all of which are of the original name interpreted, means grace or kind. Jane signifies dignity; Ida, the morning star; Lucy, brightness of aspect; Louisa, or Louise, one who protects; Emma, tender; Catherine, pure; Frances, or Fanny, frank or free; Lydia, severe; Minerva, chaste.—*Ladies' Note Book.*

4. GENTEEL ERRORS.

The following remarks on the use of adverbs and adjectives, are taken from a little work, entitled "*Conversation*," compiled by A. P. Peabody, D. D. They are worth the careful consideration of all Teachers who would speak correctly before their pupils, and of all pupils who would learn to use the "Queen's English" with propriety.

"It is amusing to observe the broad line of demarcation between vulgar bad grammar, and genteel bad grammar, which characterizes the violation of almost every rule of syntax. The vulgar speaker uses adjectives instead of adverbs, and says, "This letter is written *shocking*;" the genteel speaker uses adverbs instead of adjectives, and says, "This writing looks *shockingly*." The perpetrators of the latter offence may fancy they can shield themselves behind the grammatical law which compels the employment of an adverb, not an adjective, to qualify a verb, and behind the first rule of syntax which says that "a verb must agree with its nominative." But which is the nominative in the expression alluded to? Which preforms the act of looking—the writing or the speaker? To say that a thing looks when we look at it, is an idiom peculiar to our languages, and some idioms are not reducible to rules; they are conventional terms which pass current, like bank notes, for the coin they represent, but must not be submitted to the test of grammatical alchemy. It is improper therefore to say, "The queen looks beautifully;" "The flowers smell sweetly;" "This writing looks shockingly;" because it is the speaker that performs the act of looking, smelling, &c., not the noun looking at; and though by an idiomatic construction necessary to avoid circumlocution, the sentence imputes the act to the thing beheld, the qualifying word must express the quality of the thing spoken of, *adjectively*, instead of qualifying the act of the nominative understood *adverbially*.

What an adjective is to a noun, an adverb is to a verb; an adjective expresses the quality of a thing, and an adverb the manner of an action. Consider what it is you wish to express—the *quality of a thing*, or the *manner of an action*—and use an adjective or adverb accordingly. But beware that you discriminate justly; for though you cannot say, "The queen looked *majestically* in her robes," because here the act of looking is preformed by the spectator, who looks at her, you can and *must*, say "The queen looked *graciously* on the petitioner," "The queen looked *mercifully* on his prayers," because here the act of looking is performed by the queen. You cannot say, "these flowers smell sweetly," because it is you that smell, and not the flowers; but you can say, "These flowers perfume the air deliciously," because it is *they* which impart the fragrance not you.

You cannot say, "This dress looks badly," because it is you that look, not the dress; but you can say, "This dress fits badly," because it is the dress that performs the act of fitting either well or ill.

There is another class of errors arising from the use of the *adverbial* form of certain words, instead of the *adjective* form; as, he spoke *loudly*, more *loudly*, or most *loudly*, for *loud*, *louder*, or *loudest*. The boys reads *slowly*, more *slowly*, or most *slowly*, for *slow*, *slower*, or *slowest*. Not a few teachers fall into this error, perhaps because they are more familiar with the general rule that most adverbs end in *ly*, than with the practice of good speakers and writers. There are some peculiar idioms which it would be better to avoid altogether, if possible; but if you feel compelled to use them, take them just as they are—you cannot prune and refine them by the rules of syntax, and to attempt to do so shows ignorance as well as affectation."—*New Hampshire Journal of Education.*

5. THE CHINESE LANGUAGE AND INTERPRETERS.

In a country where the roses have no fragrance, and the women no petticoats; where the labourer has no Sabbath, and the magistrate no sense of honor; where roads bear no vehicles, and the ships no keels; where old men fly kites, where the needle points to the south, and the sign of being puzzled is to scratch the antipodes of the head; where the place of honor is on the left hand, and the

seat of intellect is in the stomach; where to take off your hat is an insolent gesture, and to wear white garments is to put yourself in mourning—we ought not to be astonished to find a literature without an alphabet and a language without a grammar. If we add that for countless centuries the Government has been in the hands of State philosophers, and the vernacular dialects have been abandoned to the labouring classes (I am about in the next few words to call forth the execration of every Sinologue in Europe and Asia,)—we must not be startled to find that this Chinese Language is the most intricate, cumbrous, and unwieldy vehicle of thought that ever obtained currency among any people.

There are 18 distinct languages in China, besides the Court dialect; and although, by a beautiful invention deserving of all imitation, the written language is so contrived as to denote by the same character the sounds of each of the 19 different words, all of which it equally represents—this is of no great use among the multitude who cannot read. There is not a man among our Chinese scholars who can speak three of these languages with fluency, and there is not one who can safely either write or interpret an important State paper without the assistance of a "teacher."

These "teachers" are, necessarily, the scum and very refuge of the Chinese literary body—the plucked of examinations, and the runagates from justice of tyranny. They are hired at far lower salary than they would obtain in their own country as secretaries to a high official, and if they can write a fair hand, or speak a tolerable idiom, or pronounce with a certain purity of accent (although they may be known to be domestic spies, repeating all they see and hear,) they are respected and almost venerated by the English Sinologue who maintains them. If one of these learned persons should happen also to be a son of some small mandarin, he becomes to his pupil a great authority on Chinese politics, and a Petronius of Chinese ceremonial. Papers are indicted and English policy is shaped according to the response of this oracle. The Sinologue who derives his inspirations from this source is again taken as an absolute authority by the poor helpless General, or Admiral, or Ambassador, who thinks it his duty to adopt what he is told are Chinese customs and to ape the Chinese ceremonial.

We want interpreters—plenty of them. We cannot pay too highly for them; for we must bid high to have them of good quality, and at present even our courts of justice are brought to a stand-still for want of them. We want also Chinese scholars. But we want them to interpret the policy of English statesmen, not to originate a policy of Chinese crotchets. They know nothing of the national interests of England, nothing of our commercial wants, they are trying all their lives, laudably and zealously, but rather vainly trying, to learn the Chinese forms of official writing, and the practice of Chinese ceremonial.

I refer to this subject because it is all important here, because it is all unknown to the English minds; because it has been my ambition by means of these letters to direct the public opinion, and to lead the minds of our rulers to the fact that our principal difficulties have arisen from adopting the Chinese practice of submitting questions of state policy to men of mere literary attainments. They are excellent, most valuable, most indispensable, in their proper sphere, but they are necessary men who see atoms through microscopes, and lead us into national wars for matters not worth a sheet of foolscap.—*Times' Correspondent.*

IV. EXTRACTS FROM A PAPER ON TEACHING PHYSIOLOGY IN SCHOOLS.

By Henry W. Acland, M. D., Regius Professor of Medicine, Oxford

You ask whether I think that Physiological instruction is desirable in schools?

I would answer, first, That Government is actually introducing it into the lower schools, and that Professor Henslow, Mr. Combe, and others are earnestly pressing it on the public attention; and secondly, That in the present state of education in the country, every school may be called on to decide whether to introduce Physiological teaching or not. I have no doubt but that, to introduce it, is by much the better alternative, because,—

1. A knowledge of some part of the material world is become almost necessary, either on account of its practical use, or for the sake of its discipline: it is, therefore a loss and a misfortune for those who have no means placed within their reach for acquiring such knowledge. With respect to Physiology in particular, it may be said to be the highest and richest of the organic sciences.

2. Religious minds of all ages have, according to their opportunities, delighted in and profited by a study of nature. In Physiology are found some of the most remarkable examples of Design, Contrivance and Law.

3. Physiological study exercises the powers of observation, of attention, and of memory, in a remarkable manner, and to a degree which persons ignorant of it do not understand.

4. It affords, in common with other Natural Sciences, one of the best means for teaching Method and Classification.

5. Probably no kind of literary composition will lead more to precision of thought and statement, than the early habit of describing correctly natural objects. This has an obvious bearing on various competitions for public appointments.

As to the way in which Physiology is to be taught in your school :

1. For the sake of precision in a subject which contains, necessarily, many doubtful points, introduce, where you can, precise definitions and numerical calculations. You may find many opportunities in dimension, micrographic and others,—in weights, in algebraic formulæ, &c.

2. For the study of external characters, encourage the collection of the Fauna and Flora of the neighbourhood ; including, in the case of older boys, microscopic species.

For the sake of organs and functions, show dissections where you can. A rabbit, a rat, a sparrow, a frog, a perch, a snail, a bee, an earth-worm ; and, if you have a microscope, a few infusoria, will enable you, at any time of the year, to show some of the most important types of structure in the animal kingdom.

3. Encourage the boys to put up microscopic objects. The minute manipulation will give neatness and precise habits. Little apparatus is required ; and no mess need be made.

4. Write, or have written by some first-rate hand, precise osteological monographs for boys, of the skeletons of the cat, the mole, the pigeon, the frog, the common snake, the perch ; and get some school society to publish such a text-book, and to supply *objects* instead of *plates*. To master them would be a capital exercise of close attention, of some thought, and practical powers of comparison.


JOURNAL OF EDUCATION,
 Upper Canada.
 TORONTO: AUGUST, 1858.

* * Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 800 per month) on various subjects.

THE MODEL GRAMMAR SCHOOL FOR UPPER CANADA,

AND ITS RECTOR, GEORGE R. R. COCKBURN, ESQ., M.A., OF EDINBURGH UNIVERSITY.

The establishment of this institution is intended to exemplify the best methods of teaching all the subjects embraced in a thorough Grammar School Education—making the grammar of the English language the starting point and basis of teaching the grammar of other languages—proceeding from the known to the unknown in the study and teaching of each branch of knowledge, governing and prompting to exertion through the understanding and affections, rather than by the strap and the rod.

The Minutes of the Council of Public Instruction, stating the objects of this school and the conditions and regulations of admission to it, have been published in the *Journal of Education* and in some of the newspapers during the last three months. A more full explanation of the character and objects of the school will be found in the circular, a copy of which will be found on the next page, as also the regulations for its government, which have been submitted by the Rector, and approved by the Council of Public Instruction. We direct particular attention to these regulations, and to the concluding remarks of the Rector in submitting them. We are sure they will commend themselves to the judgment and feelings of every parent and scholar, and may be regarded as the best introduction of the Rector to his new sphere of labor.

But it is only justice to him that we should state some of the grounds of his selection to this important office, a duty entrusted by the Council of Public Instruction to the Chief Superintendent of Education, and which was one of the objects of his visit to England last year. Among a large number of candidates recommended to him, and with whom he conversed, he selected Mr. Cockburn, who had been first recommended to him by Dr. L. Schmitz, Rector of the Edinburgh High School, and whose views on methods of teaching and principles of school government accorded entirely with his own.

Of the many testimonials given in favor of Mr. Cockburn, we present extracts from a few :

FROM LEONHARD SCHMITZ, Esq., Phil. D., LL.D., S.R.S.E.,
Rector of the High School of Edinburgh, Editor of the Classical Museum, Niebuhr's Lectures, Schmitz and Zumpt's Series of Latin Classics ; Author of Handbooks of Ancient History, etc., etc., etc.

High School of Edinburgh, September 29, 1857.

Ever since Mr. Cockburn completed his curriculum at the High School and University of Edinburgh, in both of which institutions he gained the highest distinctions for scholarship, he has been most actively and successfully engaged as a Classical and English Teacher, first in Merchiston Castle Academy, and afterwards for several years in Montgreenan House Academy ; and I know that in both these institutions he has been the means of raising learning and scholarship to a point which had been quite unknown before. During the whole of last year, he has been engaged as travelling tutor to a young gentleman from Canada, in which capacity he has visited nearly all the countries of Europe, and made himself thoroughly conversant with the languages of Germany, France, and Italy—languages which he had well studied before he entered upon his travels.

Mr. Cockburn is not an ordinary scholar, but a thorough philologist—possessing a good insight into the structure, the relations, and affinities subsisting between the ancient and modern languages of Europe. He thoroughly understands the art of communicating to young people information in a clear and lucid manner, and of inciting their minds to independent activity. He unites, in short, in an eminent degree, all the qualities—extensive knowledge, experience and skill—that ought to recommend a man who proposes to devote himself to the higher departments of education.

L. SCHMITZ, Phil. D., LL.D., F.R.S.E.,
Rector of the High School Edinburgh.

FROM EDWARD KIRKPATRICK, Esq., M.A., Oxon.,
Latin Interim Professor of Greek in the University of Edinburgh ; Author of the Historically Received Conception of the University, with Special Reference to Oxford, etc.

I have no ordinary pleasure in adding my testimony, with reference to Mr. Cockburn's attainments, to the assurance which he will receive from those whose expressions of opinion may of itself be regarded as conclusive. My acquaintance with Mr. Cockburn commenced in 1852, during the period of my connection with the Greek Class of the University of Edinburgh. I had then frequent occasion to observe the intelligence, zeal, and eminent success with which he devoted himself to the branch of classical study which it was my province to conduct. His assiduity and interest in this subject were so marked, that I had soon no hesitation in regarding him as one of the most promising students of the class ; and the opinion then formed of his application and capacity was abundantly borne out by the papers sent in by him in the examination at the close of the University session.

EDWARD KIRKPATRICK, M.A.,
Oxon.

Edinburgh, Oct. 6, 1857.

FROM THE LATE JOHN WILSON, Esq.,
Professor of Moral Philosophy in the University of Edinburgh, Author of Noctes Ambrosianæ, Recreations of Christopher North, etc., etc.
Edinburgh College, April 8, 1851.

Mr. Cockburn was an excellent student, and I have a high opinion of his abilities.

JOHN WILSON.

FROM ARCHIBALD MORRISON, Esq., M.A.,
Principal of Glasgow Collegiate School.

Glasgow Collegiate School, October 3, 1857.

I have great pleasure in bearing testimony to the high character, distinguished talents, and extensive acquirements of Mr. George R. Cockburn. Mr. Cockburn was *facile princeps* in the highest classical department at the University. He writes and speaks the French and German languages with fluency, and he is also familiar with Italian. He was a most able and successful English and Classical Master at Merchiston Castle, and subsequently occupied the position of Head Classical and English Master at Mountgreenan, and I know that his eminent talents as an instructor of youth were fully appreciated by the Principals of these schools.

Comparative philology is Mr. Cockburn's favorite study, and he possesses, in a remarkable degree, the *kind* and the *measure* of learning requisite for the cultivation of this important and difficult science. He has all along stood deservedly high in the estimation of leading educators in Edinburgh—among whom is the distinguished Rector of the High School.

ARCHIBALD MORRISON, M.A.,
Head Master.

FROM DR. A. W. ZUMPT,

Regius Professor in Berlin, Author of a Latin Grammar, and of several most learned Works, and appointed by the Royal Academy in Berlin to edit the *Corpus Inscriptionum Latinarum*.

I had twice the pleasure of making the acquaintance of Mr. George R. R. Cockburn—first at Berlin, whither he had travelled to prosecute his studies, and afterwards at Dresden, where we studied Art together.

I have found in him a gentleman deeply versed in our language and literature, and well skilled in all the branches of classical learning. His conversation showed a deep interest in all that concerned the art of instruction, as well as a desire of further experience in it. I consider him peculiarly qualified as a teacher of the English language and literature, since he possesses an accurate knowledge of the sources of both the Latin and German languages, out of which the English has sprung, and is thus able to trace the various phenomena of that language to their origin.

His excellent general education, and his accurate acquaintance with the literature of Europe, qualify him for literary criticism.

A. W. ZUMPT,
Regius Professor in Berlin.

FROM JOHN KERR, Esq., M.A.,
Trinity College, Cambridge.

Trinity College, Cambridge, Sept. 29, 1857.

I have great pleasure in bearing testimony to the merits of Mr. George Cockburn, whose intimate acquaintance I have now enjoyed for upwards of five years. From what I know of his excellent qualifications as a scholar and teacher, I feel assured that his appointment to the vacancy in Toronto, for which he is now a candidate, would be a most satisfactory one to the directors of that Institution. His success at the High School and University of Edinburgh is a sufficient guarantee for that accurate acquaintance with the ancient languages, without which a sound knowledge of our own is scarcely possible; while this object has been still further secured by his study of modern languages in France, Germany, and Italy.

JOHN KERR, M.A.,
Trinity College, Cambridge.

We may add, that Mr. Cockburn was strongly recommended to Dr. Ryerson by Dr. George A. Wilson, Professor of Chemistry and Technology in the University of Edinburgh, and brother to Dr. Daniel Wilson, Professor of English History and Literature in the Toronto University College. Dr. Schmitz, Rector of the Edinburgh High School, informed Dr. Ryerson, that during a short recent illness he had selected and engaged Mr. Cockburn to teach his own classes in the High School, which Mr. C. had done with great success to the entire satisfaction of all parties; and to a special note of inquiry as to Mr. Cockburn's Latin scholarship, Dr. Schmitz addressed to Dr. Ryerson the following reply:

EDINBURGH, Nov. 6, 1857.

DEAR SIR,—I take the liberty of stating to you, that all the points stated in Mr. Cockburn's testimonials in reference to his

scholarship, apply in the same, if not in a higher degree, to Latin as to Greek. I regard Mr. Cockburn as one of the best Latin scholars that Scotland has produced.

I am, dear Sir,

Yours truly,

L. SCHMITZ.

Rev. Dr. RYERSON.

Under Mr. Cockburn's immediate charge, we doubt not the Model Grammar School for Upper Canada will prove a great benefit to the country, especially as a model for the other Grammar Schools. Mr. Cockburn will have such assistance in classical teaching as the progress of the School and the number of classes may require, but all under his own oversight and according to his own methods.

JOHN H. SANGSTER, Esq., formerly of the Normal School, and late Principal of the Central School at Hamilton, is the Mathematical Master—one of the ablest and most accomplished teachers in Canada.

French will be taught by a gentleman from France; and writing, book-keeping, vocal music, drawing, &c., will be taught by skilful masters who have been engaged to teach these subjects in the Normal School.

The Model Grammar School, with the School of Art and Drawing, completes the schools required to give full effect to the system of public instruction in Upper Canada.

COURSE OF INSTRUCTION IN THE MODEL GRAMMAR SCHOOL.

This school will be opened for the admission of pupils on the 9th of August.

The Model Grammar School, established by the Council of Public Instruction for Upper Canada, is mainly intended to exemplify the best methods of teaching the branches required by law to be taught in the Grammar Schools, especially Classics and Mathematics, as a model for the Grammar Schools of the country.

The regular curriculum of five years embraces an extended course of instruction in Latin, Greek, Mathematics, French, German, English Grammar, Literature and Composition, History and Geography, both ancient and modern, Logic, Rhetoric, and Mental Science, Natural History and Physical Science, Evidences of Revealed Religion, the usual Commercial Branches, Drawing, Music, Gymnastic and Drill Exercises; the more advanced Students will also attend Lectures in the various departments of Literature, Science and Art.

Only one hundred pupils will be admitted.

Accordingly, the numbers in each class will be strictly limited, in order that a due regard may be paid to the peculiar temper and disposition of each pupil, and that the utmost efficiency may be secured in the cultivation of the intellectual faculties, and the inculcation not only of the principles but of the practice of a high-toned morality.

Every Pupil must follow the prescribed course of instruction, and pass the entrance examination in Reading, Spelling, Writing, the simple and compound rules of Arithmetic, the elements of English Grammar and outlines of Geography.

There are four Scholastic Terms—the same as those appointed for the County Grammar Schools—and the fee for admission is Five Dollars per Term, payable in advance.

The School contains large and well ventilated Class-rooms, with ante-rooms, a Library, and a Hall for assembling the whole school. The most recent improvements in school architecture

and school furniture have been adopted. A large play-ground is attached, with covered sheds for exercise in wet weather.

The course of instruction is so arranged as to prepare and strengthen the mind for the more severe study of each succeeding year.

By the peculiar system of discipline adopted, the conduct and application of the Pupils will be regulated by motives similar to those by which our conduct in after life is influenced, and the various honours will be made to depend as much on good conduct as sound scholarship.

The pupils will board in private houses sanctioned by the Council, at prices agreed upon by the parents of the pupils and the keepers of the houses. A pupil will be allowed to board in any private family at the request of his parents.

All applications for admission to be transmitted in writing to the Chief Superintendent of Education for Upper Canada.

EDUCATION OFFICE,

Toronto, July, 1858.

RULES FOR THE GOVERNMENT AND DISCIPLINE OF THE MODEL GRAMMAR SCHOOL.

Approved by the Council of Public Instruction, 6th August, 1858.

The government and discipline of the Model Grammar School for Upper Canada are lodged in the hands of the Council of Public Instruction, which, while it reserves to itself the right of finally dismissing or expelling any pupil, has entrusted the ordinary routine of discipline to the Rector, subject, however, to the following rules :

Discipline.

1. Breaches of discipline shall be divided into ordinary and extraordinary.

2. Ordinary offences are those which do not imply on the part of the pupil a direct purpose to create disorder, and these shall be made known officially to the pupils as the exigencies of the school may require.

3. Extraordinary offences are those which imply, on the part of the pupil, any kind of intentional disorder, or are otherwise specially aggravated.

4. A demerit mark of *one* shall be the penalty attached to each of these ordinary offences on their first occurrence; but should the offence be committed after the pupil has been specially warned by the Master, a record shall be made to that effect, and a demerit mark of *two* be inflicted, and an additional demerit mark for every additional warning. In no case, however, shall the demerit mark be increased by repetition, or otherwise, beyond *five*.

5. The demerit for lateness and absence, unless excused by the Rector, shall be marked as follows: five minutes late, 1; ten minutes, 2; fifteen minutes, 3; absent the whole hour, 5. Truant-playing shall be dealt with as an extraordinary offence.

6. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency, and then the Rector's consent must first be obtained.

7. Any pupil having presented a note or other writing falsely purporting to be signed by his parent, guardian, or by other responsible person, shall be deemed guilty of a very grave offence, and shall be dealt with accordingly.

8. Each Master before leaving school shall daily record in the "Register of Conduct," the marks for misconduct made by him

during the day, and these shall be transferred by the Rector to the "Demerit Book."

9. In the case of aggravated offences, the Master shall either record the offence in the "Register of Conduct," or send the offender at once to the Rector, who shall deal with him according to his discretion.

10. When a pupil's demerit marks during any three successive months of the same session, amount to 60, it shall be the duty of the Rector to suspend him until the next stated meeting of the Masters, and to notify his parent or guardian accordingly. If then, the pupil and his parent or guardian appear, and lead the Rector and Masters to believe that in future there will be a decided reform, they may re-admit him on trial, or, with the approbation of the Chief Superintendent of Education, continue his suspension from week to week until the next meeting of the Council of Public Instruction.

11. Should the demerit marks of a pupil thus re-admitted on trial again amount to 60 within the next three months, he shall be suspended by the Rector for one month, after which time, the Rector and Masters may, with the approbation of the Chief Superintendent, re-admit him a second time on trial, or continue his suspension as before stated.

12. Should a pupil on his second or any subsequent trial, again, within three months, accumulate demerit marks to the amount of 60, the Rector shall suspend him indefinitely, and report the case to the Council of Public Instruction.

13. Every case of continued suspension shall be reported to the Council of Public Instruction at their next meeting.

14. Every pupil shall be deemed disqualified to compete for the special honours at the examinations, if his general conduct has not been satisfactory.

15. For any one act of gross misconduct, or a violent or wilful opposition to his authority, or that of any master, the Rector may suspend a pupil, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the Council of Public Instruction; but no pupil shall be expelled without the authority of the Council.

16. All suspensions shall be recorded in the minutes.

17. The Rector and Masters may at any time, and during any stage in the process of discipline, recommend the expulsion of a pupil to the Council of Public Instruction.

18. When any class or any pupil has behaved throughout the week with marked propriety, the Rector and Masters may cancel a certain number of the demerit marks of that class or pupil, it being understood that this cancelling does not affect future demerit marks, or those given for extraordinary breaches of discipline.

19. No pupil shall be advanced with his class at the end of the term, who in the examinations upon the studies of the class shall fail to obtain 40 per cent. of the marks for the 1st and 2nd classes, 45 for the 3rd, and 50 for the 4th class; and no pupil on completing the course shall obtain a Certificate of Distinction whose average is less than 75; nor a Certificate of Merit with an average less than 60. In both cases the conduct must have been excellent in every department.

20. A pupil may be promoted by the Rector to a higher class at any time on the recommendation of his masters, if his age and general attainments appear to render it expedient.

21. The Rector alone shall inflict corporal punishment, and only when such shall seem to him absolutely necessary.

22. The stated meeting of the Rector and Masters shall be held every Friday, at 4 30, P.M.

The manner in which the ordinary class honors are determined is as follows :

Each Master keeps a "Daily Register" of the marks and of the conduct of each pupil. At the end of the month the various class marks are added together, and the average of the pupil's marks in each subject of study is found by dividing his sum by the number of recitations. All his averages are then added together, and to the sum is added, proportionally, his demerit marks, and the combined result being divided by the number of his averages, gives his monthly average. A similar result is obtained for each month of the session. The averages of the various months are then combined, and give the "Average of Monthly Results." At the end of each quarter, the pupil is subjected to a rigorous written and oral examination on his studies—it being so arranged that the classical and modern languages alternate with the mathematical and scientific department. The marks thus obtained give the "Examination Average," which is added to the "Average of Monthly Results," and the combination of these two constitutes the "SESSION AVERAGE" which determines the order of merit for the class honours.

In submitting this plan of discipline the Rector adds the following remarks :—

To render the foregoing rules really efficient, I purpose adopting the following routine :

A monthly report shall be sent to each parent or guardian, by which he shall be regularly advised of his son's or ward's conduct and standing in the various branches of study. These the parent, after signing, shall cause to be delivered to me.—But as these are sometimes signed as a mere form, and a pupil is thus allowed gradually to accumulate, often through mere thoughtlessness, a pretty large account of demerit marks, and thus become exposed to severe penalties, I shall, whenever the demerit marks amount to 25, call the immediate attention of the parent to the danger. By explaining to him the nature of the demerit marks, I shall secure his coöperation in resisting the beginnings of evil—one of the great objects of a sound education. Moreover, I shall furnish him with a daily report of his son's conduct, so that he may, by constant and steady pressure, bring about the desired change, which no sudden or violent effort could have effected. The parent also of every pupil admitted on trial after suspension shall be furnished with a similar daily report.

By adopting the plan here sketched, every pupil will be made to feel that the honors of the school must be obtained by good conduct as well as by superior abilities, as every demerit mark will materially affect the average of scholarship which determines his standing in the class. The pupils will thus be more than educated ; they will be trained. No violent measures, but a moderate pressure steadily applied and everywhere felt, will be the guiding principle of the system, and the habits, thus gradually and almost unconsciously formed, of punctuality and exactness in the discharge of every duty will be the best guarantee for the future.

It would be no difficult matter, by a system of terror and repression, to secure perfect outward obedience and order, or rather unnatural stillness in every class, but as those motives exist only at school, and are wholly different from those by which our conduct in after life is to be influenced, I consider the method proposed as most important, viewed educationally. For under

the common system of terror the intellect cannot be fully developed, the conscience will not be educated, no habit of self-control will be cultivated, the harmonious development of our powers cannot be effected, and a very erroneous estimate of the real accountabilities of life will be formed, or rather, the pupil will have little or no idea of future accountability.

According to the foregoing plan of discipline, a punishment invariably follows immediately upon the offence, while at the same time the pupil is trained to the habit of calculating the more serious and lasting consequences, by looking forward to the end of the month, the end of the quarter, the end of the term, the end of the year, and the end of his course, before entering the university or the more immediate duties of life. At each of those points, he feels to his cost the consequences of every neglected lesson or mis-spent hour, and I cannot help thinking that the youth who has thus grown up in the habit of regarding a future accountability, and of governing his conduct accordingly, enters upon the arena of life fairly armed against most of the temptations of life, to which a youth, accustomed to the special stimulants and terrors known only at school, would fall an easy prey.

GEORGE R. R. COCKBURN,

Rector.

Model Grammar School for Upper Canada,
August 6th, 1858.

BREVIARIUM GENERUM.*

OR, A SYNOPSIS OF THE GENDERS OF LATIN NOUNS. BY THE REVEREND ARTHUR WICKSON, M.A., CLASSICAL TUTOR, UNIVERSITY COLLEGE, TORONTO.

MASCULINE.

I. Names of Men, of Dignities, and Offices suitable to Men, of Angels, Heathen Gods, Rivers⁽¹⁾ and Winds.

Except.

(1) *Fem.* Albula, Allia, Lethe, Matröna, Styx. *Neut.* Jader ; also Rhenum, Metaurum, &c., accompanied by *flumen*.

II. Nouns of the 2nd declension, ending in *r* and *s*.

Except.

Fem. Alvus, colus, humus, vannus ; and many Greek nouns, as abyssus, antidötus, arctus, byssus, carbäsus, dialectus, diphthongus, eremus, exödus, methödus, sapphirus, synödus. *Masc.* and *Fem.* Atömus, gro-sus, pampinus, phasëlus, crystal lus, papyrus. *Neut.* Pelä-gus, virus. *Mas.* or *Neut.* Vulgus.

III. Nouns of the 3rd Declension, ending in

as, Gen. *antis* ; *er*,⁽¹⁾ ;
es, Gen. *etis*,⁽²⁾ or *itis*,⁽³⁾ ; *is* Gen. *ris* ;
eris, *in* ; or *itis* ; *o*,⁽⁴⁾
(not preceded by *i*) ; or ;⁽⁵⁾ *os*,⁽⁶⁾

Except.

(1) *Neut.* Cadäver, cicer, iter, itner, laser, piper, spinther, tuber, uber, ver, verber, zingber. *Mas.* and *Neut.* Papäver. *Mas.* and *Fem.* Linter.
(2) *Fem.* Inquies, quies, requies.
(3) *Fem.* Merges, æges, teges.
(4) *Fem.* Caro, echo. *Doubtful*, Halo.
(5) *Fem.* Arbor. *Neut.* Ador, æquor, cor, marmor.
(6) *Os*, Gen. *osis* ; *os* Gen. *oris*.

IV. Nouns of the 4th Declension.

Except.

Fem. Acus, domus, idus, porticus, tribus.
Mas. and *Fem.* Penus. *Mas.* *Fem.* *Neut.* Specus.

V. The noun as with its parts and multiples as bes, centussis.

FEMININE.

I. Names of Women, of Dignities, and Offices suitable to Women, of Heathen Goddesses, Cities,⁽¹⁾ Islands, Countries,⁽²⁾ Trees,⁽³⁾

* On the plan of "Genera Nominum," by George Futvoje, Esq., Crown Land Department, Toronto.

Except.

- (1) *Mas.* Agragas, Croto, Hippo, Narbo, Sulmo; Philippi and all plurals ending in *i*. *Neut.* Præneste, Teate, Tibur; Tuder; Argos. Nouns, singular, ending in *um*, as Saguntum, and plural in *a*, as Ecbatāna.
- (2) *Neut.* All ending in *um*, as Latium, &c.
- (3) *Mas.* Ebūlus, Rhamnus, Spinus, Styrax; and all ending in *ster*, as Oleaster. *Neut.* Acer, robur, siler, suber, thus.

II. Nouns of the 1st Declension.

Except.

Mas. Hadria (the gulf) and Greek nouns ending in *as* and *es*.
Doubtful, Pascha.

III. Nouns of the 3rd Declension, ending in

| | | | |
|--|---|--|----------------------------|
| <i>as</i> , Gen. <i>atis</i> ; ⁽¹⁾ | <i>bs</i> , ⁽²⁾ | <i>do</i> , <i>go</i> , ⁽³⁾ | <i>io</i> ; ⁽⁴⁾ |
| <i>es</i> Gen. <i>is</i> ; ⁽⁵⁾ | <i>is</i> Gen. <i>is</i> ; ⁽⁶⁾ | | <i>ns</i> , ⁽⁷⁾ |
| <i>ps</i> , <i>rs</i> ; ⁽⁸⁾ | <i>s</i> Gen. <i>dis</i> , ⁽⁹⁾ | | |
| <i>us</i> Gen. { <i>ūris</i> , polysyl; <i>utis</i> ; | <i>x</i> . ⁽¹⁰⁾ | | |

Except.

- (1) *Neut.* Artocreas, Erysipēlas.
- (2) *Mas.* Chalybs.
- (3) *Mas.* Cado, cudo, harpāgo, ligo, ordo, udo.
Mas. and *Fem.* Margo.
- (4) *Mas.* Curculio, gobio, papilio, pugio, scipio, scorpio, senio, septentrio, ternio, unio, titio, verperitio.
- (5) *Mas.* Acināces.
- (6) *Mas.* Axis, callis, cassis, caulis, cenchrus, collis, crinis, cucūmis, ensis, fascis, follis, fustis, iguis, mensis, mugilis, orbis, panis, piscis, postis, sentis, torris, vectis, vermis, unguis. *Mas.* and *Fem.* Amnis, anguis, canālis, cinis, corbis, clunus, finis, funis, pulvis, torquis.
- (7) *Mas.* Dodrans, and the other divisions of the noun *as*, which end in *ans*; bidens, tridens, dens, nefrens, occidens, oriens, torrens, fons, mons, pons. *Mas.* and *Fem.* Rudens.
- (8) *Mas.* Gryps, hydrops, seps. *Mas.* and *Fem.* Adeps.
- (9) *Mas.* Lapis, præs, vas, tripus, polypus.
- (10) *Mas.* Apex, calix, carex, caudex, cimex, coccox, codex, cortex, culex, Eryx, fornix, frutex, grex, hallux, index, murex, oryx, pulex, ramex, sorex, thorax, vertex or vortex; deunx and other divisions of the *as* ending in *unx*. *Mas.* and *Fem.* Calx, cimex, cortex, calex, imbrex, latex, lynx, obex, onyx, perdix, pumex, rumex, sardōnyx, silex, varix.

IV. Nouns of the 5th Declension.

Except.

Dies.—*Mas.* and *Fem.* in the singular. *Mas.* in the plural. Its compounds are masculine.

NEUTER.

- I. Aptots or nouns undeclined; also, *æs* and *vas*, gen. *vasis*.
- II. Nouns of the 2nd Declension, ending in *um* and *on*.
- III. Nouns of the 3rd Declension, ending in *a*, *c*, *e*, ⁽¹⁾, ⁽²⁾*n*, *t*, ⁽³⁾*ar*, ⁽⁴⁾*ur*, *us*, gen. *oris*, *uris*, *eris*.⁽⁶⁾

Except.

- (1) *Mas.* Mugil, Sol—Sal (sometimes neut.)
- (2) *Mas.* Agon, canon, Cithæron, dæmon, delphin, gnomon, Helicon, horizon, hymen, lychen, lien, pæan, pecten, ren, splen.
- Fem.* Icon, sindon, siren.
- (3) *Mas.* Lar.
- (4) *Mas.* Astur, fur, furfur, turtur, vultur.
- (5) *Mas.* Mus.
- (6) *Fem.* Venus.

COMMON.

Or, Nouns, the gender of which varies according to their signification. Such as: Auctor—Author or authoress. Sacerdos—Priest or priestess. Parens—Father or mother.

EPICENE.

This term is applied to such nouns as have but one form to denote male and female, and whose gender is determined by the general rules. Thus: Mus, Apus, passer, corvus, &c., are always masculine; grus, sus, aquila, vulpes, &c., feminine.

HETEROGENEOUS.

Or, Nouns which assume in the plural a different gender.

| | |
|--------------------|--|
| <i>Singular.</i> | <i>Plural.</i> |
| Jocus, <i>mas.</i> | Joci, <i>mas.</i> , and joca, <i>neut.</i> |
| Locus, <i>m.</i> | Loci, <i>m.</i> , and loca <i>n.</i> |

Singular.

Tartārus, *m.*
Caiāsus, *f.*
Margarita, *f.*
Cælum, *n.*
Delicium, *n.*
Epūlum, *n.*
Balneum, *n.*
Rastrum, *n.*
Frenum, *n.*
Siser, *n.*

Plural.

Tartara, *n.*
Carbasi, *m.*, and carbasa, *n.*
Margaritæ, *f.*, and Margarita, *n.*
Cæli, *m.*
Deliciæ, *f.*
Epulæ, *f.*
Balnea, *n.*, and balneæ, *f.*
Rēstri, *m.*, and Rastra, *n.*
Freni, *m.*, and Frena, *n.*
Sisres, *doubtful*.

VI. Biographical Notices.

1. THE LATE HON. JOHN STEWART.

A brief announcement of the demise of this venerable gentleman (for the last 64 years a resident of Quebec,) recently appeared, under the obituary head in this journal. A more extended notice, however, seems due to one who, during his long and useful life, filled many important offices in the government of the country, (under several consecutive Governors,) as well as in the commercial institutions of the city. Under the administration of Sir G. Prevost, he was appointed Deputy Paymaster General of the incorporated militia, the duties of which office he continued to discharge until the forces were disbanded. Upon the accession of Lord Dalhousie to the Government of the Province, he was called to a seat in the Legislative and Executive Councils, and was appointed sole Commissioner of the Jesuit Estates, having been for many years previously a member of the board of Management. For a long period he was President of the Executive Council, a position which he held during the rebellion of 1836, when the peculiar state of the country imposed upon him duties of the most onerous and responsible nature. As a member of the commercial community, his life was no less active and useful. He was president of the Board of Trade, President of the Bank of Montreal, and Master of the Trinity House. In every station of life, public or private, his conduct was marked by the strictest honor and integrity, and commanded the respect and esteem of all who became acquainted with his character. As a sincere and devoted member of the Church of England, and a generous contributor to all its religious and charitable institutions, he was well known to the congregation of the Cathedral, where he continued to attend divine service until his increasing infirmities rendered it no longer possible. During the last few years of his life, he attended St. Michael's Chapel, which was contiguous to his late residence. The exemplary and humble-minded Christian gentleman was followed to the grave on Wednesday last, the 9th instant, by his three sons-in-law—the Rev. H. J. Grasett, B.D., Rector of Toronto; the Rev. J. G. Geddes, M.A., Rector of Hamilton; and Henry LeMesurier, Esq., Jr., and a large number of the oldest and most respectable inhabitants of Quebec, who seemed desirous of testifying their profound respect for venerable age and departed worth. The Burial service was read in the Cathedral, by the Right Reverend the Lord Bishop of Quebec, and the remains were consigned to the grave by his Lordship's son and Chaplain, the Rev. Armine Mountain, M.A., Minister of St. Michael's Chapel.—

"The chamber where the good man met his fate
Is privileged beyond the common walks of life,—
Quite in the verge of heaven."

—Morning Chronicle, June 12.

2. THE EXAMPLE OF THOMAS ARNOLD.

Men are more readily taught by example than by precept. The dead are sometimes more powerful than the living, nor is it strictly true that the only evil which men do, lives after them. Astronomers tell us that if one of the fixed stars should be blotted from the firmament, years must roll on ere its last ray would reach our Earth. It is so when the good die. Long after dust has claimed its native dust, nations are swayed by their influence, and the light of their example becomes the beacon guide of kindred minds, through succeeding generations. Among those who, being dead, yet live, and from whose labors the world is now reaping a plentiful harvest, the name of Thomas Arnold stands pre-eminent, especially in whatever concerns the interest of education. It is not our present purpose to attempt his biography, nor to comment upon his writings, but view his life as furnishing an example, which the humblest teacher in the land may fittingly strive to imitate. It is a characteristic of a great mind to know how to condescend to things of low estate, and in a good teacher it is indispensable to know how to so unite dignity with kindness, that pupils, while they preserve all due respect, may also be drawn into perfect freedom of expression.

In the relations existing between Arnold and his scholars, this freedom was peculiarly marked. There was, on his part, no haughty

reserve, so chilling to the heart of a generous boy. There was no fictitious dignity inspired by the name of teacher; neither did he single himself out from among his pupils, as a being worthy of their regard, but too exalted for their love. He mingled in their sports, and of its effect upon himself, let him be his own witness. "I should say have your pupils a good deal with you, and be as familiar with them as possible. I did this continually, more and more, before I left Laleham, going to bathe with them, leaping, and performing all other gymnastic exercises within my capacity, and sometimes sailing or rowing with them. They, I believe, always liked it, and I enjoyed it like a boy and found myself constantly the better for it."

What was the feeling of his pupils toward him? They possessed for him the deepest reverence, inspired by his innate goodness of heart, as well as by his superior knowledge. They were attached by the love of right, the supreme regard for truth, the unfeigned humility, which were such conspicuous traits in his character, and, while in a degree they were influenced to cultivate the same traits, they also looked for his approval, a thing most worthy to be sought for next to that of God and the conscience. The master was supreme, yet they were not slaves. They feared him, but a deeper feeling than fear pervaded the mass, and led them captives at his will.

There was a recognition of the mutual dependence, which, in a healthfully regulated school, must exist between teacher and pupils, whereby they perceived that his approval was a thing essential to their happiness, and that they, in turn, by their good or bad actions, seriously affected his comfort. Again, his control over them was never impaired by his life. "His interest and sympathy with boys," says one, "far exceeded any outward manifestations of it." The boys knew this, felt it, believed it with the whole soul, and this belief was strengthened "by the genial influence of his whole character, displayed consistently, whenever he appeared before them."

Besides the relations he sustained to his pupils, those which he sustained to his profession and to the world about him, are instructive. His was not a life full of selfishness and sloth, cold and isolated, but one characterized in every department of increasing activity. Neither was this the jealous activity of one seeking his own preferment merely making teaching, and the seeming love of it, the means by which he might accomplish certain ends. He was known as lecturer, as a writer, and as an ardent friend of whatever had a tendency to elevate his profession, or to promote the diffusion of knowledge among the people. It was his aim to awaken, and draw out thought, and to induce discussion. Upon a certain subject he says, "feeling sincerely that my own information is limited, I should be very glad to be the means of inducing others to write upon it, who may be far better acquainted with its details than I am." Again he writes, "I cannot tell of myself how to mend the existing evil, but I wish to call attention to its magnitude."

In this respect the example of Arnold is particularly worthy of note by American educators. There is much of ignorance and prejudice to be overcome in the minds of teachers, many old dogmas to be exploded—many new theories to be examined. When Themistocles would build again the walls of Athens, he spared neither the temples of the gods, nor the tombs of his ancestors. Nothing was too sacred, nothing too profane. He invaded all places, both public and private, and enlisted the services of bondsmen and freemen, that he might speedily accomplish his end. We live in an age of seeming progress, and if we would keep pace with the demands of the times, we ought not only to avail ourselves of all present resources, but to increase them by every means in our power, remembering that "every man is a debtor to his profession, from which, as men do, of course, seek to receive countenance and profit, so ought they, of duty, to endeavour themselves, by way of amends, to be both a help and an ornament thereto." There is no great merit in reading, yet never writing; in thinking, yet never talking; in accumulating knowledge, if we hoard it, as the miser do his gold, or hide it, as the slothful servant hid his talent in the earth.

But there is one view in which the life of Arnold rises into still higher significance. He was a christian teacher. "Above all," he writes, "let me mind my own personal work,—to keep myself pure, and zealous, and believing,—laboring to do God's work, yet not anxious that it should be done by me, rather than by others, if God disapproves of my doing it." "What we must look for here, first," he says, "is moral and religious principle." Ought it not be so in every school?

What would Arnold have said, had he taught in some of our American cities, and been told that, not only must the voice of prayer be silenced, but that even the word of God could not be tolerated in the school-room? All over our land are men to be found, and their number is not few, who advocate the total prohibition of every kind of religious influence in our common schools. They may err through ignorance, but their error is none the less great and alarming, and ought to meet the firm, unyielding remonstrance of every Christian teacher in the land.

From the religious life of Arnold, there is space to inculcate only

the lesson that a teacher's religion should not be merely the foundation of his life, covered from sight by worldly cares, but his life itself. Permeating and penetrating every thought, speaking in every action, giving life and meaning to every expression, it is as necessary to his success as the warmth of the sun to the germination of spring.—*Connecticut Common School Journal.*

VII. Miscellaneous.

1. THE LAST GOOD NIGHT.

Close her eyelids, press them gently
O'er the dead and faded eyes,
For the soul that made them lovely
Hath returned unto the skies;
Wipe the death-drops from her forehead,
Sever one dear golden tress,
Fold her icy hands all meekly,
Smoothe the little snowy dress:
Scatter flowers o'er her pillow—
Gentle flowers, so pure and white—
Lay the bud upon her bosom,
There—now softly say, Good night.

Though our tears flow fast and faster,
Yet we would not call her back;
We are glad her feet no longer
Tread life's rough and thorny track;
We are glad our heavenly father
Took her while her heart was true,
We are glad he did not leave her
All life's trials to endure:
We are glad—and yet the tear-drop
Falleth; for, alas! we know
That our fire-side will be lonely,
We shall miss our darling so.

While the twilight shadows gather,
We shall wait in vain to feed
Little arms all white and dimpled,
Round our necks so softly steal;
Our wet cheeks will miss the pressure
Of sweet lips so warm and red.
And our bosom sadly, sadly,
Miss that darling little head,
Which was wont to rest there sweetly;
And those golden eyes so bright,
We shall miss their loving glance,
We shall miss their soft Good Night.

When the morrow's sun is shining,
They will take this cherished form,
They will bear it to the churchyard,
And consign it to the worm;
Well—what matter? It is only
The clay-dress our darling wore:
God hath robed her as an angel,
She hath need for this no more;
Fold her hands, and o'er her pillow
Scatter flowers all pure and white,
Kiss that marble brow, and whisper,
Once again, a last Good Night.

2. QUEEN VICTORIA AND THE SABBATH SCHOOL CHILDREN.

On the occasion of the recent visit of Queen Victoria to Birmingham, the public grounds at Aston were opened by her. One of the interesting features of the day's proceedings was the following:—On leaving Gosta-Green, and entering the Aston Road, a very touching spectacle attracted Her Majesty's notice. Some 40,000 little children of both sexes, belonging to the schools of all denominations of Christians, and also to those of the Jews, lined the road for some distance on both sides, and as Her Majesty passed, they sang in a low, gentle manner:

Now pray we for our country,
That England long may be
The holy and the happy,
And the gloriously free.

3. AN INCIDENT.

A day of great activity had been spent by my scholars and myself in our rural school-room. Four o'clock was near when the last study had received our attention, and all were assembled for the closing

exercise. It was my custom almost daily, to appropriate a few moments to the presentation of some moral or religious truth. On the evening of this day I endeavoured to bring before their minds the great importance of truth in all their words and actions. An anecdote was related, for I wished to make it an interesting, and profitable season to all, even to the "lambs of the flock."

A few moments were thus spent, and who will say they were unprofitable? A few moments more, and they were dismissed; and as I watched them depart for their respective homes with merry, happy voices, surely, thought I, here is something worth laboring for,—a rich harvest to be gathered to the great store-house. But my scholars had all gone, and I retraced my steps to my school-room and busied myself in preparation for another day's labors. Thus employed, an hour glided swiftly away and found me wearily reclining in my chair.

But my musings were suddenly interrupted by the near approach of little feet, and soon one of my little ones presented herself at my desk, holding out a nice bunch of delicious strawberries. "I picked them all for you," she said, and then in a lower tone of voice added: "I never mean to tell another lie. I have been telling little Mary Lee, and she says she never will. Aren't you glad?" How I loved Ina then. I had always loved her. I loved every scholar. I clasped her in my arms, and told her how much better I should love her as the school mistress if she was a truthful child. A nice confiding chat we enjoyed alone in that school-room, when, giving me a kiss, she bounded lightly away.

Think you not, fellow-teacher, I was in some measure at least repaid for my instruction, my efforts to cultivate the morals of my pupils?

Be sure that the moral lessons which you impart to your scholars will not be lost. They will have an effect upon some, and in the distant future they may look back to their school days and bless you for your kind efforts in their behalf.

Then, fellow-teacher, although darkness may at times hover around your path, and no bright ray shine forth to illumine your way, yet be not faint-hearted. Your reward is yet in the future, and although you may not in this life see it, yet your example, your efforts, may be the means of guiding some one at least of your dear pupils to that place where truth and every virtue must be possessed by each of its inhabitants. Then will you rejoice that you labored even so much in the moral training of your pupils.—*Connecticut Common School Journal.*

4. A NOBLE BOY.

A boy was once tempted by some of his companions to pluck ripe cherries from a tree which his father had forbidden him to touch.

"You need not be afraid," said one of his companions, "for if your father should find out that you had taken them, he is so kind that he would not hurt you."

"That is the very reason," replied the boy, "why I would not touch them. It is true, my father would not hurt me; yet my disobedience, I know, would hurt my father, and that would be worse to me than anything else."

A boy who grows up with such principles, would be a man in the best sense of the word. It indicates a regard for rectitude that would render him trustworthy under every trial.—*Christian Annual.*

VIII. Educational Intelligence.

CANADA.

—UNIVERSITY OF TRINITY COLLEGE, TORONTO.—On Tuesday the 29th of June, a meeting of the convocation of the University of Trinity College was held in the College Hall, at which the Hon. Sir J. B. Robinson, Bart., Chancellor of the University, presided. The following degrees were conferred:—B. A. Badgley, Charles Howard. B. A. (*ad eundem.*) McCallom, Rev. James Henry, Trin. Coll., Dublin. M. A. Beaven, Rev. Edward William; Philips, Thomas D.; McCollum, Rev. James Henry. The following Students were Matriculated:—Jones, Charles Mercer; Lister, Brooks.

On Wednesday, the 30th June, the annual dinner at the close of the Academic year, was given in the Hall of Trinity College. Among those present, we observed the Hon. Sir J. B. Robinson, Bart., Chancellor of the University; the Hon. and Right Rev. the Lord Bishop of Toronto, President of the College Council; the Hon. J. H. Cameron, D. C. L.; Lewis Moffatt, Esq. &c. &c.; the provost and professors, together with a goodly number of the Alumni, and of the College Undergraduates.

The usual loyal and appropriate toasts were proposed and responded to; and the accustomed hearty reception given to the toasts—"the Chancellor," "the Lord Bishop," and "the members of the Council." The names of the

Provost and the Professors in Arts were received with much enthusiasm. The speeches that followed the proposal of their health, from the graduates of the University, were of a most gratifying character, and proved the closeness of the bond which connects the College with those whom it has sent forth throughout the province, both clergymen and laymen.

The scholarships open for competition in the June examination to students of the first year, were declared to have been awarded as follows: The Wellington Scholarship, to Charles Jones. The Bishop Strachan Scholarship, to Pakenham Stewart. The Allan Scholarship, to Richard Homan Harris. Mr. Jones is the second member of his family who has gained the Wellington Scholarship; his brother William having been the successful candidate in 1856. Mr. Stewart is a son of the Rev. E. M. Stewart, the assistant minister of Guelph. To the well-wishers of the Church of England in Canada, it will be most satisfactory to learn, that the Rev. the provost stated in the course of his remarks, that the divinity class was in as satisfactory a state, both as to the numbers and the proficiency of the students, as it had been at any time since the College commenced operations. In connexion with the above we have heard, that there is a prospect of shortly resuscitating the suspended faculty of law in this University, which will be but a step, we trust, towards the complete restoration of all the faculties pertaining to a University.

—THE SARNIA CENTRAL SCHOOL ON THE OCCASION OF THE GOVERNOR GENERAL'S VISIT TO SARNIA.—This beautiful building was set off to the best advantage. The children had erected across the street at the entrance, a large arch of evergreens, surmounted by a floral crown, and underneath the following appropriate inscription: "Education is the glory of Canada." The school is built of white brick, and is the handsomest in the Province.

—G. A. BARBER, Esq.—The Board of Public Instruction in the Counties of York and Peel having learned that George A. Barber, Esq., ceases to be a member, owing to his resignation of the office of Superintendent of Common Schools for the city of Toronto, do now desire to record their deep sense of the value of his services, in furthering the noble work of Common School Education in this city; they have also to acknowledge his valuable assistance at the meetings of this board, and do further desire to express their regret at losing his co-operation, but with the hope that in any future sphere of action, his zeal and activity in the public service will receive the reward they so well deserve.

—ANNUAL REPORT OF THE PRESIDENT OF VICTORIA COLLEGE.—In presenting this Annual Report of Victoria College, it is satisfactory to be able to state, that the operations of the past year have been marked by great harmony and good feeling, and have been attended with cheering success.

Owing to the severe monetary pressure, the attendance of the students has been somewhat less than during the preceding year, but the number of Undergraduates is the largest yet recorded. The whole number of students in all departments is 309; the number of undergraduates in the faculty of Arts is 40; in the Faculty of Medicine, 63; the remainder consists of occasional Students, and Students preparing for matriculation. The present Freshman class in Arts numbers 21, being about twice as many as the usual attendance in that class.

Many of the Students are consistent members of the church, and by their example and zeal, do much for the spread of religion, both in the College and the town of Cobourg. The leaven of this religious influence is found to be of incalculable service in the discipline and culture of the youth entrusted to our care.

Judging from present indications, the College is destined to furnish very valuable accessions to the Christian Ministry, and the attention of the Conference and the Church is earnestly invited to this important result, as a reason for more ardent and united exertions in behalf of the Institution. It is confidently believed, that in no other way is the Church more likely to be supplied with efficient and devoted laborers; and that by the more general academic training of the youth of our community, we might greatly diminish the number of those painful cases occurring from year to year,—cases of pious young men presenting themselves for the work of the Ministry, and rejected for want of proper education, or perhaps sent to college to acquire that education, when the time for acquiring it has gone by. In accordance with the direction of the Conference, efforts have been made during the year to collect the money due on scholarships, and to raise additional funds by subscription. The agents have partially canvassed the western section of the Province, and aided by the officers of the College and other brethren, have held public meetings in most of the cities and towns. The success of the agents has, perhaps, been all that could

reasonably be expected in times of such extraordinary financial depression; and the feelings in the public meetings has been such, as highly to encourage us, and to warrant the continuance of similar efforts.

There seems to be no plan better adapted to engage our people in the noble work of Christian education, and it is well worthy of enquiry, whether this momentous interest of the Church ought not to be as urgently and systematically laid before our congregations as the subject of Sunday Schools or Christian Missions. Our College has no endowment; it cannot be self-sustaining; it can only live, therefore, by voluntary contributions; to secure such contributions it must be kept constantly before the public mind. On this whole matter our people need to be aroused, and indoctrinated with proper views. It is necessary to show them that our College is a connexional necessity, that it is an essential part of our machinery as a Church; that without it we shall either lose our youth, or retain them in a state of mental and social inferiority; that without it our ministers will suffer both in numbers and efficiency; that without, in fine, we shall be unequal to the great work God has assigned us in christianizing this extensive country. And to all this we have to add the melancholy statement, that our college, with its halls full of students, is in imminent danger of being closed for want of funds.

These facts must be promptly and unceasingly pressed home both upon our ministers and laity; and pressed home through every suitable channel—through the press, from the platform, from the pulpit.

There is no other way of rescuing Victoria College from financial ruin; certainly no other way of making it what Methodism and the times demand.

It is therefore strongly recommended, that agents be again appointed to continue their canvass, and to co-operate with the officers of the College in holding educational meetings throughout the entire Province.

All of which is respectfully submitted.

S. S. NELLES, M. A., *President.*

Victoria College, May 24, 1858.

— **BENEFACTION TO EDUCATION—A WORTHY EXAMPLE.**—An anonymous gentleman in one of our eastern Counties has sent to the Rev. Dr. Ryerson a bank receipt for \$418 to be applied “for the benefit of Education in the district in which the donor resides, if Dr. Ryerson can conveniently apply it in that way; if not, in whatever way he may think proper.” An intimation is also given, on behalf of the donor, “who at present wishes his name unknown,” that “at a future time there will be a further sum forwarded for the same purpose.” So generous an example is well worthy of imitation.

— **PERTH SCHOOL EXAMINATION AND PIC-NIC.**—If there is one thing more than another calculated to indicate the rapid onward progression of the country, it is afforded by our educational institutions. The schools of to-day are as superior to the schools of twenty years ago, as light is to darkness. . . . There were quite a number of visitors at the examination on Friday afternoon, and we were pleased to see it, because it shows that the interest felt by the people in the cause of education is increasing and spreading. One pleasing feature recently added to the school is the singing. This was introduced, we believe, by the female teachers, Miss Borthwick, Miss Wright, and Miss Kennedy, and is a very great improvement—it cultivates the talent of music, and renders the school attractive, for “music hath charms.”—The examinations in the various departments of the school must have been both pleasing and satisfactory to the visitors, showing as it did the advancement made by the pupils, the system of instruction in vogue, and the almost perfect discipline in each department. The pupils were attentive and obedient to their teachers, and apparently actuated by a laudable desire to excel.

On Saturday at half past one o'clock the scholars formed in procession at the school house, and with flags and banners flying and headed by the Brass Band playing appropriate airs, proceeded to Mr. Malloch's grove, where swings were erected, and tables spread, covered with an abundant supply of excellent refreshments, and seats were provided for visitors.—The Band discoursed sweet music, and the children appeared to enjoy themselves prodigiously. Quite a number of people visited the ground, who, in imagination at least, must have lived over again for an hour or two, in witnessing the gleesome, innocent pastimes of the children, and many might have been inclined to draw a striking contrast between the scene before them and the reminiscences of their own school-boy days, when such a thing as a children's picnic in connexion with a school never entered the heart of man to conceive; and when, had any one hinted at such a thing

he would have been tried and executed as a rebel or a heathen. Appropriate addresses were delivered by Messrs. J. Deacon, W. M. Shaw, and the Rev. Mr. McMorin, who endeavored to impress upon the pupils the many facilities they now enjoyed of obtaining knowledge. About 7 o'clock the scholars again formed in procession and left the ground, when all repaired to their respective homes improved both in body and mind, having left a scene calculated to form one of the most pleasing reminiscences of after years when oppressed and wearied with the cares and anxieties of practical everyday life.

— **THE DISTRIBUTION OF SCHOOL PRIZES, PORT HOPE.**—The distribution of prizes to those pupils of the Union School who distinguished themselves during the last quarter, took place on Saturday evening, in the Town Hall. At an early hour the room was thronged with the parents and friends of the pupils. John Might, Esq., Chairman of the Board of Trustees, presided. Mr. Gordon, Principal of the Union School, made a few remarks, and concluded by saying that before the distribution of prizes took place, the committee on compositions would lay their report before the meeting. Dr. Kellogg stated that the Prize essay was infinitely superior to all others that had been placed in their hands. Mr. Fleming Rowland was the name of the successful competitor. Dr. Kellogg moved, seconded by Mr. T. M. Benson, that the essay be printed in the *Guide*; the motion was carried by acclamation. Mr. Gordon amid much applause distributed the prizes to the industrious and deserving. His Worship the Mayor, as one of the Board of Trustees, moved, seconded by Mr. John Reed, a vote of thanks to the gentlemen who had officiated as examiners during the week. The assembly soon after broke up.

Those who attended the recent examination must feel gratified that Port Hope has such a first class educational Institution as the Union School. Mr. Gordon, the Principal, deserves the warmest thanks of the town for his unremitting exertions to build up a school that will preclude the necessity of any class of our citizens sending their children abroad for an education. Since he came to live amongst us he has labored early and late, and he has the satisfaction to-day of knowing that his labors have been crowned with success. We trust that for his encouragement and that of the staff of teachers who are associated with him, the Trustees will at once proceed to purchase a lot and erect buildings for the accommodation of a School that reflects credit upon the town.—*Port Hope Guide.*

BRITISH.

THE EARL OF EGLINTON AT THE IRISH NATIONAL BOARD.

The Earl of Eglintoun paid a second visit yesterday to the model schools of the National Board of Education, and, having attentively listened to the examination of the children in the several branches of education, addressed the pupils as follows:—

“My Young Friends,—I have great pleasure in assuring you of the gratification which your examination has just afforded me, and in this I am sure I but feel in common with every other stranger. It reflects not only the highest credit on yourselves, but on those intrusted with your education, and I am also justified in saying, on that talent for which your country stands unrivalled over the world. You have been provided with an education which will enable you to bring that talent to bear on your fellow-countrymen. (Applause.) It requires very little observation to see what an amount of good the training which I have seen exhibited to-day will produce when diffused over every other part of the country when you go hence. I am happy to hear that the talent which you have exhibited is not surpassed by the good conduct which you exhibit in your lives while under the charge of this institution; and you must all feel that your future success in life will not be owing more to the education you received than to the good character to be borne by you in the various stations to be held by you in after life. I trust that in the schools in which you are now going to teach you will take care to inculcate not only by improving the education you have received, but to inculcate those good principles in which you have been instructed while here. (Applause.) But above all things try to preserve good feeling and fellowship among those committed to your charge, and lessen, as far as in your power, these sectarian differences which exist. (Cheers.) I cannot leave this room without expressing my high admiration of this magnificent institution, and I trust that under no circumstances will its efficiency be ever impaired.”

His Excellency then withdrew amid loud and prolonged applause, and

on entering his carriage, the pupils, numbering upwards of 1,400, assembled on the lawn, and "made the welkin ring" with their hearty and continued cheers.

IX. Literary and Scientific Intelligence.

— THE RAILWAY AND STEAMBOAT ROUTES IN CANADA.—JOHN LOVELL, MONTREAL.—Mr. Lovell has conferred a public benefit by the publication of this work, the preparation of which must have cost him immense labor and expense. The explanation of routes is very full, and the information given with regard to the best methods of reaching different parts of the country is invaluable. The work contains an excellent map of Canada, and the "Canadian Time Indicator," showing by a number of dials the difference of time between Montreal and other parts of Canada, and New York, Portland, Boston and Buffalo, is worth itself the price of the book. It ought to sell extensively.—*Peterboro' Review*.

— THE TORONTO CRYSTAL PALACE.—From the *Leader* we learn that the foundation stone of the building intended for the purpose of the Provincial Agricultural Association was laid by the Hon. Mr. Vankoughnet, Minister of Agriculture. Long before the time had arrived at which the stone was to be laid, the building—which is partly erected—was covered with human beings, and every conceivable space about the stone occupied. The Royal Canadian Band played during the intervals. The body of the building itself is to be composed of cast-iron pillars, and obscured glass; and the roof is to be covered with tin. It will cover an area of ground of 256 feet in length. Its extreme width will be 144, which includes an entrance on the Southern front of 32 feet by 16. On looking at the building from the side it presents an appearance very similar to the Sydenham Crystal Palace—the main portion of the structure having a covered roof, and the centre presenting an appearance somewhat like the main transept of the great Exhibition. When constructed, so far as we can now judge, it will be a handsome building, and one well adapted for the object for which it is intended. At present the greater portion of the pillars are erected, and the main part of the Western section covered with wood prior to being tinned. The castings are by Wm. Hamilton & Son of Toronto. About six o'clock, every thing being ready for laying the stone, Colonel Thompson, President of the Board of Agriculture, called on the Mayor to address the meeting.

— THE COLOSSAL CHURCH IN ST. PETERSBURGH.—A German letter, from St. Petersburg, June 16th, gives some items of interest respecting the monster church, which has just been dedicated at Saint Petersburg: The writer says, "An immense concourse of people continued to visit the Place of St. Isaac, notwithstanding that the dedication ceremonies were concluded, and the Imperial family had repaired to the summer palace. Crowds still passed into the building to feast their eyes upon the splendours of the great oriental cathedral, composed as it is, of granite, marble, iron, malachite, alabaster, and lapis-lazuli, of bronze, and silver and gold,—wood having been altogether excluded from the building, except in some of the doors. The lightning rods are made of platina; while the great dome and the five crosses, visible at a distance of forty versts, are plated with 274 pounds of gold. The interior area is 60,000 square feet. The entire structure as it stands, including the 112 gigantic pillars with Corinthian capitals, the dome, and the immense bell of 75,000 weight—with all its interior splendors of porphyry, of Carrabrian marble and gold, the "Inconostase," with its gilt decorations, and the works of art in painting and sculpture—represents an expended capital of nearly ninety million thalers (nearly \$60,000,000). The granite monoliths, measuring 55 feet in height, and 7 feet diameter at the base, cost each 12,000 thalers; 400,000 thalers were expended on gold ornamentation. There is no organ, as the Greek Church allows no instrumental music of any kind, and likewise interdicts female voices in the house of God; (the bells, too, must only be sounded by striking, not by ringing); at the dedication, however, four principal voices were each represented by 250 male singers, and the grand choral resounded through the vast building like the swelling notes of a monstrous organ."

X. Departmental Notices.

PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by

Municipalities or Boards of School Trustees for the purchase of books or reward cards for distribution as prizes in Grammar and Common Schools.

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"Township and County Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord Elgin at the Upper Canada Provincial Exhibition, September, 1854.*

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Remittances must not be in less sums than five dollars.

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PENSIONS—SPECIAL NOTICE TO TEACHERS.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common-School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, without delay, if they have not already done so, their annual subscription of \$4, commencing with 1854. The law authorizing the establishment of this fund provides, "that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum."

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