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RECENT EDUCATIONAL SPEECHES IN ENGLAND.

(Fourth series, continued from page 35.)

VII.—MOST REV. DR. THOMPSON, ARCHBISHOP OF YORK.

At a late distribution of prizes, and certificates awarded to students at the Oxford, Cambridge and Durham University, middle class examination, and those of the Society of Arts, of the West Riding of Yorkshire, held in Leeds, His Grace the Archbishop of York delivered an address, from which we make the following extracts:—

THE ADVANTAGES OF COMPETITIVE EXAMINATIONS.

A great deal has been said on the subject of competitive examinations. Some people have a kind of fear of examinations. That fear, I confess, I cannot share; for it seems to me a thing most obvious that when a person has been teaching and another taught, both should have their teaching and their reception of knowledge fairly tested by some third person competent to form an opinion between the two. Is there anything unfair in that towards the educator? Not at all. Now, put the strongest case. At the first examination at Oxford several schools sent up boys for competition, and every boy was rejected; and rejected from a want of knowledge of the most elementary subjects—a knowledge of reading, writing, arithmetic, and the rudiments of geography. Was it wrong as regards the interest of the educator to expose thoroughly the mistaken track which he was following? On the contrary nothing could be kinder. Now, as regards the pupils, I am sure that the pupil, and every one interested in the pupil, ought to encourage institutions of this kind to the very utmost. There is no parent, or hardly any parent, competent to judge

of himself whether the education his son is receiving is a real education or a mockery of it; and in that respect even now there is a great deal to learn, for I find recorded, even this year that out of 100 candidates no less than 40 failed to obtain the certificates which they sought—40 per cent. of failures. Surely this shows distinctly that teachers and pupils have not brought themselves yet into harmony with the examination, not yet learnt what is required of them, and the consequence is that instead of 5 or 10 per cent. of failures, arising from accident, nervousness and miscalculations, we have the enormous number of nearly one-half. So much for the failures; now for the successes. It is a good thing for the pupil, surely, if he has great merit, that that merit should be found out. I have myself seen, as head of a College in Oxford, men come to the University to be matriculated there, and they have told me that their reason for coming there was that they had obtained a first class in the local examinations; and so their friends told them it was worth their while to train for a learned profession, and their course of life had been changed accordingly. That is what examinations do for us. They tell us what we are.

WHAT A SCHOOL EXAMINATION REALLY DOES FOR US.

There is no magic about an examination. There is nothing on the one hand to be feared, and on the other there is no great change to be hoped for from the examination; but by an examination we do exactly what a merchant or tradesman does when he adds up his books and ascertains exactly how the matter stands; and so, my friends, I rejoice to think that this institution, and all similar institutions in the country, are putting to flight a great deal of well meant quackery in the way of education, and are enabling parents and pupils to know whether they are receiving just that commodity which they hope to receive when they send a son to school to be educated. Every teacher who is worth anything, every master who has a school well educated, delights to be inspected. The highest schools in the country court inspection, send to Oxford and Cambridge for examiners, and have their classes one by one before them, and then it is seen whether they are going on well, and they are not afraid of criticism; and surely every parent is deeply concerned that there should be a fair system of inspection throughout the country, and that they may know exactly what that which goes under the name of "education" really is. The Grammar School takes pains to get inspected, independent of the testing that is constantly going on,—namely, the testing of the youths they send up to the University

sities; and the lowest National Schools are inspected by a perfect organization; and we ought to take care that every school in the country is similarly inspected.

THE AWAKENED LOVE OF KNOWLEDGE AN INCENTIVE TO EDUCATION.

I know there are many—who are labouring to cultivate themselves by the means of the examinations of the Society of Arts and other similar methods. I cannot help saying a word or two to those persons who are so striving to improve the little leisure they have, and to make profit of it by the increase of their knowledge. I am quite sure that if I were to appeal now to the self-interest of such persons, they would tell me honestly that it is not mere self-interest that makes them spend their scanty leisure over books, and their scanty funds upon the purchase of books. It is something far better. It is not the wish for an increase of salary or future partnership. If I could question such persons they would tell me:—“We love knowledge because we love it, and, if we think further why we love it, we love it on the same ground that we love strength, or grace, or beauty; we love it as a gift of the Almighty; we love it because we know it is our duty to cultivate everything that is given to us; we love it because we see its intrinsic dignity and worth, and thus honour it without any reference to self-interest at all.” I would say to those persons in the first place—“Don't suppose that we who have got our Greek and Latin on board have any monopoly of real knowledge.” There is no doubt in the regular education many of us have received a great advantage; but this I know, and I do not exaggerate, and I speak from papers that have passed under my own eye, and I say again that the papers in divinity which I have read from boys of 16, 17, and 18 would have done credit to any undergraduate of the University who had spent his whole time in the most careful education. I have also examined papers in logic, a subject that I paid some little attention to, and not a few of them were remarkably good, some well expressed, the subject thoroughly well read and mastered, and, having seen a good deal of University logic, I am enabled to say that those papers would have done credit to any University examination, even to the most promising candidates there. Take courage, therefore, and, depend upon it, that there is no barrier that you may not overcome, and that you have within you the power and means of cultivation in several most important branches of study.

IMPORTANCE OF STYLE IN SPEAKING AND WRITING.

Now-a-days I am afraid we pay very little attention to style. It is so with our public speakers; it is so everywhere. Our habits are habits of business, and we think that if we get our meaning expressed anyhow that is all we need care for. Now, no doubt in this respect the regular education of a public school, of a University, may have some advantage. No doubt the study of models of style occupies a great portion of our time at school and College, and so I would ask all of you to remember that there is a great deal more in style than the mere matter of fancy or taste. It is the means of communication between one man and another. If it is only in the writing of a clear and lucid letter, if only in making a clear statement at a local meeting, or the like, still, it is well worth the trouble which must be given to acquire it. It is the habit of putting one's thoughts into a clear, plain, and perspicuous form. Now, observe, all the great books we prize and keep upon our shelves are remarkable for having each its own marked style. You may depend upon it that it is not so much by the matter that the book keeps its hold upon the public mind as by the form in which the matter is presented; and so I advise you that, instead of thinking only of the facts you have to acquire of the science you wish to know, to think a good deal also of that language which is the means of intercommunion, and to take care that the language in which you dress your thoughts or speak to your friends, or put your thoughts on paper, that that language is always good and suitable to the subject.

SUPERFICIAL KNOWLEDGE VS. ACQUIRED AND ASSIMILATED KNOWLEDGE.

It is a characteristic of this day that we are all pretty well informed about a great many subjects. The morning paper somehow puts us all upon a level, and I am afraid that some of us are content to hawk about the morning paper for the rest of the day. But it is an old mistake to suppose that once we have gone over this knowledge with our eye and remember a good deal of it, it is our knowledge. No knowledge is ours until we have digested and assimilated it and made it part and parcel of ourselves, and there is no more certain way of dwarfing the mind than taking at second hand all opinions and thoughts and being content with them; and, however good the guide, the case is not the least altered. There is no cultivation in it. You remember the controversy about Bacon, in which Lord Macaulay expressed an opinion that it was possible the engine-driver knew more than Lord Bacon, because he knew more about the steam-engine than Lord Bacon. I do not think that was meant

in a sense adverse to the reputation of Lord Bacon, but possibly to some of Lord Bacon's facts, gathered judiciously in the course of time; yet the mode of scholarship Bacon has gone through was worth accumulating apart from the facts. To have the genius, mind, and knowledge of Bacon was perhaps a better thing than to have the facts about the steam-engine. Now, in order to avoid that superficiality of mind let us, besides our general acquaintance with several subjects, have our one subject on which we concentrate our minds, and to which we give a great deal of study. Do not be content with being merely well informed, but let us try to digest information; and how can we do that better than by saying on these particular points, “I will try to read and examine almost all that has been said, and then form my own conclusion, and exercise my free, unbiased, independent judgment?” You will find that a great remedy against what I consider the principal intellectual danger of this time.

THE PEN A TEST OF THE KNOWLEDGE WHICH WE HAVE ACQUIRED.

The very best master of thinking is the pen. “Writing,” says Cicero somewhere, “is the best master of public speaking,” by which he meant, of course, that when we come to write our thoughts down, and write them down again and again, we get accustomed to clothe them in the proper dress, and we take care that the dress is all trimmed, succinct, and in order, and so when we get upon our legs to speak we find that the speech flows easy. Another great man of a different stamp entirely—it was Priestley—says, “When I want to know a subject I write a book upon it.” That seems rather to invert the natural order, but it is not so. What he meant was that “Whereas, when I am a mere reader, a very loose and superficial acquaintance with a subject serves my turn, and enables me to talk about it at dinner table, and to form an opinion on what I read about it; but when I come to write my thoughts down that empty, superficial treatment will not do, and I am compelled to explore every hole and corner of it, and I come to know the thing thoroughly instead of half knowing it.” So I advise students to keep their pens in their hands. I do not say that you are to write a book—perhaps that would be rather overwhelming—but I say to write an essay, or answer well a question, or write a little tract—if it is afterwards put into the fire even—is a good mode of self-education, and secures that our knowledge shall be thoroughly acquired. It is a kind of examination and inspection of one's self when the examiner from Oxford is not there.

TRUE KNOWLEDGE AS AN ENLIGHTENER AND PURIFIER.

I am convinced that knowledge need not be feared. I am convinced, speaking as a minister of religion, that it is better for me to deal with the man who is educated—I speak not now of religious education only—it is better for me to speak to the cultivated than to the uncultivated man. I am afraid that those dreams of Arcadian simplicity—that the notion that the country with ignorance is very pure, and the town with its accomplishments and acuteness is very demoralized—I am afraid on inspection those visions of simplicity vanish away, and I am afraid it would be found that vice prevails in those remoter and less enlightened regions which in the town are never heard of at all. I am, therefore, not afraid of knowledge. I know, my friends, what kind of knowledge is best, but I sympathize thoroughly with all those who wish to know the mind that God has given them, to know the world that God has created, to know the various tongues in which other men express themselves. All that need not be good, but at all events it may become the great instrument of good; and I, speaking for myself, would rather deal with the man of cultivation than with the man who had received no instruction at all, because at least with the one I can find the way into his mind, and wrestle with him on very fair terms; but as to the man who has not education, the difficulty is to find words to talk with him at all. And so I sympathize deeply with those who are trying their best to cultivate the faculties which Almighty God has given them. I find in the pages of the Old Testament that wisdom and knowledge are always spoken of as Divine gifts—as something worthy of honour—and I do not find anything to the contrary in the New Testament. In the New Testament there are certainly some cautions against knowledge, but it was Pagan knowledge then sullied with all sorts of impurity; and the Pharisaic knowledge hardened against the Lord and against truth. That kind of knowledge is condemned in the New Testament because it was not worthy of the name. It was only half knowledge. But the spread of the Gospel used the labours of St. Paul, and he was a man who had received the best education his times could afford. It is no outstanding exception that the Gospel has had for its instruments a St. Chrysostom or a St. Augustine—that the Reformation found a Melancthon ready to its hand—or that in this country there was a Bishop Butler found prepared to argue against the sceptical philosophy which prevailed in his time. I say these were no exceptions,

but that men are raised up by the Almighty to be instruments in his hands : and if so, knowledge is of some use—knowledge can be made the instrument of the highest good to man. But the true knowledge is that which does not puff up—the true knowledge is that which, when it looks upon the world around it, sees the very littleness of all its own efforts, and the impossibility of covering the wide field before it. Does that leave any room for pride and self-conceit? To the man who has acquired a little knowledge, and become vain and conceited, I would administer the homœopathic treatment of a little knowledge more. And why? Because, in fact, no man can really look upon the field of knowledge without perceiving how infinitely vast it is ; and when we see it is no longer possible for even the greatest among us to become a kind of walking encyclopædia, or to be even as great in mind as a Bacon or a Leibnitz—when we see that science is so explored and ramified that we must be content with only a little, and that possibly only one science is too much for one man's life to master, then I think we are very near this further lesson. If knowledge cannot all be conquered what is there we can thoroughly conquer and subdue? Can we not turn within ourselves, and say that, although I find, after all I am but as the child which picks up shells on the shores of the great and unfathomable sea, still I may take a lesson from that, and say that the object of learning is not that I should conquer everything, because that cannot be, but it is that I may do my duty here as a unit in the great population which God has poured over the world ; that if my knowledge cannot be perfect, the sense of duty with which I am penetrated, and the sense of love towards my kind which fills me, may at least be perfect and complete, for these are mine to cultivate.

2. RECENT EDUCATIONAL SPEECHES IN CANADA.

(Fourth Series, continued from page 37).

VII.—REV. JOHN ALEXANDER, OF MONTREAL.

From a lecture delivered by Mr. Alexander before the Young Men's Christian Association of Montreal, we make the following extracts :

THE ELEMENTS OF SUCCESS IN LIFE.

The subject of the lecture was practical in its character and bearing, to the young. Life was before them ; the race was to be run,—the battle to be fought ; and its course would be according as it was regulated by attention, prudence, and wisdom. None should expect to get through life easily. All must struggle with competitors, or remain at the foot of the ladder ; for it was only through many trials that the crown of successful life was won. Their motto should be "diligent in business," as well as "fervent in spirit" ; for nothing but persevering labor could bring success in life. And, first, how might they be most successful in life? Each case had its own peculiarity, but the primary necessity in all was that the individual should have a natural adaptation, and a liking for the profession in which it was sought to place him. The neglect of attention to this had been the ruin of thousands of youths, who, without a steady purpose, had floundered through life abortively, who, had their wishes and tastes been consulted, would have pursued a successful career of usefulness and honor. The natural bent of the youth should be observed and obeyed, for there was as much a call to the secular pursuits of life, as there was to the ministry. The glory of God and the welfare of man should be consulted in the choice of a profession, for none lived to themselves, but if a man said he had a call to the ministry, yet was not gifted with the power of utterance, he must be mistaken ; he was not meant for the ministry, but would most likely make an excellent tradesman. So it would be a mistake to suppose he was fit for a physician whilst he fainted at the sight of blood, or for a blacksmith, if his arm was void of sinew, or for the head of a mercantile establishment, if he lacked energy, judgment and firmness. It was useless, nay culpable in parents to force a profession upon a boy. Many a youth who had been a dullard in the profession into which he had been pushed, had shone bright with talent when, leaving it, he had attained his proper sphere. The celebrated Dr. William Carey would have made a poor cobbler, the trade to which he was put, for he never had his heart in mending shoes and boots, yet he subsequently became one of the most renowned Oriental scholars.

FIRST AND SECOND ELEMENTS OF SUCCESS IN LIFE.

For a man to be successful in his profession required the whole of his attention. The merchant who felt within him strong scientific leanings or literary aspirations would not succeed, and the physician who had a predilection for stock-jobbing would have his mind disturbed, and his attention distracted from his patients by the fluctuations in the money market. The rule was that a young man's interest, should be thoroughly absorbed in his business or profession, though always in subordination to the yet higher claims of

religion. The next element necessary to a successful career, was, Character. Talents were dangerous endowments, when unassociated with character. Above all men, the business man should have an unsullied reputation, and character was based upon principle, which was itself founded on truth revealed in the word of God. Hence, the man of principle, believing a certain course of conduct to be right, pursued it, because it was right, not because honesty was the best policy, for honesty did not always seem to be the best policy. The question with him, was, what was his duty? and having ascertained, he followed it in all faith. Character alone would command the confidence of those whose confidence it would be necessary to secure. With it, if a merchant or tradesman had fallen into straits, his creditors, if reasonable men, would be disposed to assist, and set him on his feet ; it would serve him, when the charlatany and humbug of professing to be making fearful sacrifices, and selling at fifty per cent below prime cost would fail him in his need. But the true measure of success was not in the value of wealth secured, but in the amount of good done ; neither was character mental in its nature, but moral. As an illustration of this, let them contrast the reputation of Samuel. Budget, the merchant of Bristol, with Barnum's. Both were men of amazing energy, both had, at times in their career, risen, phoenix-like, from the ashes of a calamity which would have paralyzed and overwhelmed most men with despair. But Budget was a man of sterling principle, of sternest truth, and highest honour, to conduct the largest and noblest mercantile transactions, whilst Barnum never could have succeeded except as a showman. His character was destitute of moral principle, which he had himself shown in his Autobiography. The one man's life was a failure, though he should yet die as rich as Croesus, the other was a success, and its owner, worthy of all honorable remembrance. Let young men also look to the influences to which they were exposed. Recreations they must have, then let them be seriously and prayerfully selected. Let their reading be of a solid and improving character, and their recreations be of a nature to improve the physical constitution, and give salutary excitement to the mind ; let them avoid the ball-room, the theatre, the tavern ; let them be careful how they acquired habits, for habits formed character.

THIRD AND FOURTH ELEMENTS OF SUCCESS IN LIFE.

The third element of success in life was capital. Capital would always have the advantage over credit. The tradesman or merchant should regulate the amount and nature of his transactions, by the capital at his command. It was a perilous thing for a young man to venture on credit. He should annually lay by a little from his profits to increase his stock of available capital, not be tempted into speculation, but consolidate, rather than extend, his business. No greater folly could be in young tradesmen than the spending of their capital on the outward show of their establishments ; this should be left to old established and rich firms. Labor, skill, enterprise, time, and talent were of yet more value than capital, they were the true and abiding store ; but the object of the young tradesman should, nevertheless, always be to increase the amount of his technical capital.—Young men whilst in the service of others, should save, and lay by in savings banks, and those who are in business should practise economy, and never spend a farthing unnecessarily. But their success would not depend entirely upon themselves, but with another also, for every young man should marry—as soon as his circumstances warranted such a step. Not to do so was bad policy, and worse philosophy. He would recommend young men, in due time, to practise the rule which says, twice one is one, but let frugality and economy, and a disposition to accommodate themselves to circumstances, be amongst their requirements for a wife ; indeed a good, genial, and economical wife would greatly aid in getting capital, in fact she would be capital herself.

The fourth element in success was enterprise, since in whatever profession a young man entered, he would find the road crowded with eager competitors. Every profession was an arena in which some must fall and come to grief. It was no doubt true, that every man who rises in a profession must tread in a path wet with the tears and blood of his fellows. This was the case with the soldier, the physician and the lawyer, but much more was it so in the sphere of mercantile affairs. "The more you have, the less he gets," was, no doubt, the true philosophy of trade. Competition was a sound principle, but often carried out in a wrong manner, to the contravention of the moral law. But when difficult and doubtful cases presented themselves, conscience should be allowed to answer, where reason could not speak. Let them beware, too, not to seek to advance their business by insinuations against their fellow-business men, for the driving of a rival from the field in this manner would not fail to call down punishment. The enterprising man had definiteness of aim, and avoided diffuseness ; enterprise meant perseverance, and the use of all legitimate means, such as advertising to keep a business before the public eye. Above all, having chosen a profession, stick to it. Thoroughness, promptitude, and punctuality,

were also elements in all successful enterprises. But the main motive in business should not be either the gratification of commercial pride, or the mere making of money, but for the power to do good, and the acquisition of a name that would redound to the glory of God. Let those who attained to wealth, prove themselves faithful stewards of the mammon of unrighteousness. Let them aid charitable institutions, and especially the church of Christ, when putting forth efforts for the spread of the gospel. Let them enlarge their contribution as their means increased, and to counteract the danger arising from the earnest prosecution of business, let them engage in some system of benevolence, and by so doing, business would become a practical field for the cultivation of Christian graces.

II. Papers on Education in other Countries.

1. THE EDUCATIONAL SYSTEM IN GERMANY, AND ITS ADVANTAGES.*

BY CAPTAIN BOSCAWEN IBBOTSON, F. R. S.

By the method of education pursued in Germany, the pupils, besides receiving instruction, are stimulated by emulation into a system of good conduct and strict moral observances. The general object of education is, that all persons should have the opportunity of gaining, and be encouraged to seek, such instruction as will enable them to become useful members of all communities, and to adapt themselves, by their education and by the development of their talents, to their after-pursuits in life.

It is proved by experience that children, when good encouragement and opportunity is afforded them, are found to possess unknown talents of great utility to the commonwealth, although their commencement has been the most unpromising. I could quote numerous instances of this fact; but I will merely state, that it depends greatly on their early associations as a groundwork for their future advancement. I do not mean to say that cases have not occurred where persons, without such advantages, have made themselves notable by their talents and their discoveries; but I mean to say, that if such persons had received at first a good "elementary education," and afterwards followed it up from class to class, as far as their time and occupation would permit, that instruction so gained would decidedly have raised them much higher, and with greater ease and security, than their talents alone, without such instruction, could have procured them.

The German rule of forced public examinations has great advantages. If the pupils at these examinations get a good certificate, they are certain of being employed either by the state or the town, or that certificate will greatly facilitate any other private employment. This is not the only good result of a public examination; it also enables the parents to find out what pursuits are best adapted to their children's talents; as most children have latent talents, little known even to themselves, which require study and example to develop. Public examinations also avoid, in a great measure, favoritism, which is the bane of all moral advancement. In Prussia, and in some other states in Germany, no persons can be appointed to any state offices, and in some places to any employment as apprentice, or to any trade, without passing a well-defined examination, to show their fitness to enter such employment. Each examination is made in different gradations, according to the education necessary for their various pursuits. These examinations were introduced by Herman Franke, in Halle, in the year 1696.

Money prizes are also given in many states. In 1853 Munich gave altogether twenty-nine prizes, varying from 120 guldens. The first prize was awarded to a postilion's son, a mechanic sixteen years of age. Owing to the cheapness of the country, this sum has enabled him, with the aid of the town, to settle in business. The second prize to a watchmaker's apprentice; and the third to a type-setter.

It is by this liberality on the part of government that parents are encouraged to let their children remain at school; for if they leave before an examination, they cannot reap any of these benefits. And the "principle" that is most detrimental to the progress of education in England is, that the parents take their children too early from school, but which could be, in a great measure, remedied by liberal encouragement from government, who would themselves reap the benefit of it.

The system of education in Germany is a progressive one, and in most places the pupils cannot enter into a higher class or school without passing an examination of their qualifications on leaving a lower class or school.

A Latin or Greek education is only employed by those students entering into higher professions, as surgeons, chemists, &c, not tradesmen and artisans; but it is considered necessary that they should possess a sound knowledge of mathematics, physics, and mechanics in their lower branches. It has been said in England, that, without that system of education, the English workmen bring their work to greater perfection than the Germans; but this is not the fact. The English mechanic works rapidly only at the occupation he is trained to, and does that effectually; but he is, from deficient education, incapable of working any new branch of his business; and high-class labour is scarcer in England than elsewhere; whereas a German, who understands the principle of mechanics and physics, can set to work to produce any instrument or machine the principle of which he can understand. This is found to be the case particularly by philosophical instrument-makers.

The Prussians were the first in Germany to find out the necessity of a national education to the poorer classes, not only for their own good, but for the good of the state. We see in Mrs. Austin's *Germany* that the leaders of that movement were Wm. von Humboldt, Schleiermacher, Niebuhr, and Count Dohna, and the new system of education was commenced when the country was in a most deplorable condition, viz. in 1808, just after the treaty of Tilsit. It was such a year, says Mrs. Austin, that gave birth to the system of national education which has since obtained so much notice and admiration. Pestalozzi's method was introduced, and a pupil of his engaged to teach at Berlin; and, although the country was in a state of poverty the Government gave 150,000 thalers for educational purposes. The King also presented to the university the palace of Prince Henry. "It was the highest example," says Fitch, "of a practical respect for science ever afforded by a state; for the measure was entered upon during a period of the direst oppression, and under the greatest financial difficulties. It was not a matter of display that was sought for, but an instrument to give new health and vigour to the nation."

In all lands you find, from the earliest period of civilization, that those states wherein education has been made the standard of all advancements in worldly pursuits have raised themselves to the greatest pre-eminence.

The greatest increase of pupils in all the industrial schools in Germany is worthy of notice, showing that the people begin to see the practical necessity of industrial education to enable them to keep pace with the rapid strides that science and manufacture are now making in all parts of the globe, and that the country that does not encourage this system of solid education for their youths must loose caste both morally and financially.

Industrial education has been much neglected in England, and it is very rare to find artisans well instructed in the lower branches of mathematics, physics, and mechanics; whereas in Germany it is very uncommon to find any who are not well instructed in all these branches of knowledge. I know from experience that many old hands in the English factories know nothing of the rationale of their business, and fancy, through want of education, that their work cannot be surpassed. Their labour is all chance, and they always follow up the same routine without any likelihood of improvement, the why and the wherefore being never thought about. The Exhibition of 1851 has done much good in undermining this state of ignorant prejudice, as it has opened the eyes of many foremen and workmen who were before that bigoted to their own opinions. The establishment essential for this country, and which would be highly popular, would be a large industrial school in London, copied from the polytechnic schools of Vienna, Hanover, Dresden, the (Gewerbe) Industrial Schools of Berlin, Carlsruhe, &c, the best plan being taken from each of them, with branch schools belonging to it in all parts of the country, as in Prussia.

In some towns in Germany they have large gardens, in which only the students are employed, and paid for their labour; there is a house in the garden in which they make nets for walls, matting, straw hats, &c.; so that they are always employed. If the custom of organizing such institutions were established in many towns in England, it would be another encouragement for parents to allow their children to remain at school; and it would, I am convinced be found to be a profitable speculation.—*National Society's Monthly Paper.*

2. EDUCATION IN FRANCE.

The Emperor in his celebrated speech at the opening of the French parliament, said that since 1848 the populations receiving education have increased by one-fourth. At the present time there are nearly five-millions of children, of which a third obtain gratuitous instruction in our primary schools. But our efforts ought not to relax, since 600,000 more remain deprived of instruction. The higher studies have been revived in our secondary schools, where the course has been specially reorganized.

* Extracted from *Essays upon Educational subjects*, edited by Alfred Hill.

3. IMPROVEMENT IN THE CONDITION OF FRENCH TEACHERS.

The Emperor of the French (says the *Reader*) has of late taken decisive steps towards the amelioration of the state of schoolmasters in France. Their annual income, which formerly was not to be less than 600f., has from the commencement of this year been raised to 700f. The schoolmistresses, 4755 in number, who have hitherto received 400f. annually, are to have 500f. for the future. Nor are delays and irregularities, such as have hitherto not unfrequently been complained of, to be suffered any longer. The head-masters in the primary schools will have their salaries increased from 2000f. and 3000f. to 2,400f. to 3,600f. respectively; the ushers from 1000f. and 1,800f. to 1,200f. to 2000f. The school in the rural communities is henceforth to be, together with the parsonage, the "model house of the village" with respect to architecture, neatness, cleanliness, and airiness. Whenever a new teacher is installed the communities are to pay 300f., to which the state will add an equal sum, in order to procure decent furniture for his house. In case of need the public chest of the department is further to aid the communities.

4. EDUCATIONAL MATTERS IN THE UNITED STATES.

MAINE: The editor of the *Maine Teacher* (who is also State Superintendent) says: "It is a hopeful sign that some of our Academic institutions are requiring applicants to pass an examination on entering. It must elevate the standard of scholarship." Mr. Weston never made a sounder remark; for, until the different grades of school from the Primary A. B. C. one to the College—shall each have its own sphere of study and labor, and shall strictly adhere to it, we shall neither have first class schools nor well grounded scholarship.

CONNECTICUT: Yale College has recently received from one of its friends, \$30,000 for the erection of a new chapel, and the same amount from another for the endowment of a College Pastorate.—The whole of the government grant of 180,000 acres of land to the State has been conferred upon the scientific school of Yale—A catalogue of the 3,000 rare and ancient coins of this college has recently been published.

New York, Mathew Vassar,—of whom we know nothing but the name and this one act of noble munificence,—has founded a college for females at Poughkeepsie. The building is now in rapid progress, and is represented as "one of the largest and finest educational edifices in America." It is 500 feet long and 171 deep in the centre; the wings being 50 feet wide and 165 deep; and in addition to the chapel, library, recitation and other halls, is to contain 350 single bedrooms,—every three of which open into a parlor for the three students occupying them. The grounds comprise 200 acres, watered by a pure and never-failing stream. It is expected to be open for the reception of students in the latter part of 1864.

The first meeting of the officers of the College and Academies of the State was held, as already announced, at Albany on the 4th and 5th of August. It seems to have been well attended and so fully up to the expectations of its originators, that under the title of "The University Convocation of the State of New York," it is to become a permanent feature in the educational machinery of the State, and to meet annually at Albany on the first Tuesday in August. Its stated objects are:

1. To secure better acquaintance amongst those engaged in the higher departments of instruction.
2. To secure interchange of opinion on the best modes of teaching.
3. To advance the standard of education.
4. To promote the harmonious working of the States system of education.
5. To consult and co-operate with the Regents of the University, (the highest educational authority in the State.)
6. To exercise a direct influence on the people and the Legislature in favor of education, in all its interests.

In addition to the regents of the University and the authorities of the Colleges and Academies, all "instructors in the higher departments of the Public Schools that are subject to the visitation of the Regents," with the "President, first Vice President, and the Recording and Corresponding Secretaries of the New York State Teachers' Association," are to be admitted as members.—*Pennsylvania School Journal*.

WASHINGTON: Some school houses in Washington having been taken by the government for hospitals, the school trustees, to supply the want of school room thus created, proposed to erect a temporary house on the unoccupied field known as Franklin square. This land belongs to the United States government. The President granted permission to use it for the purpose, but the Secretary of war withheld his consent, and thus the intention was frustrated. Nevertheless some excellent school-houses have been erected in Washington within the last year.

5. GENERAL EDUCATION IN THE UNITED STATES.

According to Appleton's *American Annual Cyclopaedia* for 1862, the whole number of the children attending the common schools was 5,211,000, or one in every 512 of the free white population. Of these, 4,560,000, were in the loyal states, or one of every four of the population; 651,000, were in the other states, or nearly one in every 14. The expenditure was \$23,461,000, or about 87 cents for every white inhabitant. The largest expenditure for school purposes in any state, in proportion to the population, is in Illinois, where it is at the rate of \$1 58 per head. Massachusetts is the next largest, being \$1 34 per head. The expenditures of the private schools, high schools, academies, and boarding schools, in which there were not less than 600,000 pupils, was \$2,000,000. The expenditure of the 240 colleges, with their 20,000 under-graduates, was not less than \$5,000,000; of the 92 theological seminaries, with 4,120 students, \$1,000,000; of the 55 medical schools and 7,000 students, \$1,400,000; of the 18 law schools and 1,300 students, \$261,000; of the normal schools and 2,740 students, \$500,000; of the 15 scientific schools, the polytechnic, and the agricultural colleges, with 1,500 students, \$400,000; of the 53 institutions for the instruction of the deaf, blind, and idiots, with 7,850 pupils, \$1,187,500; making the total annual cost of these various institutions of learning, containing over 5,855,000 pupils, not less than \$53,198,500. The number of school-books of all kinds consumed annually, both in the week day schools and the Sabbath-schools, is estimated at between seven and ten millions of volumes.

6. PARISH SCHOOLS IN SCOTLAND.

From a paper read before the last Social Science Congress by Professor Milligan, of Aberdeen, we learn that, as the result of time and recent legislation, three changes had taken place in their position—first, that they now no longer absorbed the greater proportion of the educational talent of the country as they once did; second, that the changed social aspects of the country had removed the schools as the general or chief educational machinery of the country; and third, that the parish schools were not now so closely connected with the national Church as formerly. To these three points, now changed, the schools had owed no small measure of their fame. There were several characteristics they still preserved, and would, he hoped, preserve, and the most important of these was religious education, for he admitted that religious truth was taught as earnestly now as when the test existed. The other characteristics were the preservation of a high standard of teaching in the schools, the practical freedom of the teacher, the security of income which the teacher enjoys, and the distinct personal character which was impressed on the teachers as a class. The point to consider was whether the revised code preserved these characteristics. It did the very opposite, and threatened to extinguish the very elements of school life it was most desirable to maintain.

7. EXAMINATIONS FOR THE CIVIL SERVICE OF INDIA.

The following Regulations for the Open Competition of 1864, and the Further Examination of 1865,* have been transmitted to the Chief Superintendent of Education for Upper Canada, by direction of His Excellency the Governor General. We publish them for general information.

1. In June or July 1864, an Examination of candidates will be held in London. Not less than candidates will be selected, if so many shall be found duly qualified. Of these, will be selected for the Presidency of Bengal, [] for the Upper Provinces, and [] for the Lower Provinces. [] for that of Madras, and [] for that of Bombay.†—Notice will hereafter be given of the days and place of examination.

2. Any natural-born subject of Her Majesty, who shall be desirous of entering the Civil Service of India, will be entitled to be examined at such Examination, provided he shall, on or before the 1st May, 1864, have transmitted to the Civil Service Commissioners, Dean's Yard, London, S. W.—

(a) A certificate of his birth, showing that his age on the 1st May, 1864, will be above eighteen years and under twenty-two years;

(b) A certificate, signed by a physician or surgeon, of his having no disease, constitutional affection, or bodily infirmity, unfitting him for the Civil Service of India;

(c) Satisfactory proof of good moral character;

* The Regulations are liable to be altered in future years.

† The number of appointments to be made, and the number in each Presidency, and each division of the Presidency of Bengal, will be announced hereafter.

(d) A statement of those of the branches of knowledge hereinafter enumerated in which he desires to be examined.

3. In any case in which a doubt may arise as to the eligibility of a candidate in respect of age, health, or character, such inquiries as may be necessary will be instituted by the Civil Service Commissioners.

4. The Examination will take place only in the following branches of knowledge :—

5. The merit of the persons examined will be estimated by marks, and the number set opposite to each branch in the preceding regulation denotes the greatest number of marks that can be obtained in respect of it.

6. No candidate will be allowed any marks in respect of any subject of Examination unless he shall be considered to possess a competent knowledge of that subject. †

7. The Examination will be conducted by means of printed questions and written answers, and by vivâ voce Examination, as may be deemed necessary.

8. The marks obtained by each candidate, in respect of each of the subjects in which he shall have been examined, will be added up, and the names of the candidates who shall have obtained a greater aggregate number of marks than any of the remaining candidates will be set forth in order of merit, and such candidates shall be deemed to be selected candidates for the Civil Service of India. They shall be permitted to choose, according to the order in which they stand, as long as a choice remains, the Presidency (and in Bengal, the division of the Presidency) to which they shall be appointed.

9. In June or July 1865, a further Examination of the selected candidates will take place in the following subjects :—

	Marks.
1. { Sanskrit - - - - -	500
{ Vernacular Languages of India (each) - - - - -	400
* * Each candidate may name one or two languages ; but he must pass either in Sanskrit or in a vernacular language current in the Presidency or division of Presidency which he has selected.	
2. The History and Geography of India - - - - -	350
3. The General Principles of Jurisprudence and the Elements of Hindu and Mohammedan Law - - - - -	1,200
4. Political Economy - - - - -	350

* It should be understood that candidates are at liberty to name at their pleasure any or all of those branches of knowledge (subject only to the restriction above mentioned as to Natural Science), and that no subjects are *obligatory*.

	Marks.
English Language and Literature.—	
Composition - - - - -	500
English Literature and History, including that of the Laws and Constitution - - - - -	1,000
	1,500
Language, Literature, and History of Greece - - - - -	750
" " Rome - - - - -	750
" " France - - - - -	375
" " Germany - - - - -	375
" " Italy - - - - -	375
Mathematics, Pure and Mixed - - - - -	1,250
Natural Science ; that is, (1.) Chemistry, (2.) Electricity and Magnetism, (3.) Natural History, (4.) Geology, and (5.) Mineralogy - - - - -	500
* * No candidate will be allowed to be examined in more than three of the branches of knowledge included under this head, and the total (500 marks) may be obtained by adequate proficiency in any three.	
Moral Sciences ; that is, Logic, Mental and Moral Philosophy. - - - - -	500
Sanskrit Language and Literature - - - - -	375
Arabic Language and Literature - - - - -	375
	7,125

† No candidate will be considered to "possess competent knowledge" unless he obtain in Mathematics, Pure, ONE TENTH of the maximum.

" " Mixed, ONE TENTH of the maximum.

" " { English - - - - -

" " { Classics - - - - -

" " { Oriental Languages - - - - -

" " { Moral Science - - - - -

" " { Natural Science - - - - -

" " { Chemistry - - - - -

" " { Geology - - - - -

" " { Mineralogy - - - - -

" " { Natural History - - - - -

" " { Electricity and Magnetism - - - - -

In this, as in the preceding Examination, the merit of the candidates examined will be estimated by marks, and the number set opposite to each subject denotes the greatest number of marks that can be obtained in respect of it. The Examination will be conducted by means of printed questions and written answers, and by vivâ voce Examination, as may be deemed necessary.

10. No candidate will be permitted to proceed to India until he shall have passed the Further Examination, or after he shall have attained the age of twenty-four years.

11. The selected candidates who at the Further Examination shall be found to have a competent knowledge of the subjects specified in Regulation 9. shall be adjudged to have passed, and to be entitled to be appointed to the Civil Service of India.

12. The seniority in the Civil Service of India of the selected candidates shall be determined according to the order in which they stand on the list resulting from the Further Examination.

13. No person will, even after passing the Further Examination, be allowed to proceed to India unless he shall comply with the regulations in force, at the time, for the Civil Service of India, and shall be of sound bodily health and good moral character.—The Civil Service Commissioners will require such further evidence on these points as they may deem necessary before granting their Certificate of Qualification.

11. Applications from persons desirous to be admitted as candidates are to be addressed to the Secretary to the Civil Service Commissioners, Dean's Yard, London, S. W.

NOTE. (1.)—All persons appointed to the Civil Service will be required to attend at the India Office, to make the necessary arrangements for entering into covenant, and for giving a bond for 1,000l., jointly with two sureties, for the due fulfilment of the same. The stamps payable by civilians on their appointment amount to 3l. 10s.

(2.) The Secretary of State for India in Council has authorized the Civil Service Commissioners to state that, with the view of meeting the expenses to be incurred by selected candidates during the interval which must elapse before they can proceed to India, it is his intention to allow the sum of 100l. to each selected Candidate who shall have passed the Further Examination in 1865 to the satisfaction of the Commissioners, and shall have complied with such rules as may be laid down for the guidance of selected candidates.

(3.) Candidates are at liberty to send in their names and evidence of age as soon as they think fit to do so ; but evidence of health and character must bear date not earlier than the 1st March, 1864.

(4.) Candidates rejected at the Further Examination of 1865 will in no case be allowed to present themselves for re-examination in 1866.

III. Papers on Practical Education.

1. ANSWERS TO QUESTIONS OF AN EXAMINATION PAPER AT AN ENGLISH NORMAL SCHOOL.

1. What are the qualities of good reading? What methods will best cultivate these qualities?
2. Compare the Phonetic method of teaching to read, with Mülhauser's method of teaching to write. To what extent would you recommend the adoption of these methods in elementary schools?
3. On what principles should elementary reading books be constructed? Name any sets in which these principles are carried out, and give a specimen lesson adapted to a first class.
4. Point out the advantages and disadvantages of simultaneous reading. How may the latter be remedied?
5. On what principles should spelling be taught? How would you endeavour to improve the spelling of a class very deficient in this subject?
6. Describe any sets of school copy books with which you are acquainted. Which do you prefer? and why?
7. What objects should be sought in teaching Arithmetic, and how may they best be secured?
8. What objects should be sought in a dictation lesson? Write short, but plain and exact, directions to a pupil teacher, for conducting such lesson in a first class.
9. Write notes of a lesson to a pupil teacher on "Illustration," as applied to school teaching.
10. Write full notes on subtraction; or on addition of vulgar fractions.

QUES. I.—SIMULTANEOUS READING.

Advantages.

1. It promotes distinct enunciation. In order to keep together, the reading must be slow, whence every word will be distinctly sounded.
2. It improves the rate of reading. The general fault is in reading fast, and here each one is compelled to read slow, and to make the proper pauses

3. It gives much practice. Each child in individual reading does not read, perhaps, above three or four times in a lesson, while, by simultaneous reading, he may read double that number of times.
4. It improves the style of reading by encouraging the timid. Each child's voice is not heard separately, hence a timid one will join in and gain greater confidence for individual reading.
5. It removes asperities of tone and modulation. After the first discordant attempts at simultaneous reading have been overcome, it is remarkable for the harmony of sound and expression.

Disadvantages.

1. It causes much noise. This may be remedied :—
 - a. By using the class room for this purpose.
 - b. By having the neighbouring classes engaged in quiet work.
 - c. By causing the reading to be in a subdued tone.
2. It affords an opportunity to the sluggish of idling. This may be remedied :—
 - a. By the teacher's vigilance.
 - b. By calling upon them sometimes to read individually.
3. The backward children slip over the hard words. This may be remedied :—
 - a. By the lesson always being prepared by individual reading.
 - b. By calling upon them to read individually.
4. It obliges uniformity where it is not desirable.

This objection is urged only against the higher branches. The only method of remedying that is by having sufficient individual reading for style to counteract it.

QUES. II.—PRINCIPLES OF TEACHING SPELLING.

1. *By the eye, not the ear.* The eye retains a better image of an object, and could be recalled with far greater accuracy than if it were presented to the ear, e.g., it is a well known fact that if a town or house is seen with the eye, that town or house makes a far greater impression on the mind than if a description had been merely read in a book. So it is with spelling. The eye retains the image of the word, and can quickly detect any departure from that image.
2. *It should be preceded by reading.* Accurate and extensive readers are generally good spellers, which is in itself a practical proof of the superior power of the eye. This also proves that it is a mistake to combine reading and spelling as in the alphabetic method.
3. *It should be connected with writing.* We learn spelling in order to write correctly, and as the one assists the other, they should be combined. This is what we call a dictation lesson, in which we teach spelling in sentences.
4. *The meaning of a word should be taught with its spelling.* Spelling, as generally taught, is a drudgery. One of the best ways of removing that is, perhaps, to talk about the word with the children, which will be amply rewarded afterwards, by the retention of the word in the minds of the children.
5. *The words shall be taught in syllables.* The adoption of this plan would remove all difficulty from long words.
6. *It should be connected with almost all lessons.* In a geography lesson, places named should be spelt, in an object lesson the names of the objects should be spelt, and so on.

Means of Improvement.

1. A great amount of practice in spelling ; dictation lessons.
2. Master every word that was spelt wrongly, before any more were attempted.
3. Introduce spelling as much as I could in all lessons.
4. In the upper classes encourage the use of manuscript books, in which the hard works are written.
5. Test the work done by the class in a repetition of those same hard words.

QUES. III.—OBJECTS OF A DICTATION LESSON.

1. To improve the spelling and composition.
2. To cultivate legible and rapid writing.
3. To cultivate the memory and attention.
4. To improve the discipline.

Directions.

(a) *Preparation.*

1. Apparatus, &c. Teacher with book, pencil, black-board, &c. Children, slates, pencils. Positions should be taken, &c. If the children have books similar to the text book, they should have prepared it as a home exercise the previous evening. If it is not prepared, the teacher must read it through, slowly and distinctly, before he commences dictating it. The length of the lesson must depend upon the time allotted, and ability of the class.

(b) *Dictation.*

The judgment must be exercised in dictating. A sufficient quantity should be read very distinctly, but only once over. When this is written, wait till all eyes are fixed upon you,

and all proper positions taken before you read another piece. In dictating, be very careful with sounding "h's," vowels, consonants, &c., as well as dictating too much at a time.

(c) *Detection of errors.*

When the passage is dictated, each child will mark his mistakes or his neighbour's (by changing slates) when you spell the most difficult words to them. You must exercise considerable vigilance, or some mistakes will escape detection, therefore you should examine each slate personally. Then the number of mistakes should be marked on each slate.

(d) *Correction of Errors.*

The teacher will stand at the black-board, and ask for words mis-spelt which he will write on the board, requiring each boy to learn them, and to write each word he has wrong five times, thus cultivating his eye. While this is going on, the teacher should pass round and mark the writing. Then if there are manuscript books, these words should be entered.

QUES. IV.—OBJECTS SOUGHT IN TEACHING ARITHMETIC.

1. To give facility of computation.
 2. To cultivate the mental faculties.
- The process necessary to secure these is :
1. From a particular example to deduce a rule.
 2. To acquire this rule by working other examples, and observing a repetition of the same process.
 3. To apply this rule in other examples, which differ in some respects.

Here, in the deduction of the Rule we have a great amount of mental exercise, e.g., a problem in Simple Proportion is given to be worked. The teacher works it by a statement, then he shows by first principles that the result is obtained by multiplying the second and third terms together, and dividing by the first. Here is a Rule to acquire and to be exercised in other examples, which, in every case, in the highest degree call forth the reasoning powers.

Then again, it is almost impossible for any one not to possess the power of ready computation, when he has been thus exercised in the figures themselves, as well as the meaning implied in their relation.

QUES. V.

OUTLINE NOTES.

I. *Introduction.*
Questions to be asked beginning with the simplest, but increasing in difficulty.

No. 5 being too difficult, I would write it on the Board, and show the rule.

24

14

—

10

—

II. *Body.*

The Rule should now be applied to other examples, and the name *Subtraction* explained.

Ex. 1. 324

102

—

222

Ex. 2. 324

315

—

9

Ex. 3.

1276

1127

—

149

—

Ex. 4.

50769

12084

—

38685

—

III. *Application.*

The Rule should now be applied to numerous other practical examples.

FULL NOTES.

Examples.

1. If I take 2 marbles from 3 marbles, how many will be left ?

2. How many are 2 from 5 ? 3 from 7 ?

3. If there were 10 eggs in a nest, and a boy took 4, how many left ?

4. There are 20 boys in this class, how many would be left, if I sent 3 away ?

5. Take 14 apples from 24.

Here, there are 14 to be taken from 24, i.e., 1 ten and 4 units to be taken from 2 tens and 4 units. 4 units from 4 units leave 0 units, ∴ we place 0 under the 4. Again, 1 ten from 2 tens leaves 1 ten, ∴ we put 1 ten under the tens.

Method. The above questions should be asked in a lively, interesting manner, but should not occupy much time. Ex. 1. to be worked as above, after which the class should work a number of similar ones.

In Ex. 2. it will be found that 5 units cannot be taken from 4 units, which is a new feature, and to which the attention of every one should be directed. Then the Teacher should tell them, as one ten is the same as 10 units he will take 1 ten away, i.e. 10 units and add it to the 4 units, and then he can take 5 units from 14 units, remainder 9 units. Then he puts down the 9 units, and does not forget to pay back the borrowed ten, for he adds it to the 1 ten there so as to make it 2, and then says, 2 tens from 2 tens leave 0 tens, and 3 hundreds from 3 hundreds leave 0 hundreds. Other examples involving the same will then be given.

These examples should be practical and interesting to the children, by being upon things they can understand.

The *Phonetic Method* makes a classification of the vowel sounds of the English language, and appoints a certain sign for each sound. Thus it proceeds from the simplest elements to words, and so is rigidly a synthetic method.

From the number of vowel sounds in our language it follows that there are a multiplicity of symbols, which create confusion.

Again, the phonetic system is not at all applicable to schools in England, for children, on account of home or from various causes, may leave that school, and to go to any other system he would be as ill adapted almost as if he had not begun reading at all.

Mulhauser's System is also a pure synthetic system proceeding from the simplest elements of a right line, hook, curve, loop, crotchet, to letters, i.e., their combinations, which it assists in forming by means of horizontal lines for height and width, and diagonal lines for inclination.

This multiplicity of lines, like the sounds in the *Phonetic Method*, causes confusion, though they would assist were there not so many.

Again, *Mulhauser's System* is not applicable, for a child practising upon *Mulhauser's System*, if asked to write a letter, would feel at a loss in writing without his usual lines and tests.

Mulhauser's System may be used a little in England, but for writing, more trust must be placed on ordinary writing on slates and paper than copy-books.

The *Phonetic Method* does not at all seem to be applicable in this country, because of the reasons afore-mentioned.—*Papers for the Schoolmaster.*

IV. Papers on Scientific Subjects.

1. A TALK ABOUT THE TEACHING OF NATURAL SCIENCE.

It is pleasant to see the current setting strongly in favor of the more general study of natural science, in our schools and our homes. It is pleasant, because it is a movement in the right direction, and one which will incalculably promote the interests of education. It is a tendency toward the gaining of that knowledge which is of most worth, instead of that which is of the least worth.

Natural science should have a prominent place in our common school education. A few years ago, hardly any attention was given to it, even in our High Schools. It formed a subordinate part of the collegiate curriculum, but was scarcely admitted into any lower grade of our educational system. Even in some of our best High Schools, at the present time, these studies are crowded into the last year of the course, when little time can be devoted to them. They are but just beginning to be recognized as appropriate studies for Grammar and Primary Schools. Their general introduction into these lower grades of schools will be brought about only very gradually and against much obstinate opposition on the part of the school-committees, and, in some cases, of teachers also. All reforms that deal with wipe-spread and time honoured evils, are slow in their progress. Then, again, many who would readily admit natural science into our common schools, if there were room for it under the present system, are not willing to make room for it by giving up studies which, though worse than useless, have been considered from time immemorial necessary parts of a common school education; for instance, "that intensely stupid custom," as Herbert Spencer calls it, "of teaching grammar to children."

The "Object Lesson System," as it is called, is to a great extent only another phase of this same reform; or rather, as a rational mode of teaching, it naturally leads to the selecting of the right things to be taught. Starting with the truth that books should be secondary and supplementary, that they are indirect means of gaining knowledge to be used only when direct means fail, it aims to give "not second-hand facts but first-hand facts." It seeks to present truths in the concrete rather than the abstract, and thus suggests the exchange of grammar and political geography for natural history and botany. The system is the right one, the only rational and is destined in the end to revolutionize our whole routine of early training. Home training in natural science may begin very early, earlier than school training should ever begin; unless, possibly, on the *Kindergarten* plan. We have been surprised at the amount that a child two years and a half old will learn about natural objects, if he is only led to use his powers of observation; and this, be it understood, without being urged to take a single step that he is not eager to take. The exercise should always be a pleasurable one, and he should never be compelled, or persuaded, to continue it a moment longer than he enjoys it. One should even avoid explaining to him things which he wishes to know, if the explanation be beyond comprehension and will only lead him to puzzle his brain to no purpose. Direct his attention to things that he can see or find out for himself, and you will be astonished at the quickness with which he learned to compare, to recognize analogies and contrasts, to generalize, and to classify.

The earliest studies of this kind should be of the objects themselves; but it is well, we think, at a very early period, to give the child pictures, and let him compare them with the objects. It is wonderful how soon he understands what a picture is; and not the thing itself, nor another thing like it—as a solid image is—but a mere representation of it on a plain surface. It is wonderful, too, how keen the little eyes are to discern a familiar object, however minute and indistinct a part of the picture it may be. Ask a child two years old to point out a cat, a dog, or a hen, which you yourself can hardly distinguish, and he does it at once.

But, if you let the child have pictures, be sure that they are good ones—true to nature and well executed. If they are coloured, all the better, provided the colouring is truthful. Most of the woodcuts in books for children are wretched caricatures of the objects they pretend to represent. For children of all ages, better no pictures at all than poor ones. There is no excuse for resorting to poor ones, in these days when the advance in wood engraving, in lithography, chromo-lithography, and kindred arts, and in photography has put really beautiful pictures within the reach of the poorest. The little photograph which you can buy for a shilling, reproduces with microscopic fidelity the choicest engraving or the most exquisite sculpture. The stereoscope for which you pay a dollar or two, is a magic glass through which you may look upon the loveliest landscapes of far-off lands, delineated by the very sunbeams that once illuminated them.

2. THE VALUE OF THE MICROSCOPE IN EDUCATION.

The *microscope* is a most valuable aid in this early training in natural science. "But few of us," you say at once, "can afford to buy a microscope;" and you think, of course, of an outlay of thirty or forty dollars as the least that will give you even a tolerable instrument. But what if we tell you that you can get a really good one for a few dollars.*

Objects properly mounted for the instrument can be obtained at small cost; a dozen for a dollar and a half. It is well to have a dozen or more of these, especially such as you could not readily prepare yourself. They are always ready for use when you cannot conveniently find anything else to show the children; and the little people never weary of seeing them, even for the hundredth time. A young friend of ours, scarcely four years old, rarely comes into the library without teasing to "look through the microscope." If we are "too busy," he pleads for "just one" sight—the butterfly's tongue or wing dust, the fly's foot, the bit of wasp's wing, or the saw-fly's saws. He enjoys it so intensely, that we are often tempted to prolong the "show," even if we have to work a little faster or later to make up for it; and so we go on, dissecting flies and gnats with cambric needles, and exhibiting their feet, and jaws, and eyes, and antennæ; or, with vengeful satisfaction, catch a mosquito and deprive him (or her, since it is the females that torment us,) of the long, keen lances which have been plunged into our flesh so ruthlessly.

One word, by the way, about a class of mounted objects, of which you should have at least one or two specimens. We mean microscopic photographs. These are interesting, not only as testing the power of the instrument, but as showing how infinitesimally small and yet how marvellously perfect is the picture painted by the pencil of light. In the centre of a bit of glass, you can just discern, with the naked eye, a spot such as you may make by lightly touching the point of a lead pencil to paper. Put it under the lens, and you read the Lord's Prayer, [or God save the Queen,] the letters very small, though magnified ten thousand times superficially, but clear and distinct; or the Greek Slave stands before you, as faultlessly beautiful as in marble of Crawford; or the tiny speck expands into Canova's Graces, lovingly entwined in a lovely group.—M. S. E., in *Massachusetts Teacher*.

V. Papers on Natural History.

1. USE OF THE PITCHER PLANT.

As we thought probable, one of our friends, who makes botany an object of study, has kindly afforded us information desired with respect to this plant, whose scientific name is *Sarracenia Purpurea*. He has forwarded us besides a leaf of the plant. We learn, in this way, that the *Sarracenia* is said to derive its name from Dr. Sarrazin, of Quebec, who, in 1730, first sent a specimen to Tournefort. Others derive the name from Saracen, from the resemblance of this flower to the well known ideal of a Turk's head. There are two varieties, the S—*Purpurea* and S—*Flava*, which are found in Canada; one variety in Guiana, and another, the *Darlingtonia* in Califor-

* Microscopes at various prices may be obtained at the Educational Depository, Toronto.

nia. This plant is known under all the names of *Pitcher Plant*, *Side Saddle Flower*, and *Saracen's Head*. It abounds in Canada, being found in the Isle Jesus, Boucherville, St. Henri, Chateauguay, and grows in mossy morasses or swamps. It blossoms in June and July. It is impossible to mistake this singular and wonderful plant for any other. Our correspondent need have no fear on this score. Its urn-shaped leaves surrounding the flower stalk, and springing from the root by a thin narrow strip which forms the stem, expand into a large vase-shaped leaf, which is often filled with water. To this flies and insects are attracted, and when once they enter this wonderful structure it is never to return, the old proverb, "*facile descensus*," being fully exemplified. The curved form of the leaf prevents the fly from rising on the wing after he has satisfied his appetite, and if he attempts to walk he finds the entrance of his leaf prison bristling with spikes which he did not perceive on entering, as they were all directed inwards, but which now throw him back. After repeated trials he sinks exhausted to the bottom of the pit, and becomes the food of the plant. In all the leaves there will be found the remains of insects, and from this it is sometimes called "*le cimetière des mouches*." The root of the plant is very small, and when dried is of a reddish brown. It would require a large quantity of the plants to produce an ounce. Both the leaves and roots are used in medicine, having been recommended by an army surgeon in Halifax, who derived his knowledge of the value of this remedy in small-pox from the Mic-macs. The Indians in this part of Canada, we are informed, although very familiar with the plant, never use it for any purpose except as a remedy in children's diseases. The plant should be gathered in June, when about to flower, if the leaf is desired, or if the root, then in September. The leaves should be cut open, washed and carefully dried, after which they should be kept in a bottle. The demand for the plant is constantly increasing, and, if it is found as valuable as it is represented, it will doubtless become an article of export from Canada.—*Montreal Herald*.

2. THE TEA-PLANT A NATIVE OF CANADA.

The following letter, addressed to the Editor of the *Canadian Champion*, Milton, appears in the last issue of that paper: "Sir,—A few weeks ago, when I transmitted to you a communication, for which you were so obliging as to make room in your columns, suggesting the possibility of growing the sugar-cane and the coffee-tree in Canada, and the probability of successfully raising cotton too, during the present scarcity of that article in the European markets; I hinted at the likelihood of the genuine tea-shrub being yet found to be a native of the Province. Little, indeed, did I then anticipate that this last conjecture was to be so speedily verified; but an article intimating the fact, has just appeared in '*Le Pays*' of Montreal, (20th Jan. 1864,) and of that article the following is a translation:—it will however, be proper to premise, that the general term '*Indies*,' (des Indes,) is in French, held to comprehend China:

"The Tea-plant of the Indies in Canada.—According to M. L. N. Gouvreau of Isle-Verte, it appears that Canada possesses the genuine tea-plant of the Indies in abundance. A Trappist, seeing a shrub which grows in Kamouraska in great plenty, immediately exclaimed—"That is the veritable tea-plant of the Indies." This tea, which grows freely in our lower grounds, by the sides of ditches, can easily be prepared so as to furnish a supply, in place of that imported from China, which has become so costly within the last two years. The *Gazette des Campagnes* gives an engraving of the plant."

While entertaining not the least doubt of the practicability of growing cotton to good purpose in some of our townships, at least during the existing dearth of that article, there can be no harm at any time in looking to a substitute. Take then the following extract, made some twelve or fifteen years since, when perusing a United States periodical:

"Mae, or Chinese grass, answers the purpose of silk and hemp combined. It grows in dry, hilly soil, and in every variety of climate. It is worked into almost every description of fabric—in the largest cables, and in the choicest texture of luxurious clothing. Like silk, it is an article of universal consumption. It is rarely exported."

Could the attention of some of the medical staff, or others attached to our troops, at present employed on the coasts and rivers of China, be directed to this plant, it might be the means of causing a beneficial revolution in many of the present transactions, whether in agriculture or manufactures. Yours, &c., W. C.

3. LOGWOOD AS AN ANTISEPTIC.

Dr. W. N. Cote, the intelligent Paris correspondent of the *British American Journal*, says in a recent communication: "Your readers may recollect the interest excited among professional men when Mr. Demeaux discovered the antiseptic qualities of coal-tar, a

mixture of which with plaster being applied to the most fetid sores will at once dispel one of the most offensive smell, and at the same time contribute to the speedy cure of the part affected. The Academy of Sciences has now received a paper from Dr. Desmatis, announcing that logwood or campeachy (*Hæmatoxylon Campeachianum*) possesses the same valuable property, and in a much higher degree.

VI. Papers on the School Premises.

1. ORNAMENTS SCHOOL GROUNDS.

At first sight this may seem a trival matter to talk about, but after careful consideration there is more in it than perhaps most teachers have ever been aware of. If we are to judge of the æsthetic culture and emotions by the application of æsthetic talent—and there is perhaps no better method of judging—what would be the decree pronounced on most teachers and directors, by a scrutinizing critic of our school houses and grounds?

All the school-houses and grounds in the country are susceptible of more or less improvement, in an æsthetic point of view. It becomes us then as teachers of the young, to give our aid in ornamenting with trees, shrubbery and flowers the school grounds, for the gratification and pleasure of those under our instruction, as well as for the gratification of the community in which we labor. We know that there are many teachers in the State, but we hope not in this country, who are either too lazy or uninterested, or ponder too much over their pecuniary interests, to even lend a thought to this important subject; and even were their thoughts to revert to it for a moment, they would, when the work and money stared them in the face, turn away from it in disgust and leave the work unaccomplished. Such teachers have mistaken their calling. They may have the scholarship, but they have not the spirit of a true teacher.

The position of the school-house, of course has not much to do with the number and nature of the ornaments to be placed around it. There are houses to be met with in almost all sections of the State which are either perched up among rocks and briars on the apex of a hill, or down in the midst of the mire and miasma of a swamp; yet even here there may be something done. No matter how desolate and uncomfortable a place the school-house may occupy there is room for improvement. The very rocks may be converted into ornaments. The swamps may be drained, and healthy dry land secured as the result, which is then just in proper condition to be beautified. These out of the way places are the very ones where ornament is most required, to make the school ground a pleasant and inviting place.

It is in the power of every one to procure a few shade trees and some shrubbery to place in the school grounds. The cost is no consideration, inasmuch as they can be secured almost everywhere free of expense; and where this is not the case, a dollar or two contributed by the teacher, or collected by the pupils, will purchase all the trees required. Linden, Maple and Ash are among the most beautiful; but if these are not to be obtained, secure the most ornamental of other kinds to be had.

It was our lot some twelve years ago, to attend a country school known as the "Old Sandstone." The school-house was rather rude in structure, and occupied a position on slight elevation surrounded by a few oak and hickory trees. The appearance of both interior and exterior was rather uninviting than otherwise. A new teacher came, and after becoming acquainted with the pupils, he made a proposition to ornament and beautify the old school-house and the grounds surrounding it. The whole school accordingly eagerly fell to work collecting funds and materials. Several afternoons were devoted to the work of improvement, and in a few months both interior and exterior of the old house were carefully white-washed; a neat lattice fence surrounded the house; flower borders were made and filled with flowers; shrubbery was planted within the enclosure; the heretofore barren grounds were carefully covered with sod; and the whole thing presented such an altered appearance, that even its nearest neighbor scarcely recognized the "Old Sandstone" in its home like-dress. All the work, with the exception of a few half days, was accomplished during the time of recess and in the morning before school. A small portion of the flower border was allotted to each of the larger pupils, who in the main performed the work, and all felt an interest in the preservation of the flowers and shrubbery, and the maintenance of the general beauty of the house. It was merely a common district school, but common as it was, all felt a pride and interest in adding to its neat and cozy appearance.

There is something about the appearance of an American farm house always more or less inviting, however rugged the appearance of the house itself. Such should always be the case with our public and private school-house. The more home-like the place, the more

interest and pleasure will the pupils manifest in attending school. There is no more effective way of overcoming irregularity of attendance and truancy permanently than this. When school once becomes a pleasant place to pupils, the temptation to play truant is in a great measure overcome.—When we come to look at the matter closely, it is not much wonder that children dislike to attend school when both teacher and school-house are repulsive.

There is no better time in the year for planting trees and hardy shrubbery than the present. Nurserymen, as a general thing, prefer removing and planting trees from now until the ground becomes frozen, to any other part of the year. The hardy trees and shrubs are now prepared to remain dormant during the approaching winter, to again spring forth with renewed vigor when the warm days of spring approach. If planted now they will not receive the same check to their growth which they naturally do receive if planted in the spring. A few evenings and Saturdays expended in a judicious manner will accomplish much. In the spring months the planting of flowers and seeds, and the laying of sod and making of walks may be attended to. By thus occupying a portion of the spare moments of both seasons, due time and attention can be given to the legitimate work of each.—*Pott's Stand.* A. N. R.

2. SCHOOL FLOWER-SHOWS.

We feel persuaded that we address hundreds, it may be thousands, of young teachers, who are not only able, but who will also be most willing to further a good cause in the way in which it is our privilege to advocate. We wish they would interest themselves in a "movement" to which we believe there can be no objection, whilst it may be conducive of much benefit. We allude to the "Flower-Show Movement," in its most recent development—Flower-Shows in town-schools. The reader may say, that to exhibit flowers in a school is not a very wonderful achievement. We must explain our meaning clearly. We want the teachers of schools to urge their pupils to the practice of floriculture, and to submit the results of their endeavours to periodical examination. If we desire the masses to enjoy the sight of flowers in our public parks and gardens, we must teach them how to duly appreciate them; they need not be taught to admire them. The love of flowers is inherent in mankind.—*English Pupil Teacher.*

3. THE LOVE OF FLOWERS.

We were much struck with the love of flowers manifested by the English laboring class. In no other places did we see finer plants of geranium, finer fuchsias, than in the windows of laborer's cottages. We often stopped to admire the vigor, cleanliness, and brilliancy of bloom of the half-dozen plants standing on the window-ledge of poor shattered houses, without another attraction apparent within or without. These glorious flowers were the only visible link which connected these rude children of toil with refinement and beauty. It is well known to horticulturists that the finest prize flowers at the shows in England often are those sent up by the working-men in manufacturing districts. A small allotment of land gives them opportunity. It is not food for the mouth that they most eagerly seek. There is a higher appetite. At the expense, if need be, of bodily comfort, they rear flowers, in earnest rivalry one with another, and are redeemed from many of the curses of toil by being ordained humble priests of the garden. The ministry of flowers is not apt to be recorded. The sick-room knows their gentle service. Many a heart-weary creature has felt their soothing lesson. Many a joy has been heightened and many a trouble lightened by their unconscious influence. The parent who teaches his children to listen to the voice of the Saviour, "consider the lilies of the field," will have given no unimportant education. It may add little to the gifts of shrewdness and thrift—to keenness and money-making. But it will give to leisure an elegant occupation. It will produce tastes scarcely compatible with dissipation. It will open sources of enjoyment that poverty cannot obstruct nor bankruptcy shut. Few things, so easily learned, so inexpensive, will produce so pure and continuing satisfaction or sympathy with nature, and the habit of finding our joys in her communion.—*H. W. Beecher.*

VII. Biographical Sketches.

No. 15.—OVERTON S. GILDERSLEEVE, ESQ.

Mr. O. S. Gildersleeve, an old and much respected citizen of Kingston, died suddenly on Wednesday last. The *News* says of him: A wealthy steamboat owner, an active lawyer, and a man of much business energy and enterprise, the part which he has played during his lifetime is one which has given him importance in the community, and must cause his name to be remembered. Mr. Gildersleeve has represented the city interests as Alderman and

as Mayor under the old municipal act. A native of this city, he entertained a patriotic pride in advancing the prosperity of the city of his birth; and this fact, so well known to the people, coupled with the innate good qualities which Mr. Gildersleeve possessed, gave him the popularity which he has held in Kingston. Mr. Gildersleeve was a man of some political ambition, and held an important local position in the ranks of his party. He offered himself as Candidate in the election for a Legislative Councillor for Cataragui Division in 1858, competing with Mr. Thomas Kirkpatrick and Mr. Alex. Campbell. The strength of the contest was between Messrs. Campbell and Gildersleeve, but the latter lost the battle, not being so favourably known in the country districts as Mr. Campbell. Mr. Gildersleeve took an active part in politics at the time of the general election in 1861. Later, in 1863, Mr. Gildersleeve became a candidate to represent the city of Kingston in the Legislative Assembly; and in the election consequent upon the dissolution of Parliament by the Macdonald-Sicotte administration, unsuccessfully entered the political lists against John A. Macdonald, our long time and highly popular member.

No. 16.—JOSEPH SHUTER, ESQ.

Our obituary to-day records the decease of one of our oldest and, for many years best known fellow-citizen. The late Mr. Joseph Shuter has, we believe, been for more than sixty years a resident of Montreal, seeing it grow, in the course of that time, from scarcely a village, to the large city we now have spreading out in all directions. Like most of our inhabitants, Mr. Shuter was occupied, during the first part of his life, in trade; but he had retired many years from active life, and frequently crossed the ocean for short periods of residence in England. He was a man of very genial manners, and to the last enjoyed the society of his numerous friends. He had lately undergone a severe illness, and, probably, may have been imprudent in venturing to resume his usual habits of out-door exercise too early in his convalescence. His death removes one whom most men who have arrived at middle life in Montreal have looked up to as a kind of land-mark in our society.—*Montreal Herald.*

No. 17.—ONESIMUS LARWELL, ESQ.

Mr. Larwell died at his residence, in the township of Buckingham, County of Ottawa, Lower Canada, on 23rd ult., aged 72 years. Deceased was an old and respected citizen of the Ottawa country. He belonged to a past generation that has nearly passed away. He was a man of integrity, honest and upright in his dealings. Enjoying a liberal education, he never ceased to be a student. His mind was cultivated, and his memory became a treasury of information. His piety was deep and fervent; its birth was in the heart, and its development in the life. His consistent christian deportment was manifest to all, and doubted by none, except himself in hours of despondency. Peculiar in his views, sensitive in his nature, and very conscientious, he questioned the selfish principles on which so many men of the world acted; and relinquished, in early life, in Montreal, promising prospects in business, settling in St. Andrews; his freeborn spirit could not brook the thought of vassalage under a Seigneur, whom he addressed in a series of letters, terse but true, severe and yet solemn, remonstrating with him on the injustice of that system. Not finding spirits congenial to his own, he sought and found a retired home in the dense forest of Buckingham, then a wilderness in its native state. He has been a staunch temperance man for over 30 years, and a vindicator of teetotal principles, which he first introduced into Petite Nation, Clarence and Buckingham. He confided in the Saviour, and was awaiting the call that came sudden. His remains were followed by a number of old friends to Clarence cemetery, and were there deposited near some of the pilgrim fathers and the pioneer Baptists, whose dust repose there, and whose memories are fresh and still alive, though gone to their rest and ceased from labours.

No. 18.—BRADISH BILLINGS, SEN., ESQ.

Mr. Billings, of Park Hill, in the township of Gloucester, was the first settler in this part of the county of Carleton, as well as one of our most esteemed citizens. Deceased was a native of Ware, in the State of Massachusetts, and was born on the 23rd of September, 1783. His father (Dr. E. Billings), with his family, emigrated to Canada about the year 1792, and settled near what is now known as the town of Brockville, the location of which at that time consisted of but a few farm-houses. Deceased remained in that locality until he reached the age of manhood, when he engaged in the lumber business, and commenced in the year 1800 to run his rafts down the Rideau river. Becoming acquainted with this section of the country in that way, he settled in the township of Gloucester, in October, 1812—fifty-two years ago—where he continued to reside until the time of his death.—*Ottawa Citizen.*

No. 19.—ROBERT PEGLEY, ESQ.

Mr. Pegley died at his residence, Mount Torrens, in the Township of Adelaide, on the 3rd ult., aged 83 years. The deceased was one of the earliest settlers in the Western section of Canada, where he has filled many important offices, both in the gift of the Crown and of the people. He was, for many years the principal acting Magistrate in the Township of Adelaide, and in it has held the office of Treasurer, Councillor and Reeve, which he filled with honour to himself and advantage to the public. In early life he entered the army as a Life-Guardsman, and by his uniform good conduct, gained the confidence of his superiors and was appointed to an important post at the War Office, in which he acquitted himself so effectually as to be rewarded by a Commission, having been held by him at the day of his death for nearly fifty years. He has been an active and consistent member of the Wesleyan Methodist Church for over sixty years.—*Home Guard.*

No. 20.—THOMAS STINSON, ESQ.

Another of the pioneers of the Western Peninsula has departed from amongst us. Thomas Stinson, Esq., one of the oldest and wealthiest inhabitants of this city, died on the 15th of March, after a long and lingering illness. Mr. Stinson came to Hamilton a poor man, carrying a pack upon his back; but through industry, and unwearied energy he amassed an ample fortune, and, at the time of his death was one of the richest men in Western Canada. He was never prominent as a public man, being of a retiring disposition, and in a public capacity was probably only known as the proposer of the late Sir. Allan MacNab, and the present member of this city.—*Hamilton Inspector.*

No. 21.—CHARLES C. SMALL, ESQ.

Mr. Small's death occurred on the 17th ult. He was the Clerk of the Crown, and an old and much respected citizen, but had been prevented by paralysis, from taking any active part in public affairs for some years.—*Leader.*

No. 22.—CHARLES DALY, ESQ.

Mr. Chas. Daly, who has for something like a quarter of a century been clerk of this city, died on the 17th ult. Although rather enfeebled for a year or two back, he may be said to have died in harness. Last Monday week he was in his usual place in the Council Chamber, but it was evident then to those who knew him that he was failing fast. He was an hard-working and an able officer. Thoroughly acquainted with everything connected with corporation matters, he was continually being referred to by members of the Council and others who desired information on these subjects. He was a living cyclopedia of city affairs. His loss in this respect will be very much felt. His place will not be easy to fill.—*Leader, Marh 17th, 1864.*

No. 23.—THE RIGHT HON. LORD ASHBURTON.

The English news has informed us of the death of William Bingham (Lord Ashburton), the son of the distinguished Lord Ashburton, who made with Daniel Webster the North-western Boundary Treaty. The late Lord Ashburton was born in Philadelphia in 1796, his mother being an American lady, the daughter of William Bingham, a noted merchant of the last century, and a United States Senator from Pennsylvania. At an early age the late nobleman returned with his father and mother to England, where he has since remained, taking an active though not a prominent part in politics. He was strongly liberal in his tendencies, and interested himself much in the movements for the improvement of the lower classes in England. On his father's side he was related to some of the most wealthy titled families of England, and on his mother's to several American families residing in Pennsylvania.

VIII. Papers on various Countries.

1. THE STATE OF DENMARK IN 1864.

The war in Denmark having excited a good deal of interest in this Kingdom, we condense from the Statesman's Year Book for 1864, the following notes on the present state of the Kingdom. By the constitution voted in Oct., 1863, and receiving royal sanction Nov. 18, 1863, the executive power is in the King and his responsible ministers, and the right of making and amending laws is in the Rigsraad or Diet, acting with the Sovereign. The Rigsraad consists of an upper house, the Landesthing, and a lower house, the Folksting. To the Landesthing, any sane man, not under 41 years of age, and with an income of £140, may be elected

to serve for eight years. But of its 75 members (59 for Denmark Proper and 16 for Schleswig), 25 (namely, 19 for Denmark and 6 for Schleswig), are appointed by the Crown to serve for twelve years. The Folksting contains 130 members, 29 for Schleswig and the rest for Denmark Proper. Any householder, not under 25 years of age or in debt to the State or in receipt of public charity, may be elected to serve three years as a member of the Folksting. This Rigsraad, or Parliament of two Houses, meets annually on the first Monday in October, but Schleswig has also, to maintain separate privileges, a separate provincial Diet of 45 members. Besides the Danish Rigsraad or Parliament, there is a peculiar institution, the Rigsraad or Supreme Council of the Nation, which consists of 60 members; six elected for Denmark by the Landsting, twelve by the Folksting, five by the provincial estates of Schleswig; twelve nominated for Denmark and three for Schleswig by the Crown; besides twenty-two chosen by the qualified voters in different districts of both Schleswig and Denmark. The income of the Danish Monarchy for the year ending March 31st, 1863, was £1,841,499, to which Denmark contributed 62 per cent, Holstein 21 '64, Schleswig 16 '36 per cent. This income more than covered the expenditure. One-half of it was produced by customs and indirect taxes, and about two-thirds of the expenditure was for the public debt and standing army. The army costs about £466,000, the navy £212,000. The accounts of the current fiscal year were, before the invasion, estimated at the same rate. The Danish army, on its peace footing, to be doubled when on war footing, is fixed by law at 22,900 men; but of late years the number has, for the sake of economy, been kept down to 12,000. The Danish navy consisted in September, 1862, of 19 sailing vessels, carrying 704 guns, and 28 steamers with 240 guns, besides a paddle-wheel flotilla of 50 gun-boats with about 100 guns. But all these steamers were not seaworthy. The navy was at that time served by about 2,000 men. The population of the monarchy at the census of 1860 was, of Denmark Proper, omitting small figures, 1,600,000; in Schleswig, 409,000; in Holstein, 544,000; in Dauenburg, 50,000. In Denmark Proper all but 360,000 of the population is agricultural. The whole male population of Denmark is only 793,000, and of Schleswig 204,000. Of these it appears by the last census that in every thousand 395 lived exclusively by agriculture, 228 by trade and manufacture (but, with no coal, and little water-power on the soil, there is not much manufacture), 187 were day laborers, 53 were commercial men, 29 sailors, 20 paupers, 16 ministers or schoolmasters, 15 pensioners, 13 domestic servants, 11 or 12 civil servants of the State, 9 officers in the army or navy, 9 capitalists; 7 were devoting themselves to literature or science, 5 were nondescripts, and one was in jail.

2. THE BRITISH COLONIES.

Returns just laid before the Parliament show that the colonial and other possessions of Great Britain cover an area of 4,276,000 square miles—somewhat larger than the whole continent of Europe. the population of this vast territory—according to the last census taken in each colony—is 144,778,749—five times greater than that of great Britain itself, and equal to that of France, Spain, Germany, and Italy. The colonial revenue in 1861, amounted to £56,218,420, (over \$281,000,000). The total debt of all the British colonies, including India, was £130,000,000, in 1861, or less than the income for three years. The shipping which entered and cleared from all the ports of the British colonies and possessions amounted, in the year 1861, to 22,807,641 tons. Of this immense amount of shipping 15,070,392 tons belonged either to the United Kingdom or to the colonies themselves, whilst 7,737,249 tons belonged to foreign nations. In this return is included the shipping employed in the trade between the colonies themselves and that employed on the lakes of America, as well as that employed in the trade with the United Kingdom and with foreign nations. The total value of the goods and merchandise imported into the British colonies and other possessions, in 1861, was £93,945,885. More than one-half of this amount was imported from the United Kingdom, the total quantity of British merchandise imported into the colonies being £47,412,166.

3. TERRITORIAL EXTENT OF THE BRITISH EMPIRE.

The annual official volume just issued of statistical tables relating to the British possessions beyond the four seas shows us territory exceeding 4,000,000 of square miles, and containing a population of about 145,000,000 souls. There is India, with its 933,722 square miles and 135,634,244 people: the North American colonies (not reckoning the immense Hudson's Bay and Red River territories), with their 498,169 square miles and 3,305,872 people; the West Indies, with 88,511 square miles and 1,081,687 people; Australia and New Zealand, with 2,582,070 square miles and 1,333,338 people; and there is Ceylon, the Cape, Mauritius, and the rest.

4. THE PUBLIC BUILDINGS AT OTTAWA.

The Report of the Commissioner of Public Works, just issued, says that the expenditure on the Ottawa Buildings during the past year was, omitting figures below thousands; Paid contractor for Parliament Buildings, \$120,000; ditto departments, \$101,000; heating and ventilation, \$5,000; superintendence and contingencies, \$20,000—total, \$248,347. During the season about 4,500 yards of cubic masonry was built, fully one million of bricks laid, and over 2,760 yards of concrete. The Commissioner thus reports the present condition of the buildings:—The main roofs of the departmental blocks are completed and slated throughout. The roof of the principal front of the Parliament Building is also put in, and that part of it west of the main tower slated. The roofs of the Legislative Chambers and library are not yet commenced, the outer portion of the building remaining nearly as it was when the works were suspended. The towers of the departmental blocks were generally carried above the level of the roofs and then temporarily covered in, it having been decided to direct all efforts, after the resumption of the works, to prepare them for occupation at as early a date as possible, for which purpose the completion of the towers was, of course, not of pressing necessity.—In the Parliament Buildings the front angle towers are carried up to the full height, and the western ones roofed, whilst the central tower stands a considerable height above the main cornice. The Speaker's tower has also been carried up and covered in. The windows are in their place and glazed, and it will thus be seen that the exterior fronts of the buildings present a finished appearance, with the exception of the portions above named.—*Globe*.

5. NEW GOVERNMENT BUILDINGS AT HALIFAX.

They are about erecting a new Provincial building at Halifax, to combine the Parliament building and government offices. The building will be 120 feet long, 55 wide and 80 high. From six inches below the ground-line up to the base-moulding, the walls will be of granite, and all above of Wallace free stone. The *Chronicle* says:—"If the plans are adhered to in the construction of the edifice it will be a magnificent one, and a building that for architectural beauty, durability and extent of accommodation, would do credit to any city in North America. It will be three stories high. The cornices, entablature, pilasters and window heads will be ornamented and enriched by carving execution in artistic style, bold in relief, sharp, true and graceful in outline. In the face of the east pediment will be the City, and on the west the Provincial Arms, and on the south front the figure of 'Britannia,' all executed of free stone. The 'Britannia' will be 11 feet 6 inches high, 8 feet wide and 5 feet thick, so that a large block of stone will be required to make it out of. The main entrances, north and south, will be faced with freestone, including rubbed and moulded base and plinth, and have fluted columns, moulded archivolts, architraves, keys, spandrels, &c, with rustic piers and jambs. The hall will run completely through the building, north and south, and the floor will be paved with rubbed Caithness paving stones of large size. The post office will be located on one side of this hall. The remaining portions of the building will be occupied as offices for the use of various public departments, except a very large room on the third floor, which is designed to be used as a public hall upon certain occasions. The interior will be finished in elaborate style, of the best materials that can be procured."

IX. Miscellaneous.

"GIVE AN ACCOUNT OF THY STEWARDSHIP."

THOUGHTS OF A DYING TEACHER.

O good and gracious Master,
Who didst vouchsafe to call
My talents to Thy service,
Tho' few they were and small;
Whose love did lighten labour,
Whose smiles my courage fired,
Whose promise and example
To noblest aims inspired!

Thou only, only knowest
What might my life have been,
Its actual shortcomings
Thine eye alone hath seen;
But now, the past reviewing
Thro' penitential tears,
My stricken soul confesseth
The faithlessness of years.

O Jesus, O my Master,
So oft betrayed, denied!
By cowardly concessions
Wounded and crucified,
By heartless prayers and praises
Grieved, to just anger driven,
O Patient, O Forbearing,
How much Thou hast forgiven!

In all the sacred service
Committed to my trust,
I stand this day convicted
Of stewardship unjust;
Called an account to render
Of faithful duties done
With single aim to please Thee,
Alas! I find not one.

O much-enduring Master,
How vast Thy love must be,
Which speaketh words of pardon
And tenderness to me!
How dear the mediation,
How rich the atoning blood,
Which covers my transgression
And seals my peace with God!

Here at Thy feet, O Master,
With mingled grief and joy,
I learn that Thou hast deigned
Me, worthless, to employ—
In sin, in weakness spoken,
Thine own all-saving word
Hath reached a few poor wanderers,
And brought them to the Lord.

Not all alone before Thee
Shall I, a saved one, stand,
For "children" Thou hast given me,
A small but loving band;
And these shall blend their praises
With mine, before the throne—
O good and gracious Master,
The glory is thine own!

And now, my labours ended,
My time for labour past,
Once more on Thee, dear Saviour,
This guilty soul I cast;
O Thy grace, pronouncing
Her life-long sins forgiven,
Make room for earth's poor saved one
Amongst the saints in heaven.
Ion.

2. THE QUEEN'S SECLUSION.

The following article, unanimously ascribed by the English press to the pen of the Queen herself, appeared in the London *Times* of the 6th inst. It is a distinct and direct reply to articles that have lately appeared in British journals relative to Her Majesty's disappearance from public life, and to the course which she has marked out for herself in future. It has excited great attention throughout the Kingdom, and is the first instance in English history in which the occupant of the throne has held direct intercourse with the public press of the country. Some of the passages in this remarkable State document are very touching and beautiful:—

"An erroneous idea seems generally to prevail, and has latterly found frequent expression in the newspapers, that the Queen is about to resume the place in society which she occupied before her great affliction; that is, that she is about to hold levees and drawing-rooms in person, and to appear as before at Court balls, concerts, &c. This idea cannot be too explicitly contradicted.

"The Queen heartily appreciates the desire of her subjects to see her, and whatever she can do to gratify them in this loyal affectionate wish she will do. Whenever any real object is to be obtained by her appearing on public occasions, any national interest to be promoted, or anything to be encouraged which is for the good of her people, Her Majesty will not shrink, as she has not shrunk, from any personal sacrifice or exertion, however painful.

"But there are other and higher duties than those of mere representation which are now thrown upon the Queen, alone and unassisted—duties which she cannot neglect without injury to the public service which weigh unceasingly upon her, overwhelming her with work and anxiety.

"The Queen has labored conscientiously to discharge these duties till her health and strength, already shaken by the utter and ever-abiding desolation which has taken the place of her former happiness, have been seriously impaired.

"To call upon her to undergo, in addition, the fatigue of those mere State ceremonies which can be equally well performed by other English members of her family, is to ask her to run the risk of entirely disabling herself for the discharge of those other duties which cannot be neglected without serious injury to the public interests.

"The Queen will, however, do what she can—in the manner least trying to her health, strength, and spirits, to meet the loyal wishes of her subjects; to afford that support and countenance to society, and to give that encouragement to trade which is desired of her.

"More the Queen cannot do; and more the kindness and good feeling of her people will surely not exact from her."

3. THE QUEEN'S VISIT TO A WORKHOUSE.

Her Majesty, lately, paid a visit of inspection to the Windsor Union Working house. Her Majesty and suite on alighting were received by the very reverend the Dean of Windsor, Mr. Wellesley—who is a constant visitor to the invalids and infirm poor of the house. Her Majesty commenced her inspection with an examination of the men's dining hall and old men's ward, whence the illustrious visitors passed to the boys' school-room, where the boys were at work under the superintendence of the schoolmaster, and after an examination of this portion of the house, her Majesty was pleased to express her approbation of the discipline and appearance of the children. The boys' dormitory, the old men's and able-bodied men's wards and store-rooms, were then inspected, the Queen appearing surprised and delighted with the arrangement of the latter department. Her Majesty then passed through the women's sleeping wards and the girls' dormitory, and afterwards proceeded to the girls' school room, where the girls of the union were engaged in school and needle-work. The Queen examined the girls' work, and spoke kindly and encouragingly to several of them. On leaving the school the royal party

proceeded to the girls' industrial department, where washing and laundry work were being carried on, thus preparing the girls for their future labours in life. Her majesty did not forget to visit the aged and infirm in the house, and spoke many a kind word to the poor inmates. Having inspected the rest of the wards, bread-room, scullery, kitchen, tailoring and shoemaking shop, the Queen entered the chapel, concluding her examination of the establishment by a visit to the board-room, where her Majesty left her signature on one of the books, "Victoria R.," with the day and date attached.

4. THE QUEEN AND THE CANADIAN LIBRARIES.

Her Majesty the Queen has presented the different public libraries of the Province—namely, the Library of Parliament; Trinity College Library, Toronto; the University Library, Toronto; the Laval University Library, Quebec; the Queen's College Library, Kingston, Canada; McGill College Library, Montreal—with a copy of "The Principal Speeches and Addresses of His Royal Highness the Prince Consort." Each copy bears the following inscription, to which the *Queen's own signature* is attached:

P R E S E N T E D

TO

IN MEMORY OF
HER GREAT AND GOOD HUSBAND,

BY

HIS BROKEN-HEARTED WIDOW,

VICTORIA R.

1864.

This book is a beautiful octavo volume, in white morocco, gilt, having on the outside the Prince's arms, with the motto, "*Treu und Test*," and the name Albert underneath. The preface says, "It is published at the express desire, and under the sanction, of Her Majesty." This touching memorial of Her Majesty's affection for her husband, and proof of her regard for her Canadian subjects, will increase if possible that affectionate respect and admiration with which all look up to her.

5. ALL RIGHT; OR, TRUE OBEDIENCE.

"Aunt Mary, may I go up on the top of the house and fly my kite?" asked Henry Alford one day. Henry was a visitor in the city, and almost a stranger to his aunt. He saw the little boys on the tops of the neighboring houses flying their kites with great success, and the thought struck him that he would have special fun if he could do the same. His aunt, of course, wished to gratify the boy in all reasonable enjoyment, but deemed this particular feat very unsafe; and, though she didn't know how it might affect Henry, she felt that she must refuse his request.

"I don't want you to go, Henry," said she; "I consider that a very dangerous thing for a little boy like you to attempt."

"All right, then, I'll go out on the bridge," replied Henry.

His aunt smiled. "I hope you'll always be as acquiescent, my lad," she said to herself.

"Henry, what are you doing?" called his mother, on another occasion.

"Spinning my new top, mother."

"Can't you take the baby out to ride. Get out the carriage, and I'll bring him down."

"All right," shouted the boy, as he put his top in his pocket, and hastened to fulfil his mother's request.

"Aunt Mary, may I go that errand for you? I know I can find the place, and I like to find my way round the city so much."

"Well, you go straight down P Street to E, and then cross that, and a little further down is J Street. Go into that, and about three blocks down—oh! no, Henry, it's of no use; there are so many crooks and turns in the way, you never can find it. Wait until Robert comes home, and you shall go with him."

"All right," was the cheerful reply.

"Uncle William, may I go over to your store this morning? I want to see those baskets again I was looking at yesterday."

"Oh, yes, Henry, I shall be very glad to have you."

"But I can't spare you to-day, Henry," said his mother. "I want you to go out with me; you shall go to the store another time."

"All right," responded the child.

No matter what request was made of Henry, what wish of his was refused, what disappointment or task it was necessary to impose upon him, his uniform answer was, "All right." Not a word of expostulation or teasing was uttered; no "Why can't I," or "Must I," or "Do let me," or "I don't want to," was ever heard from his lips. His aunt thought he was a model for all boys.

"This is obedience that is worth something," said she, "prompt, cheerful, uniform and unquestioning."

"Pity all boys and girls were not like Henry." What a comfort they would be to their parents,—ay, and to themselves too. What a deal of vexation, trouble, and sorrow they might save."

6. FAMILY QUESTIONS.

1. Parents, do you *pray* for your children; earnestly, constantly, believingly?

2. Parents, do you *teach* your children; perseveringly, unweariedly, lovingly?

3. Parents, do you *watch* your children; tenderly, patiently, solemnly?

4. Parents, do you *make companions* of your children, that they may walk in your ways, as you are walking in the ways of God?

7. "TWAS MY MOTHERS."

A company of poor children, who had been gathered out of the alleys and garrets of New York, were preparing for their departure to new and distant homes in the West. Just before the time of the starting of the cars, one of the boys was noticed aside from the others and apparently busy with a cast off garment. The superintendent stepped up to him, and found he was cutting a small piece out of the patched lining. It proved to be his old jacket, which, having been replaced by a new one, had been thrown away. There was no time to be lost. "Come, John, come!" said the superintendent, "What are you going to do with that old piece of calico?" "Please, sir," said John, "I am cutting it out to take with me. My dear dead mother put the lining into this old jacket for me. This was a piece of her dress, and *it is all I shall have to remember her by!*" And as the poor boy thought of that dear mother's love, and of the sad death-bed scene in the old garret where she died, he covered his face with his hands, and sobbed as if his heart would break! But the train was about leaving, and John thrust the little piece of calico into his bosom, "to remember his mother by," hurried into the car, and was soon far away from the place where he had seen so much sorrow.

8. A SIMILITUDE.—DO NOT LOITER.

My attention was attracted the other day to a mother leading her little boy homeward. She seemed anxious that he should come on; but the little fellow would stop and play with any little thing which attracted his attention. The mother seeing him thus engaged, hid herself. Presently he lifted his eyes, and very grieved he looked at having, as he evidently thought, lost his mother. She, I could see, had her eye fondly fixed on him. When he was just on the point of bursting into tears, she came from her hiding-place with kind words, took his hand, and they went off lovingly together. So it is with the children of our heavenly Father, they loiter in the path of life to play with the things which perish with the using, instead of following Him whom they have chosen as leader and guide. Jesus, seeing this, hides Himself, to teach them, by the sorrow which this temporary absence occasions, not to linger, but to leave earthly things behind, and press on towards the enduring things which are before.—C. G. G.

9. TRUTHLESSNESS IN CHILDREN AND ITS CURE.

Perhaps there is no evil into which children fall so easily as that of lying. The temptation to it is strong, and therefore the encouragement to veracity should be proportionately strong. If a child breaks anything, and honestly avows it, do not be angry with him. If candour produces a scolding, besides the strong effort it generally costs, depend upon it he will soon be discouraged. In such cases do not speak till you can control yourself—say, "I'm glad you told me. It was a very valuable article, and I am truly sorry it is broken, but it would have grieved me much more to have my son deceive me." And having said this, do not reproachfully allude to the accident afterwards. I was about to say that children should never be punished for what was honestly avowed; but perhaps there may be some cases where they will do again and again what they know to be wrong, from the idea that an avowal will excuse them; in this case they tell the truth from policy, not from conscience; and they should be reasoned with and punished. However, it is the safe side to forgive a good deal, rather than running any risk of fostering habits of deception.

Should you at any time discover your child in a lie, treat it with great solemnity. Let him see that it grieves you, and strikes you with horror, as the worst of all faults. Do not restore him to your confidence and affection until you see his heart really touched by repentance. If falsehood become a habit with him, do not tempt

him to make up stories, by asking him to detail all the circumstances connected with the affair he has denied. Listen coldly to what he says, and let him see, by your manner, that you have not the least confidence in his telling the truth. But remember to encourage, as well as to discourage. Impress upon his mind that God will help him to get rid of the habit, and that every temptation that he overcomes will make the next success more easy. Receive any evidence of his truth and integrity with delight and affection; let him see that your heart is full of joy that he has gained the victory over so great a fault.

A respect for the property of others must also be taught children; for, until they are instructed, they have very loose ideas upon the subject. A family of children cannot be too much urged and encouraged to be generous in lending and giving to each other; but they should be taught a scrupulous regard for each others property. They should never use each others things, without first asking: "Brother, may I have your slate?" "Sister, may I have your book?" etc. They should be taught to put them carefully in place when they have done using them; and should be impressed with the idea that it is a greater fault to injure another's property than to be careless of your own. If any little barter has been made, and a dispute arises, hear both sides with perfect impartiality, and allow no departure from what was promised in the bargain. From such little things as these, children receive their first ideas of honesty and justice as well as truth.—T. F. in *British Monthly Journal*.

10. POWERS OF MEMORY.

SIR WILLIAM HAMILTON tells some marvellous stories in his lectures on Memory. Ben Johnson could not only repeat all he had written, but whole books he had read? Niebuhr in his youth was employed in one of the public offices of Denmark, where part of a book of accounts having been lost, he restored it from his recollection. Seneca complains of old age, because he cannot as he once did, repeat two thousand names in the order they were read to him; and avers that on one occasion, when at his studies, two hundred unconnected verses having been pronounced by different pupils of his preceptor, he repeated them in a reversed order, proceeding from the last to the first uttered. A quick and retentive memory, both of words and things, is an invaluable treasure, and may be had by any one who will take the pains. Theodore Parker, when in the divinity school, had a notion that his memory was defective and needed looking after, and he had an immense chronological chart hung up in his room, and tasked himself to commit the contents, all the names and dates from Adam and the year one, down to Nimrod, Ptolemy, Soter, Heliogabalus, and the rest. Our verbal memory soonest fails us, unless we attend to it and keep it in fresh order. A child will commit and recite verbatim easier than an adult, and girls than boys. To keep the verbal memory fresh, it is capital exercise to study and recite new languages, or commit and treasure up choice passages, making them a part of our mental wealth.

11. KEEP THE HEART ALIVE.

The longer I live, the more expedient I find it to endeavor more and more to extend my sympathies and affections.—The natural tendency of advancing years is to narrow and contract these feelings. I do not mean that I wish to form a new and sworn every day, to increase my circle of intimates; these are very different affairs; but I find it conduces to my mental health and happiness to find out all I can which is amicable and loveable in those I come in contact with, and to make the most of it. It may fall short of what I was wont to dream; it may not supply the place of what I have known, felt, and tasted, but it is better than nothing; it seems to keep the feelings and affections in exercise; it keeps the heart alive in its humanity; and, till we shall be the spiritual, this is alike our duty and our interest.

12. EXAMPLE OF INDUSTRIOUS PERSEVERANCE.

Our readers may remember that remarkable monument of patient industry, which was in the Gallery of the late International Exhibition, "A COBK MODEL OF LINCOLN CATHEDRAL." The constructor was an agricultural labourer named Anderton, and who is reported in *The Daily News* to have collected no less than £800 from visitors. He has expended his money in the building of four cottages, which are now nearly completed, and in the front of them is a slab with the following inscription—

"Perseverance, cork, and glue.

One thousand eight hundred and sixty-two."

At the time of the Exhibition, Anderton was a totally uneducated man; but since then he has made great progress, being his own instructor.

13. HOW STATUES ARE MADE.

A correspondent of the *London Reader* gives the following details regarding the production of statues: "The sculptor having designed a figure, first makes a sketch of it in clay a few inches only in height. When he has satisfied himself with the general attitude, a cast is taken of his sketch, and from it a model in clay is prepared of the full size he designed for his statue, whether half the natural height, life-size, or colossal. The process of building the clay, as it is called, upon the strong iron *armatura* or skeleton on which it stands on its pedestal, and the bending and fixing this *armatura* into the form of the limbs, constitute a work of vast labor of a purely manual sort, for whose performance all artists able to afford it employ the skilled workmen of Rome. The rough clay, rudely amusing the shape of the intended statue, then passes into the sculptor's hands and undergoes his most elaborate manipulation, by which it is reduced (generally after the labor of several months) to the precise and perfectly finished form he desires should hereafter appear in marble. This done, the *formuore* takes a cast of the whole, and the clay is destroyed. From this last plaster cast again in due time the marble is hewn by three successive workmen. The first gives it rough outline, the second brings it by rule and compass to close resemblance with the cast, and the third finishes it to perfection."

X. Educational Intelligence.

CANADA.

—MCGILL UNIVERSITY.—PRESENTATION OF SHAKSPERE, MOLSON AND LOGAN GOLD MEDALS.—Shortly after four o'clock on Saturday, the subscribers and others assembled in the Molson Hall of the McGill University, to present the fund for the Shakspeare medal. The Committee being introduced, Mr. Workman read the address to the chairman, requesting the acceptance of the fund. The reply on behalf of the Governors was read by the Hon. John Rose, who supplemented some appropriate remarks of his own. The Hon. James Ferrier here read a letter from his Excellency the Governor General, expressing his readiness to subscribe \$10 towards the fund, and the pleasure it gave him to do so. The following is the pith of the deed of gift:—The indenture set forth that it was between the donors and the Governors, Principals and Fellows of McGill College, and witnessed that the donors, to commemorate the three hundredth anniversary of the birth of Shakspeare, and encourage English literature, gave to the college £425 currency to form and endow a medal, to be given annually to the Faculty of Arts of the College for the students who should fulfil the required conditions on passing an examination in an Honour Course, to comprise the works of Shakspeare and the literature of England from this time to that of Addison, and such other accessory subjects as the Corporation might from time appoint, the said sum to form a fund to be called the "Shakspeare Medal Fund." The remainder, as to the medal being of gold and a bronze copy thereof to be given to each subscriber of ten dollars, we need not recapitulate. The donors also express in the deed their thanks to Thomas D. King, Esq., with whom the project of the medal originated, for his zealous and successful exertions in procuring subscribers for this object. The ceremony of presenting this medal being over, Principal Dawson rose and said he had been offered two other gold medals. The one from Mrs. Molson, of Belmont Hall, Montreal, for competition in the Faculty of Arts, bearing on the obverse, the head of Sir Isaac Newton, and on the reverse a wreath of laurel, and the College Arms, with the inscription, "*Universitas McGill, Monte Regio*," and the College motto "*In Domine confide*" around the margin, and in the centre the words, "*Anna Molson donavit*," and to be known as the Anna Molson Medal, and to be awarded annually to the student who, at the examination for B. A., should take the highest honors of the first rank in Mathematics; and the other from Sir William E. Logan, LL.D., F.R.S., to be awarded annually to the student who should, at the examination for the degree of B.A., take the highest honors of the first rank in Geology and Natural Science. Mr. Robertson moved the vote of thanks to Mrs. Molson, which was seconded by the Vice Principal. The vote of thanks to Sir W. E. Logan was moved by Mr. Holmes, and seconded by Mr. Anderson, both being, as a matter of course, carried *nem con*. Just before the proceedings closed, Mr. King rose and said, he would wish to call the attention of his friends of the University to the state of the shelves of the Library. In the department to which the learned Principal turned his attention, particularly, there might be no lack of books—but there were few works on English literature. A Shakspeare medal had just been given but without more works on English literature, it would be difficult for any student to gain it. The meeting then separated.—*Witness, 26th April.*

— UNIVERSITY OF QUEEN'S COLLEGE.—A meeting of the Convocation of the University of Queen's College was held in the Convocation Hall on Thursday afternoon for the purpose of conferring degrees upon those who have passed the University examinations in the Faculty of Medicine. As usual, the room was well filled by an audience of ladies and gentlemen, and by the students and their friends. The chair was taken by the Rev. Dr. Williamson, Professor of Mathematics, the Rev. Principal Leitch being unable to attend by reason of serious indisposition. The Rev. chairman opened the proceedings with prayer, and after brief remarks proceeded to the main object of the day—the laureation of graduates, which was gone through with in the customary manner. The following gentlemen received the degrees of *Doctor of Medicine*:—Hugh Bigham, Orono; Myers Davidson, Yarker, Camden; Andrew Thomas Dunn, Brockville; Thomas Makins Fenwick, Kingston; Edward C. Fox, Wolfe Island; James H. Gleeson, Kingston; Sidney D. Grasse, Kingston; Walter Westlake Hoare, Adelaide; William Seward Millener, Rochester, N. Y.; Duncan McIntyre, Alvinston; Robert H. Preston, South Leeds; Abraham Willet Searls, Wellington; James Taylor, Bowmanville; William M. Thornton, Trenton; Philander Grant Wartman, Collinsby. The names of the following gentlemen were announced as having passed the *Primary Examination*:—Alexander Bell, Perth; John Bell, B.A., Kingston; George Deans, Trenton; Mr. Heggie, Brantford; Alfred J. Horsey, Kingston; Edwin H. Kertland, Kingston; John Massie, Seymour; Alexander McLaren, Williamstown; James B. Morden, Prince Edward County; Richard A. Reeve, B.A., Toronto; Francis Rourk, Kingston; William J. Weeks, Brockville. Dr. Williamson next expressed his regret that the medical school was on the point of losing one of the most skilful teachers, Dr. Dickson, the Professor of Surgery, and announced that Dr. H. Yates would subsequently deliver the valedictory address. Dr. Dickson having expressed himself as slighted by the arrangement that he, as a retiring professor, had not been permitted to deliver a valedictory address, he was permitted to take the class to another room for the purpose of addressing them. Having returned to the Convocation Hall.—*News*.

— UNIVERSITY COLLEGE CONVERSAZIONE.—On the 31st ult., a large number both of ladies and gentlemen honored with their presence the *conversazione* of University College, held in Convocation Hall. The programme embraced both musical and literary exercises, and kept the attention of the large audience till a late hour. "The Huntsman's Chorus" from *Der Freischütz*, and "The Gipsy Chorus" from *The Bohemian Girl*, were sung by members of the society in good time and with effect, thanks to the exertions of Mr. Labitsky, who conducted. Mr. Fleming recited "The Moor's Revenge" exceedingly well, and Mr. H. C. Tyner gave a reading from "The May Queen" with that pathos which is absolutely necessary to render such a selection effective. Mr. Rossin on the piano performed both brilliantly and tastefully. Mr. Crawford sang several songs, and each time elicited the most marked tokens of approbation. Mr. J. King spoke on "Our later literature of freedom," and Mr. J. Campbell on "The influence of music on education." Both gentlemen acquitted themselves well. It is gratifying to know that the College Students do not confine their attention to the severer studies, but cultivate those accomplishments which tend so much to produce that grace and refinement which make the perfect gentleman.—*Leader*.

— BOYS HOME CONVERSAZIONE.—The *conversazione* held at the Normal School on the 8th inst., in aid of the Boys' Home, was, without doubt, one of the most successful gatherings held in Toronto for a long time. It is seldom that the youth, beauty and fashion of our good city, condescend to patronize, as a body, any undertaking. Last night was one of those occasions. The large and beautiful lecture-room, or theatre of the School, was crowded to the utmost, and very many were unable to gain admittance. The object towards which the proceeds were to be appropriated was a most laudable one, and we were therefore rejoiced at seeing our wealthiest citizens giving their assistance by patronizing the entertainment. But, setting this important point aside, there was another that, no doubt, tended greatly to make the affair pass off successfully, namely, the peculiarly attractive and interesting programme presented. Besides being pleasing, it was highly instructive, and contained several features of a unique though very interesting character. At eight o'clock the Rev. Dr. McCaul took the chair, and called upon the Rev. Dr. Ryerson to make a few remarks. Dr. McCaul followed and stated the object for which the entertainment was given. A chorus entitled "Dawn of Day" was then effectively sung by a number of well-known amateur vocalists—ladies and gentlemen. This was followed by "The bonnie wee wife," sung by Mr.

Bogert in a style which elicited the plaudits of the audience. Mr. Rossin then performed, in a masterly manner, Gottschalk's celebrated "Banjo" on the piano. Miss Ridout next favoured the audience by singing, very effectively, a sweet selection. A fine chorus from "La Sonnambula" was then given by the ladies and gentlemen mentioned above, and was loudly encored. This concluded the first part of the entertainment, after which the audience, or so many of them as could, went to "Room No. 2" where Dr. May, with a powerful magic lantern gave a series of very beautiful dissolving views of a geographical and historical character. The third part of the programme was then proceeded with, and consisted of experiments in electricity, galvanism, &c., by Dr. May and William Armstrong, Esq., C.E.; experiments in pneumatics, hydrostatics and chemistry, by J. H. Sangster, Esq., M.A.; and experiments with microscopes, ophthalmoscopes, &c., by Dr. Rosebrugh and Alex. Marling, Esq., LL.B., all of which proved highly interesting. As the number present was too large for the room in which the experiments were being given for all to attend, many strolled through the other apartments, and amused themselves in examining the varied works of art there to be found. The fourth part of the programme, consisting of dissolving views of a comic character, was not given on account of the length of time occupied in the experiments. The crowd again filled the theatre when the fifth part was performed. It consisted of several pieces of music, vocal and instrumental, all of which were well and effectively rendered. Dr. McCaul then made a few remarks, thanking the audience, on behalf of the managers of the Boys' Home, for their attendance; and also thanking those who had taken part in the performance for their services. The entertainment was brought to a conclusion by singing the National Anthem.—*Globe*.

— KNOX'S COLLEGE.—The late session of 1863-4 of this college was closed with an address by Principal Willis. A large audience was in attendance, including clergymen and former pupils from all parts of the county. Dr. Willis stated that fifty-five students had been in attendance during the session, and that of these nine had completed their curriculum.

— UPPER CANADA COLLEGE SHAKSPEREAN CELEBRATION.—The Tercentenary celebration was inaugurated at the college on the 22nd inst., under the presidency of M. Cockburn, the Principal. After an address from Dr. Connon, the business of the evening was entered upon and various well selected extracts from the plays of Shakspeare were given by the boys with an expression and correctness which testified to their ability and zeal, and must have proved highly gratifying to the friends of those who took part in them. During the evening, Shakspearean songs and instrumental pieces were given by several of the boys, under the care of Mr. Henry Martin.

— PRESENTATION TO THE REV. JAMES PORTER, CITY SUPERINTENDENT.—On Saturday last the 9th inst., teachers of the city public schools assembled at the residence of the Rev. Mr. Porter, Local Superintendent, and presented him with a very handsome tea service, accompanied by an address expressing their high respect for him in his official capacity. The articles presented were of the most modern style and pattern, chaste and elegant in design and excellent in material. One of the pieces bore the following inscription:—"Presented to the Rev. James Porter, Local Superintendent of the schools of Toronto, by the teachers, as a sincere expression of their respect and esteem. Toronto, April, 1864." It must be very gratifying to Mr. Porter to be thus assured that in the performance of his duties he has succeeded in securing the hearty good-will, and as a natural consequence, the earnest co-operation of the teachers. The reverend gentleman's attainments as well as his disposition and deportment fit him admirably for the position he occupies. Possessing a happy combination of the *suaviter in modo* with the *fortiter in re*, he is not only courteous and gentlemanly in his intercourse with parents, teachers and pupils, but also strict and impartial in the discharge of his duties as Superintendent.

— GLOUCESTER COMMON SCHOOLS.—At the instance of the Rev. W. Lochead, the excellent Local Superintendent, a *reunion* of the Schools of this Township, for a competition, was held at Billings' Bridge on the 12th ult. Each school was entitled to send five of its best scholars. With three or four exceptions, all the schools were represented. From 10 a.m., to 4 p.m., a spirited contest was maintained in Reading, Spelling, English Grammar, and Geography. Specimens of writing were also submitted for examination. Seeing that this was the first occasion of the kind in the Township, the appearance made by the competitors, as a whole, was exceedingly creditable. The proficiency and readiness displayed by some were really considerable, and worthy of encouragement. Through Mr.

Lochead, a grant of twenty dollars has been obtained from the Township Council for prize books.—*Citizen.*

—SOUTH WELLINGTON TEACHERS' ASSOCIATION.—The second regular quarterly meeting of this Association was held at the Centre Inn, Eramosa, on the 19th ult. Owing to the severity of the weather, not many teachers attended. Mr. Downy read his Essay, 'The Training of youth,' which he divided into three heads—Moral, Mental, and Physical. After the Essay, Mr. Hart proceeded to the discussion of History. Mr. Hart then illustrated his mode of teaching Long Division and Reduction before a class.—Most of the teachers confessed that it was one of the most difficult of the rules of Arithmetic to teach. Mr. Lowry led the discussion in School Organization, stating that it was as difficult as Long Division, &c. The meeting then appointed Messrs. McLaren, McCaig and Lowry essayists for next meeting; and Mr. McFarlane to lead in Grammar, Mr. Young in Writing, Mr. McCaig in the Text Books, and Mr. Hart in the Fractions. It was resolved that the next meeting should be held at the village of Erin on the 3rd Friday of May. The meeting then adjourned.—*Guelph Herald.*

FOREIGN.

—PROGRESS OF EDUCATION IN SOUTHERN ITALY.—In 1861 there were in the Neapolitan provinces 1,746 schools for boys and 835 for girls, with 1,755 masters and 835 mistresses. The pupils were, boys, 34,198, and girls, 26,160. There were also 48 evening schools, with 1,002 pupils, and 5 infant asylums, with 358 inmates. There are now 2,367 schools for boys, 1,264 for girls, 2,488 masters and 1,479 mistresses, the pupils being 77,864 boys and 52,153 girls, as well as 677 evening schools with 14,342 pupils, and 29 asylums with 2,765 scholars. In Palermo there were, during the time of the Bourbons, only eight schools, there are now a hundred.

XI. Departmental Notices.*

NOTICE TO METEOROLOGICAL OBSERVERS.

The Grammar School Masters in charge of Meteorological Stations will please take notice that in (1) the column headed "clouds in motion," instead of describing the *class* of clouds they should enter the point of the compass *from* which the clouds are moving. If the clouds seem to be stationary, write "*calm*," if there be no clouds, write "*clear*." As in the case of the wind the direction will be indicated by the nearest of the *eight* principal points. (2) Attention is called to the fact that in many instances observers, instead of invariably entering the letters which indicate the winds' direction in the column headed "direction of the wind," have here and there supplied their places by a blank or stroke (—), thus leaving the direction uncertain. This substitution of a stroke for the proper letters should be avoided, and if the observation has been omitted the fact should be notified on the paper.

NOTICE TO CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.

The Committee of Examiners appointed by the Council of Public Instruction for Upper Canada, meets in the Normal School Buildings, Toronto, on the last Monday in June and the first Monday in January of each year. Candidates are required to send in their names to the Chairman of the Committee one week previous to the day of examination.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools have also been sent to the County Clerk, and will be supplied direct to the head Masters, upon application to the Clerk.

* Several communications addressed to the Editor will appear in the next Number.

NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers 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, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. 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.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, *and be open to inspection*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.

PRINCIPAL ARTICLES OF CANADIAN MANUFACTURE.

General School Room Maps, Raised Maps, Map Cases, Rotary Map Stands, Globes, and Elementary School Apparatus relating to Astronomy, Natural Philosophy, Pneumatics, Electricity, Electro-Magnetism, Optics, Chemistry, &c. &c.

LARGE MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada. Price \$6.

ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B.,
Education Office, Toronto.