

## Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

L'Institut a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- Coloured covers /  
Couverture de couleur
- Covers damaged /  
Couverture endommagée
- Covers restored and/or laminated /  
Couverture restaurée et/ou pelliculée
- Cover title missing /  
Le titre de couverture manque
- Coloured maps /  
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black) /  
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations /  
Planches et/ou illustrations en couleur
- Bound with other material /  
Relié avec d'autres documents
- Only edition available /  
Seule édition disponible
- Tight binding may cause shadows or distortion  
along interior margin / La reliure serrée peut  
causer de l'ombre ou de la distorsion le long de la  
marge intérieure.
  
- Additional comments /  
Commentaires supplémentaires:

Continuous pagination.

- Coloured pages / Pages de couleur
- Pages damaged / Pages endommagées
- Pages restored and/or laminated /  
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées
- Pages detached / Pages détachées
- Showthrough / Transparence
- Quality of print varies /  
Qualité inégale de l'impression
  
- Includes supplementary materials /  
Comprend du matériel supplémentaire
  
- Blank leaves added during restorations may  
appear within the text. Whenever possible, these  
have been omitted from scanning / Il se peut que  
certaines pages blanches ajoutées lors d'une  
restauration apparaissent dans le texte, mais,  
lorsque cela était possible, ces pages n'ont pas  
été numérisées.

# JOURNAL OF

Upper



# EDUCATION,

Canada.

VOL. XIII.

TORONTO: AUGUST, 1860.

No. 8.

## CONTENTS OF THIS NUMBER.

	PAGE
I. RECENT EDUCATIONAL SPEECHES IN ENGLAND AND CANADA—(1) The Right Hon. Lord Brougham, LL.D., Chancellor of the University of Edinburgh. (2) Sir David Brewster, LL.D., Principal of the University of Edinburgh. (3) The Right Hon. Lord Wrottesley, President of the British Association for 1860 and 1861. (4) Cornelius Felton, Esq., LL.D., President of Harvard University. (5) The Right Rev. Dr. Strachan, Lord Bishop of Toronto. (6) The Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada. (7) The Rev. S. S. Nellis, M.A., President of the University of Victoria College	113 119
II. SPEECHES AT THE MODEL GRAMMAR SCHOOL EXAMINATION	121
III. TORONTO GRAMMAR SCHOOL SCHOLARSHIPS—Speeches delivered at a Public Meeting	121
IV. PAPERS ON PRACTICAL EDUCATION—(1) Competitive Examinations—An Example for City and Town Schools. (2) On the Exercises and Amusements of Boys and Girls. (3) Aid to Female Schools at the Cape of Good Hope. (4) The Holidays, a great boon	122 125
V. BIOGRAPHICAL SKETCHES—No. 17. Sir Brenton Haliburton. No. 18. The Hon. John Molson. No. 19. James McDonald, Esq.	125 126
VI. MISCELLANEOUS—(1) Nah-nee-bahwe-gua. (2) The Power of the Voice over Children. (3) Affection as an Engine of Education	126 127
VII. EDUCATIONAL INTELLIGENCE	127
VIII. DEPARTMENTAL NOTICES	128

## RECENT EDUCATIONAL SPEECHES IN ENGLAND AND CANADA.

### 1. THE RIGHT HON. LORD BROUGHAM, LL.D.

*Chancellor of the University of Edinburgh.*

#### ADVANTAGES OF CONCENTRATING ATTENTION ON ONE PURSUIT.

Though the acquisition of general knowledge is a primary duty, and the confining our study within the narrow limits of one or two branches enfeebles the mind, impairing its powers, and even preventing an entire mastery of the selected branches, yet it is on every account highly expedient, indeed all but absolutely necessary, to single out one branch as the main object of attention. The great lights of the world afford few, if any, exceptions, to this rule. Had Barrow's professional studies and his attention to the eloquence of the pulpit not interfered with his mathematical pursuits, he would probably—Fermal, but for his official duties and his general speculations, would certainly—have made the great discovery of the calculus, to which both had so nearly approached. What might not have been expected from the bold and happy conjectures of Franklin under the guidance of the inductive method, so familiar to him in all its rigour, had he not devoted his life to the more important cause of his country and her liberties? Priestly's discoveries, all but accidental, however important, were confined in their extent and perversely misapprehended in their results by the controversies, religious and political, which engrossed his attention through life. Descartes, instead of the one great step which the mathematics owe him, was destined to make vast progress in physical science, and not to leave his name known by a mere baseless hypothesis, had he not been seduced by metaphysical speculation; and Leibnitz, but for the same seduction, joined to his legal

labours, would assuredly have come near the Newtonian system in dynamics, as he had preferred a just claim to share in its analytical renown. On the other hand, mark the happy results of concentrated power in Bacon wisely abstaining from the application of his own philosophy when he found that previous study had not fitted him for physical inquiries; Newton, avoiding all distraction, save when he deemed his highest duties required some intermission of his habitual labours; nay, had Leonardo da Vinci indulged in the investigations of natural sciences, for which he possessed so remarkable a talent and has left such felicitous anticipations, his name as one of the first of artists would have been unknown; and had Voltaire prosecuted the study of chemistry, in which he was so near making two of the greatest discoveries, we should never have had the tragedies, the romances, and the general history, the foundations of his fame. But the same principle applies as well to active life as to the pursuits of science and letters. Every one should have a special occupation, the main object of his attention, to which all others are subordinate, and all more or less referable. With most men this is inevitable, because they are engaged in professional employment; but all ought to single out some pursuit, whether speculative or active, as the chief occupation of life. Nothing conduces more to comfort and happiness—nothing is a greater safeguard against the seductions of indolence, or of less innocent, perhaps not less hurtful indulgence. Nothing gives a greater relish and zest to the subordinate pursuits.

#### SUPERIORITY OF GREEK TO ROMAN ORATORY AS A MODEL.

The study of Attic oratory is one matter which cannot be too strongly pressed upon the pupil; that of the ancient analysis is another. The tendency of mathematical studies in the present day is to disregard the Greek geometry; that of classical studies is well to cultivate Greek learning, but rather to exalt the poets above the orators. The immeasurable superiority of the Greek to the Roman oratory is not only evinced by the devotion of the greatest master of the latter to the Attic models, by his constant study of them, by his not ceasing, even in advanced life, to practise Greek declamation, by his imitating—nay, translating from them, in his finest passages; but one consideration is decisive on this head—the Greek oratory is incomparably better adapted to our modern debating, business-like habits; and while it may be truly affirmed that, with all this excellence, hardly one of Cicero's orations could even in parts ever be borne either by the senate or the forum in our times, there is hardly one

of the Greek which might not in circumstances like those for which they were composed, with a few alterations, be delivered before our tribunals, or our public assemblies. Some of Demosthenes' very finest orations were those in private causes, and composed to be delivered by the parties, one of them by himself. They are very little studied now, but they well deserve ample attention both for the matter and the composition. The example of the ancient masters is ever to be kept before you in one important particular, their extreme care in preparing their speeches. Of this the clearest proofs remain. Cicero having a book of passages to be used on occasions is well known; indeed, we have his own account of it and of the mistake he once made in using it (*Ad. Att. xxi.*, 6), but the book of *præmia* which Demosthenes had has come down to us, the only doubt being raised (though I hardly think there can be any), whether they were, like Cicero's passages, kept ready for use, or passages prepared of speeches, the preparation of which on the whole he had not time to finish. One thing is certain, that he was very averse to extempore speaking, and most reluctantly, as he expressed it, "trusted his success to fortune;" and his orations abound in passages, and even parts of passages, again and again used by him with such improvements as their reception on delivery or subsequent reflection suggested.

#### NECESSITY OF DUE PREPARATION FOR SUCCESS IN ORATORY.

But I dwell upon the subject at present in order to illustrate the necessity of full preparation and of written composition to those who would attain real excellence in the rhetorical art. A person under the influence of strong feelings or passions, pouring forth all that fills his mind, produces a powerful effect on his hearers, and often attains without any art the highest beauties of rhetoric. The untrained speaker who is also unpractised, and utters according to the dictates of his feelings, now and then succeeds perfectly; but in these rare instances he would not be the less successful for having studied the art, while that study would enable him to succeed equally in all he delivers, and would give him the same control over the feelings of others, whatever might be the state of his own. Herein indeed consists the value of the study; it enables him to do at all times what nature only teaches on rare occasions. Nor is there a better corrective of the faults complained of in the eloquence of modern times than the habitual contemplation of the ancient models, more especially the chaste beauties of the Greek compositions, and the diligent practice of severe written preparation. It is the greatest of all mistakes to fancy that even a carefully prepared passage cannot be delivered before a modern assembly. I once contended on this point with an accomplished classical scholar, and no inconsiderable speaker himself, Lord Melbourne, who at once undertook to point out the passages which had been prepared and those which were given off-hand and at the inspiration of the moment. He was wrong in almost every guess he made.

#### THE HISTORIAN'S DUTY AS AN INSTRUCTOR OF THE PEOPLE.

It is not by merely abstaining from indiscriminate praise, and by dwelling with disproportionate earnestness upon the great qualities and passing over the bad ones of eminent men, and thus leaving a false general impression of them, that historians err and pervert the feelings and opinions of mankind. Even if they were to give a careful estimate of each character, and pronounce just judgment upon the whole, they would still leave by far the most important part of their duty unperformed, unless they also framed their narrative so as to excite an interest in the worthies of past times; to make us dwell with delight on the scenes of human improvement, to lessen the pleasure too naturally felt in contemplating successful courage or skill, whenever these are directed to the injury of mankind; to call forth our scorn of perfidious designs however successful; our detestation of cruel and blood-thirsty propensities, however powerful the talents by which their indulgence was secured. Instead of holding up to our admiration the "pride, pomp and circumstance of glorious war," it is the historian's duty to make us regard with unceasing delight the ease, worth, and happiness of blessed peace. He must remember that—

"Peace hath her victories  
"No less renowned than war's;"

and to celebrate these triumphs, the progress of science and of art, the extension and security of freedom, the improvement of national institutions, the diffusion of general prosperity—exhausting on such pure and wholesome themes all the resources of his philosophy, all the graces of his style, giving honour to whom honour is due, withholding all incentives to misplaced interest and vicious admiration, and not merely by general remarks on men and events, but by the manner of describing the one and recording the other, causing us to entertain the proper sentiments, whether of respect or interest, or of aversion or indifference, for the various subjects of the narrative. Consider for a moment what the perpetrators of the greatest crimes

that afflict humanity propose to themselves as their reward for over-running other countries, and oppressing their own. It is the enjoyment of power, or of fame, or of both.

"He can requite thee, for he knows the charms  
"That cull fame in such martial acts as these,  
"And he can spread thy name on lands and seas,  
"Whatever clime the sun's broad circle warms."

Unquestionably the renown of their deeds, their names being illustrious in their own day and living after them in future ages, is, if not the uppermost thought, yet one that fills a large place in their minds. Surely if they were well assured that every writer of genius, or even of such merit as secured his page from oblivion, and every teacher of youth would honestly hold up to hatred and contempt acts of injustice, cruelty, treachery, whatever talents they might display, whatever success they might achieve, and that the opinions and the feelings of the world would join in thus detesting and thus scorning, it is not romantic to indulge a hope that some practical discouragement might be given to the worst enemies of our species. That in this as in everything else there is action and reaction cannot be doubted. The existence of the popular feeling in its strength beguiles the historian, and, instead of endeavouring to reclaim, he panders to it. Sounder and better sentiments might gradually be diffused, and the bulk of mankind be weaned from this fatal error, of which the heavy price is paid by themselves in the end.

#### GRAPHIC ESTIMATE OF THE FIRST NAPOLEON'S CAREER.

What but the proneness of man to succumb under great genius, wickedly used, can be urged in extenuation of Napoleon's usurpation, by which he made France pay for her delivery from the anarchy and bloodshed of the Republic by the utter loss of her freedom, and in extenuation of his dreadful wars, waged to gratify an almost insane ambition at the cost of the people's misery, and the massacre and pillage of their neighbours? From the height to which his crimes had raised him of all but Emperor of the West, and from the eminence, so dearly purchased by the French, of having dictated terms to all the Sovereigns in their own capitals, he and they were hurled. Twice they had the bitter mortification of receiving the law in their own capital from those whom they had once trampled upon; and his fate and their humiliation were the work of headstrong passions blinding his reason after extinguishing his human feelings. The latest and the best historian of his reign (Mr. Thiers), though filled with admiration of his genius, and, as if natural to human weakness, leaning towards the hero of his tale, has been compelled to account for his downfall by six capital errors committed through a lust of dominion which no conquest could satiate, and through the caprices which sooner or later are sure to spring up in the soil of despotic power uncontrolled. Of these six errors any one would have sufficed to shake, almost to subvert, his power; and every one of them had caused the destruction of thousands, the wretchedness of millions. It would only be by a perversion of all right feelings that the spectacle of his fate could excite our pity, or that we could regard his expulsion from France amid the execrations of the people whom he had plunged into slavery, misery, and discomfiture, his attempt at self-destruction, his wretched end, a solitary prisoner in a remote island, as other than the just retribution by unexampled suffering for unexampled crimes; by the pride which had for self-indulgence humbled all others being laid prostrate in its turn; by that wretchedness falling at length on himself which whenever he had a purpose to serve he had never hesitated to make others undergo. Let it be remembered that in every war which he waged, from his assumption of supreme power, until his banishment to Elba, he was the aggressor; that each one was undertaken for his personal aggrandisement, with a thin disguise of national glory—the glory of France, of which he was not a native—and we have the measure of his guilt. The death of Enghien, the sufferings of Wright, the punishment of Palm (all proceeding from the excess of cruelty which fear is so apt to engender in a violent temper), and the tortures of Toussaint, are often dwelt upon because the fortunes of individuals, presenting a more definite object to the mind, strike our imagination and rouse our feelings more than wretchedness in larger masses less distinctly perceived. The outrage upon religion by his declaring himself a Mahometan to further his views in Egypt, and the equal outrage upon morality by the mingled force and fraud in his circumvention of the Spanish princes, have in like manner been singled out as peculiar subjects of reproach. But to the eye of calm reflection the undertaking and unjustifiable war for a selfish purpose, or the persisting a day longer than is necessary in a contest which was begun on right grounds, presents a more grievous object of contemplation, implies a disposition more pernicious to the world, and is fitted to call down a reprobation far more severe. Take even the worst of rulers, those whose cruelty and profligacy are the detestation of all mankind, our own Richard III. and the Borgias. The former is believed upon light evidence to have committed many crimes besides those of which there can be no doubt, while just praise is not given to his capacity,

his courage, his improvement of our jurisprudence, and the mildness of his government to all but the nobles; and the latter (the Borgias) have not been generally noted as they deserved for their talents in government, their protection of learning, and especially their promotion of the important study of jurisprudence. The caprice of historians in some sort resembles that of the vulgar, either struck by signal turpitude and regarding it as pervading generally, and excluding all exceptions, or only securing the exception, and making it the rule of decision. A Borgia is held incapable of any good of any kind; a Lorenzo de Medici incapable of evil. Nothing can tend more to keep men in ignorance than such exaggerations; and they have the hurtful effect of intercepting the instruction which a contemplation of the real state of the facts in each case is fitted to impart. The ills that have proceeded from the great scourge of later days have been adverted to, as well as the mischievous effects of the admiration which he excited, and which unhappily has not ceased to inspire the people whom he most injured. But some of his great qualities it would be impossible to admire too much; and though his genius may be pronounced inimitable, in some things his example may be followed, and it is therefore fit that these should be recorded. There is, indeed, an obvious expediency in dwelling rather upon qualities the example of which may lead to imitation, than upon genius however calculated to command admiration—genius which consists in the rare gifts of rich fancy, perception of resemblance and differences not apparent to ordinary minds, but admitted by all as soon as suggested, quick and sure judgment, and the power of not only abstracting the attention from all objects save one, but of directing and concentrating it upon that one. This is what we call genius, the gift of very few, and the works of which are to be admired at an awful distance. The ordinary qualities which diligent study and a fixed desire to excel may place more or less within the reach of all are most fit to be recommended by the example and the success of distinguished individuals. Of these Napoleon possessed two in an eminent degree: they can never be sufficiently kept in mind, and they are of universal application—the strict economy of time, in compliance with the maxim, “*Take care of the minutes, the hours will take care of themselves*”; and the habit of *invariably mastering the whole of whatever subject or part of a subject he considered himself interested in being acquainted with*. The captain who conveyed him to Elba expressed to me his astonishment at his precise and, as it were, familiar knowledge of all the minute details connected with the ship. I heard from one connected with the great Helvetic mediation (1802) that, though the deputies soon found how hopeless they were of succeeding with the First Consul, yet they felt themselves defeated in the long discussion by one more thoroughly master of all the details of the complicated question than they could have believed it possible for any foreigner to become. My illustrious friend the Duke of Wellington had a like consummate acquaintance with whatever subject he was called upon to consider practically; among others may be mentioned his regimental economy and discipline, which Napoleon did not so well know, because he cared not so much for the comfort of his men, nor was at all sparing of their lives (a principal object at all times with the Duke); but he had a knowledge almost preternatural of the place where each corps, or even company of his vast armies, was to be found at any given time, because this was ultimately connected with the use he might make of what he somewhat unfeelingly termed “the raw material.” These examples cited of the rule which forbids superficial knowledge absolutely, and prescribes going to the bottom of every subject, or part of any subject, we intend to learn, give it the sanction of the example of both those eminent men, and show that it is a cause of their inviolable success.

#### SACRED DUTY OF THE INSTRUCTORS OF YOUTH.

It is not enough, that the instructors of the people and especially of youth, avoid propagating dangerous errors and implanting or encouraging in their growth feelings hostile to the best interests of mankind. Their duty is to inculcate principles and cherish sentiments having the direct tendency to promote human happiness. Now, the wisdom of ancient times, though it dealt largely with the subject of our passions, and generally with the nature of man in the abstract, never stopped to regard as worthy of consideration the rights, the comforts, and the improvements of the community at large. A sounder philosophy and a purer religion have in modern times entirely abolished all such distinctions; and to consult the interests and promote the improvement in every way of the great body of the people is not only the object of all rational men's efforts, but the best title to public respect and the direct road to fame. The instructors of youth have thus devolved upon them the duty of directing the minds of their pupils towards the most important purposes which their acquirements can serve to promote, the diffusion of knowledge among the people, and their general improvement, inculcating the grand lesson of morals as well as of wisdom, that whatever they learn, of whatever accomplishments they become possessed, in a word, all

their acquired talents as much as their natural gifts are a trust held for the benefit not more of themselves than of their fellow-creatures, and of the use whereof they will one day have to render a strict account. The impressions left on the mind in early years are so lively that they last through life; and even when partially affected by other studies, or by the cares of the world, they still exert some influence, and may often be found far more than is supposed, to modify the counteracting and neutralizing influences which they cannot resist. This undoubted truth is not the less important for being often admitted, though there is reason to fear oftener admitted than acted upon in practice.

#### FACILITIES FOR ENLIGHTENMENT IN ANCIENT AND MODERN TIMES.

The difference between ancient times and modern in one great particular cannot be too constantly kept before the eyes of youth—the difference arising from the art of printing, and its important effect, the discussion of all questions by written addresses to much greater numbers than can attend public meetings. The orator has thus a fellow-labourer, it may be a supporter or an opponent, but certainly a rival, in the author, who no longer, as of old, addresses a select few at a different time, perhaps long after the occasion of discussion, but addresses the same persons who form the orator's audience, and vast numbers besides, nearly at the same time and in the same circumstances. It is needless to observe how incalculably this increases the importance of the literary class of the community; and this never can be too deeply impressed upon the student. All the heavy responsibility which rests on this class should be unceasingly dwelt upon; nor can there be a more fit thing than to cite the words of Mirabeau, who held the literary character in the highest estimation, glorying in the name of author, proud and not ashamed of receiving the wages of his labour, necessary for his support. Mirabeau thus apostrophizes literary men:—“Oh! would they but devote themselves honestly to the noble art of being useful! If their indomitable vanity would compound with itself and sacrifice fame to dignity! if, instead of vilifying one another, and tearing one another in pieces, and mutually destroying their influence, they would combine their exertions and their labours to overthrow the ambitious who usurps, the impostor who deceives, the base who sells himself; if, scorning the vile vocation of literary gladiators, they banded themselves like true brethren in arms against prejudice, falsehood, quackery, tyranny, of whatever description, in less than a century the whole face of the earth would be changed!” It is pleasing, it is also useful, to reflect upon the tendency of academical studies to pierce beyond our walls, and by means of popular assemblies and the press to spread over the people the knowledge here acquired. Not only have the lectures occasionally delivered by our Professors beyond the precincts had the happiest effect on the middle classes, but they have extended to the working men. It was, indeed, a pupil of this University (Birkbeck), afterwards transferred to a quasi-collegiate chair at Glasgow, who 60 years ago made the great step of lecturing upon scientific subjects to the working classes. In the town where Watt in his workshop applied in philosophic principle the knowledge he had learned from Black to the construction of the great engine which has almost changed the face of the world, the attempt was most appropriately made, and with complete success, to demonstrate that the highest intellectual cultivation, and a keen relish for the sublime truths of science, is compatible with the daily toils and care of our humbler brethren. A further encouragement to the spread of such studies has been recently given by the English Universities in bestowing honours of a class subordinate to academical, after due examination.

#### DISTINCTION BETWEEN BENEFICENCE AND BENEVOLENCE.

There can be no doubt that we shall follow so admirable an example. The instructors of youth have no more important duty than to inculcate the great truth—even through life worthy of a large share in the guidance of our conduct—that it is beneficence, rather than benevolence, at least, benevolence shown in beneficence, which can be regarded as a virtue, and entitled to confidence and respect. Mere good disposition, unless guided by good judgment, may be admired as amiable, but must be barren of good fruit, and may even produce evil. Charity ill bestowed may prove more hurtful than selfishness; and they who have impoverished themselves or their heirs may find others yet more injured by their ignorance or errors, as gifts bestowed with the best intentions have been found to promote the immorality and propagate the disease which they were desirous to prevent. Foundling and Smallpox Hospitals, both in England and Ireland and on the continent, are the proofs. But where the will to serve mankind unites with the knowledge how to serve them—where the will is followed by the deed, and the desire to do good is gratified at a personal sacrifice, there can be no greater merit in the eyes of man, nor any, let us humbly affirm, more fitted to obtain the approval of Heaven. It is bountifully ordered that such conduct shall even in this life be rewarded both by an approving

conscience and by the delight which the reflection affords. But generous acts are limited by our means, and we can only in a few instances have this enjoyment. I have known a small circle of persons who made a point of doing some act of kindness to individuals daily—that is, daily on an average, keeping what was termed a "Titus account," from the Roman Emperor, who deemed every day lost in which some deed of mercy or favour had not been done. But such indulgences are confined by our circumstances or our necessary avocations. Then let us compound by acts which have a beneficial tendency on a larger scale and give whole classes of our fellow-creatures cause to bless our names. Such is the duty, and such ought to be the pleasure of all men, each in his station, and at every age, from the entrance into active life down to its close, even of those whose years make it necessary to relax, though by no means to give up their labours. From an entire discontinuance of work they would vainly seek repose—

"The want of occupation is not rest,  
"A mind quite vacant is a mind distressed."

In former times it was very usual for those whose lives had been passed in camps or courts, wearied with the turmoil and anxieties of war, of the busy restlessness of intrigue, to seek repose in the cloister,

"In the deep solitudes and awful cells,"

where they fancied that

"Heavenly pensive meditation dwells."

and fondly hoped by superstitious observances to efface their own memory of evil deeds, or to propitiate Heaven by mortifications which tormented themselves and benefited no one. Even many whose course had been blameless and who had only to lament the advance of age unfitting them for active life, sought the cloistered shade with the same design of enjoying rest and seeking the Divine favour by unprofitable service. In our day a wiser and more virtuous course is taken by those who are no longer able to perform all the duties which had exhausted the strength of their youth. They still feel able to contribute their share, though far less than they could wish, to the service of mankind. If in action good intentions avail nothing without deeds, and even deeds are of no merit, however well meant, unless wisely done, so opinions as opinions, and, without reference to actions, are of no value except for their truth, their soundness; and this is alone to be regarded in their adoption.

#### VALUE OF THE STUDY OF NATURAL THEOLOGY AND KINDRED SCIENCES.

The wonders of the natural world have in all ages been dwelt upon as showing the hand of the Creator and Preserver at every step of our inquiries; and each new discovery has added to the devout confidence of the student. For instance, the late proof of the stability of the universe, so little suspected before our day that men argue on the necessity of interference to retain the planets of their path, has thus afforded a very striking illustration of the rational optimism which is the best solution of the ancient but constantly recurring question *ἡθέου τὸ κακόν*. Thus, then, natural theology stands at the head of all sciences, from the sublime and elevating nature of its objects. It tells of the creation of all things, of the mighty power that fashioned and sustains the universe, of the exquisite skill that contrived the wings and beak and feet of insects, invisible to the naked eye, and that lighted the lamp of day, and launched into space comets, myriads of times larger than the earth, whirling ten thousand times swifter than a cannon ball, and two thousand times hotter than red-hot iron. It passes the bounds of material existence, and raises us from the creation to the Author of Nature. Its office is not only to mark what things are, but for what purposes they were made by the infinite wisdom of an all-powerful Being, with whose existence and attributes its high prerogative is to bring us acquainted. If we prize and justly, the delightful contemplations of the other sciences—if we hold it a marvellous gratification to have ascertained exactly the swiftness of the remotest planets, the number of grains that a piece of lead would weigh at their surfaces, and the degree in which each has become flattened in shape by revolving on its axis, it is surely a yet more noble employment of our faculties, and a still higher privilege of our nature, humbly but confidently to ascend from the universe to its great first cause, and investigate the unity, the personality, the intentions, as well as the matchless skill and mighty power of Him who made and moves and sustains those prodigious bodies, and all that inhabit them. But moral science lends liberally the same lights and bestows the same enjoyments. For He also created the mind of man, bestowed upon him a thinking, a reasoning, and a feeling nature, placed him in a universe of wonders, endowed him with faculties to comprehend them, and to rise by his meditations to a knowledge of their Divine cause. The connexion of attention with memory, the helps furnished by the influence of curiosity and the force of habit, the uses to which the feelings and the passions are subservient—as love to the continuance of the race, the affections to the rearing of it, hope to encourage and sustain,

fear to protect from danger—all the instincts of all creatures, in some acting with a marvellous accuracy such as reason could not surpass, and all perfectly suited to the position of the individuals,—these are not more marvels of Divine skill than of the benevolence which pervades all creation, moral as well as material. But societies of men, even in his social capacity, are the special object of Divine care—"Nihil est principi illi Deo qui omnem hunc mundum regit quod quidem in terris fiat acceptius quam concilia coetusque hominum jure sociali quæ civitates appellantur."—*Cic., Somn. Scip.* And the same pleasing and useful effects result from the study of man in his social as in his individual state, and from a contemplation of the structure and functions of the political world. The nice adaptation of our species for the social state, the increase of our power as well as the multiplication of our comforts and our enjoyments by union of purpose and of action, the subserviency of the laws governing the nature and motions of the natural world to the uses of man in his social condition, the tendency of his mental faculties and moral feelings to further the progress of social improvement, the predisposition of political combinations, even in unfavorable circumstances, to produce good; and the inherent powers by which evil is avoided, compensated, and repaired; the singular laws, partly physical and partly moral, by which the numbers of mankind are maintained and the balance of the sexes preserved with unerring certainty—these form only a portion of the marvels to which the eye of the political observer is pointed, and by which his attention is arrested; for there is hardly any one political arrangement which, by its structure and formation does not shed a light on the capacities of human nature, and illustrate the powers and the wonders of the Providence to which man looks up as his maker and preserver. But most important, and to our feeble nature most consolatory, is the impression which all our study of this vast subject leaves of perfect wisdom being accompanied by constant benevolence. This is declared by all the works around us, and is deeply felt in all the sentiments of our mind. We find everywhere proofs that we live under a ruler who, unlike human lawgivers, far oftener proclaims rewards than denounces punishment. Furthermore, it is a general rule and would be found absolute and universal, if our knowledge embraced the whole system, that while pleasure is held out to induce much more than pain to deter, the pleasure is beyond what would suffice, there is some gratification more than requisite. And this can only be because the giver of good delights in the happiness of his creatures. Such contemplations at once gratify a scientific curiosity and afford a moral indulgence. They prove that the awful Being, of whose existence we are made certain, and whom we know as our Creator, is the good Being by whose preserving care we are cherished, and sentiments of piety and devotion arise to fill our minds which he only can reject who has the faith of Epicurus and the feelings of a Stoic. Above all, is the necessity of making upon the mind of early youth an impression which never can wear out by lapse of time, or be effaced by the rival influences of other contemplations or be obliterated by the cares of the world. The lessons thus learned, and the feelings engendered or cherished, will shed their auspicious influence over the mind through life; protecting against the seductions of prosperous fortune, solacing in affliction, preparing for the great change that must close the scene by habitual and confident belief in the King, eternal, immortal, invisible, the only wise God, and in the humble hope of immortality which the study of His works has inspired, and which the gracious announcements of His revealed will abundantly confirm.

The delivery of Lord Brougham's address was frequently interrupted by applause, and at its conclusion his Lordship sat down amid enthusiastic and prolonged cheering.

#### [LORD BROUGHAM AS CHANCELLOR OF EDINBURGH UNIVERSITY.]

Lord Brougham has been receiving an ovation in Edinburgh, having been elected Chancellor of its University. The inaugural address, which occupies some seven columns of *The London Times*, has all the old fire and splendor of illustration. His principal failing is the delivery, his voice being always maintained at a harsh screech-owl pitch, and the simplest sentences being poured out with a thunder of vehement earnestness, and a gyration of person, as if he was denouncing as of old the infamy of a monarch, or calling the Lords, on bended knees, "to pass the bills." Still, this vitality and preternatural power, at such an age, is wondrous. He is upright as ever, and his gray hair, in huge, hirsute luxuriance, surrounds his features like a jungle in which huge barrels of animation were concealed, which required only the touch of the torch to spring into a blaze. As he grows older, the world is forgetting his faults in the memory of the great services he has rendered. It is no mean distinction for any public man that his name should be inseparably connected with three such movements as the abolition of slavery, the promotion of education, and the amendment of the law. To this distinction Henry Brougham has earned an incontestable title. It will be his best and surest passport to lasting fame; it will more than atone in the ages of posterity for many eccentricities, many

folies and a few grave faults. Long after these have ceased to be remembered, history, which rarely applies to the microscope, will have to record, and his country to acknowledge, that the maturest years of a long and unceasingly active life were still devoted with unabated zeal to the promotion of those great objects whose advocacy employed the ardor of his youth and the indomitable energies of his manhood.—*Correspondent of a New York Paper.*]

## 2. SIR DAVID BREWSTER, LL.D.

*Principal of the University of Edinburgh.*

### PERNICIOUS CHARACTER OF DEGRADING SPECULATIONS.

In a recent address to the students of the University, the principal remarked as follows:—"It is necessary to warn you against speculations morally and intellectually degrading. In the blue heavens above, in the smiling earth beneath, and in the social world around, you will find full scope for the exercise of your noblest faculties, a field ample enough for the widest range of invention and discovery. Science has never derived any truth, nor art any invention, nor religion any bulwark, nor humanity any boon, from those presumptuous mystics who grovel amid nature's subverted laws—burrowing in the caverns of the invisible world, and attempting to storm the awful and impregnable sanctuary of the future. The sciences of zoology, botany, geology and mineralogy, including the structure and physical history of the earth, constitute one of the most fascinating studies, and one which even fashion has introduced into many intellectual households, where *aquaria*, or *vivaria*, the nurseries of interesting plants and animals, decorate the library and drawing-room. Studies of this kind, which can be pursued in our walks for health or for pleasure, require like preparation for the mind. They are associated too, with many of our wants and amusements, and find frequent and useful applications in the various conditions of life. In no other University in Scotland can these subjects be so favourably studied as in this, amid its magnificent collections in zoology, botany, and mineralogy. There is only one other branch of study to which I am anxious to call your attention. The advances which have recently been made in the mechanical and useful arts have already begun to influence our social condition, and must affect still more deeply our systems of education. The knowledge which used to constitute a scholar, and fit him for social and intellectual intercourse, will not avail him under the present ascendancy of practical science. New and gigantic inventions mark almost every passing year,—the colossal tubular bridge, conveying the monster train over an arm of the sea—the submarine cable, carrying the pulse of speech beneath 2000 miles of ocean—the monster ship freighted with thousands of lives—the huge rifle gun throwing its fatal but unchristian charge across miles of earth or ocean. New arts, too, useful and ornamental, have sprung up luxuriantly around us. New powers of nature have been evoked, and man communicates with man across seas and continents with more certainty and speed than if he had been endowed with the velocity of the race-horse, or provided with the pinions of the eagle."

## 3. THE RIGHT HON. LORD WROTTESELEY,

*President of the British Association, for the year 1860-61.*

### THE REVELATIONS OF SCIENCE.

*(Extract from his Inaugural Address before the Association at Oxford.)*

I may perhaps be permitted to express the hope, that the examples I have given of some of the researches and discoveries which occupy the attention of the cultivators of science, may have tended to illustrate the sublime nature, engrossing interest, and paramount utility of such pursuits, from which their beneficial influence in promoting the intellectual progress and the happiness and well-being of mankind may well be inferred. But let us assume that to any of the classical writers of antiquity, sacred or profane, a sudden revelation had been made of all the wonders involved in Creation accessible to man; that to them had been disclosed not only what we now know, but what we are to know hereafter, in some future age of improved knowledge; would they not have delighted to celebrate the marvels of the Creator's power? They would have described the secret forces by which the wandering orbs of light are retained in their destined paths; the boundless extent of the celestial spaces in which worlds on worlds are heaped; the wonderful mechanism by which light and heat are conveyed through distances which to mortal minds seem quite unfathomable; the mysterious agency of electricity, at one time destined to awaken men's minds to an awful sense of a present Providence, but in after times to become a patient minister of man's will, and convey his thoughts with the speed of light across the inhabited globe; the

beauties and prodigies of contrivance which the animal and vegetable world display, from mankind downwards to the lowest zoophyte, from the stately oak of the primeval forest to the humblest plant which the microscope unfolds to view; the history of every stone on the mountain brow, of every gay-colored insect which flutters in the sunbeam;—all would have been described, and all which the discoveries of our more fortunate posterity will in due time disclose, and in language such as none but they could command.

It is reserved for future ages to sing such a glorious hymn to the Creator's praise. But is there not enough now seen and heard to make indifference to the wonders around us a deep reproach—nay, almost a crime? If we have neither leisure nor inclination to track the course of the planet and comet through boundless space; to follow the wanderings of the subtle fluid in the galvanic coil or the nicely poised magnet; to read the world's history written on her ancient rocks, the sepulchres of stony relics of ages long gone past; to analyze with curious eye the wonderful combinations of the primitive elements and the secret mysteries of form and being in animal and plant; discovering everywhere connecting links, and startling analogies and proofs of adaptation of means to ends—all tending to charm the senses, to teach to reclaim a being who seems but a creeping worm in the presence of this great creation—what, I repeat, if we will not, or cannot, do these things, or any of these things,—is that any reason why these speaking marvels should be to us almost as though they were not? *Marvels* indeed they are; but they are also mysteries, the unravelling of some of which tasks to the utmost the highest order of human intelligence. Let us ever apply ourselves seriously to the task, feeling assured that the more we thus exercise, and by exercising improve our intellectual faculties, the more worthy shall we be, the better shall we be fitted to come nearer to our God.

## 4. CORNELIUS FELTON, Esq., LL.D.

*President of Harvard University.*

### PERSONAL REMINISCENCES ON HIS ELECTION TO THE PRESIDENCY.

*(Extract from his Inaugural Address at the University Commencement.)*

I have accepted the office of President of this ancient University, not ignorant of its labors, nor inexperienced in its anxieties. The men who have preceded me—the illustrious dead, who rest in yonder church-yard, or under the peaceful shades of Mount Auburn—the eminent and beloved among the living, who, having retired from this scene of duty, adorn by their inspiring presence this day—have established a standard of official labor and responsibility, which may well give pause to any man called to succeed them. I appear before you to-day with no new views to offer. I am not a new man here—I am the oldest inhabitant. I believe not one, holding office in any department of the University, when I returned after an absence of two years, is now in active academical duty. In the immediate government of the College, my associates are, with few exceptions, men who have been my pupils; without exception, men to whom I have been attached by the ties of a friendship which has never been interrupted by a passing cloud. Had my personal wishes been gratified, I should have been left to the cultivation of Grecian letters and the studies of the Professorship, in which I have passed so many happy years. When St. Basil, having long resided in the society of the students and philosophers of Athens, was called by the duties of life to leave those classic scenes, he departed with lamentations and tears. More fortunate than St. Basil, I am permitted to remain. I shall not desert the Academic Grove. The voices of the Bema and the Dionysiac Theatre still ring in my ears with all their enchantments. Homer, Æschylus, Sophocles, Plato, Aristotle, Demosthenes,—I shall not part company with you yet. Helicon and Parnassus, which my feet have trodden literally as well as figuratively, are consecrated names. Hymetus still yields his honied stores, and the Cephissus and Ilissus still murmur with the thronging memories of the past.

### THE FOUNDERS OF HARVARD UNIVERSITY—THEIR OBJECTS.

Every record of the proceedings of our ancestors in relation to the Institution, shows that they had large and liberal purposes. They aimed to educate a learned clergy, but not that alone. The general education of the people was embraced in the scope of their enlightened plans; and they included in their idea of a scheme of general education, the principles of the highest possible education. The University was upreared, side by side with the school house, as an indispensable part of the instrumentalities of civilization. They built up a State, which they resolved should be a Christian State; but their conception of a Christian state included the widest range of human learning. They were no fanatics of a single narrow idea. They were men of piety, but not an ignorant piety. They thought the chief end of man was to glorify God; but they would glorify him by unfolding to the highest possible extent the faculties of the

human soul, which he created in his own image. We smile as we recall some of the quaint and ceremonious requirements of the earliest college laws. Manners change, in external manifestation, from age to age, but the basis of good manners, respect for the right of others, modest estimate of self, honorable submission to established laws, deference to venerable age, illustrious character, and official station, and reverence for sacred things; these are the foundation of the manners and gentlemen everywhere and at all times. Our ancestors had this in view, in all of their rules of order, however quaintly expressed, and they were wise men, in requiring of the academic youth, good manners as well as good morals—the minor morals as well as the greater morals.

#### NON-UNIVERSITY MEN—SPONTANEOUS IMPULSE.

The young man who would achieve lasting renown must learn to curb his fiery impulses, and subdue the wandering of his impassioned thoughts, and this the studies of the university most readily help him to do. I do not say there is no other way of achieving this result but this is the shortest and most effective way. Great men conquer great difficulties, but they remember what the difficulties were and strive to put them out of the way of their successors. Washington and Franklin were not University men, but the former recommended and the latter founded a University. Franklin was not a classical scholar, but he provided the means whereby others should become classical scholars, and wishing to make a present for our Library which should signalize his appreciation of good learning he sent a handsome copy of Virgil. But if severe training be necessary for effective mental action, what room is left for spontaneous impulse, some may ask. What channel for inspiration? For among those who question the ancient methods we hear a great deal said about inspiration and spontaneity—pardon me the word. Without discipline there is no spontaneous action worth the having—no inspiration that deserves to be listened to. Paul drew an illustration from the Pagan games; let me ask the advocates of spontaneity what they think of the principle as applied to the boat race in which our young friends so much distinguished themselves? And the careful diet, the early hours, the daily testing of vigor and skill, the total abstinence from hurtful drink and food, the training of the eye, the ear, the hand—are all these spontaneous actions? Does the man who pulls the stroke oar do it by spontaneity? I know not, but I should not like to pull against such a man, with all the spontaneity I could muster.

#### 5. THE RIGHT REV. DR. STRACHAN,

*Lord Bishop of Toronto.*

##### PRIZES—PERSONAL REMINISCENCES OF THEIR VALUE.

After the delivering of prizes to the children attending the day School of the church of the Holy Trinity, Toronto,\* the Bishop proceeded to say that he had very great pleasure in being present to deliver the prizes to the children. He was much gratified in finding that such a large number had been given for good conduct. It must also be very gratifying to the parents to learn that their children had been presented with prizes for their good conduct while attending school. He sincerely trusted that the children would go on in endeavoring by their conduct to please their parents, as nothing would give their parents so much pleasure as the thought that their children were going in the right path, and earning the esteem of their teachers by their good conduct. Nothing, he could assure them, gave their mothers so much gratification as the thought that their offspring obeyed the command of their teachers while in school. He hoped they would continue the course they had so well begun. It must also be very gratifying to the pupils that they had got prizes and marks of honour for attention and proficiency in the several branches of knowledge. These prizes were simple in themselves, but how much more were they valued than if a friend merely presented any one of them with a book of the same value. The prizes which they had honourably and fairly gained would be treasured up in after years, and looked upon with great satisfaction. He had seen men nearly one hundred years of age, who had set the greatest value on the prizes they had gained at school. He (the Bishop) had in his possession, at the present time, a Greek Testament which he had gained as a prize at school when he was only fourteen years of age, and he could assure them that he turned over its pages with much pleasure, and set the greatest value upon it. When he looked upon this book it recalled to his memory the many happy hours he had spent in study and in play with those who were now removed from earth. He felt confident that the children before him, who had received prizes, would, if they treasured them up experience the same feelings in after life. He sincerely trusted that they would go on in the same way as they had been doing. He

hoped, however, that those who had not got prizes would not envy those who had, as he felt certain they had earned them honestly and fairly, but that they should endeavour by attention to their studies to earn the same rewards at a future time.

#### EDUCATIONAL SYSTEM OF UPPER CANADA—RELIGIOUS ELEMENT.

He wished now to make a few observations on education in Canada generally. He must say that the system of education in this country was more elaborate and perfect than could be found in any country in Europe. The concoctors of the scheme deserved a great deal of credit for the manner in which they had performed their work. But, however perfect it might be in general, he must say that the soul had been taken out of it by leaving out the religious element. This had been totally left out at first. Since that time, however, a little life had been given to it by the introduction, to some extent, of religion; and he sincerely trusted that they would bring religion more and more into the present system of education. It was impossible to separate religion from secular education, and by doing so, they as it were, separated the body from the soul. Religion pervaded everything; they found it in the books which they read, and while studying the works of nature. While, therefore, he would give the credit due to those who had originated the elaborate, and to a certain extent perfect system of education which obtained in this country, still he would use every effort to have religion infused into the education of the youth of the country. As far as he was able he would use his influence to give the children a religious as well as a secular education, and he regretted that their excellent system of education should be purely secular. Most distinguished men had in addition to their other qualities, been religious; and he wished to see the youth of the country brought up with a due respect and love for religion. Unless they combined religion with secular education, their system was not complete. [See page 126.]

#### 6. THE REV. DR. RYERSON.

*Chief Superintendent of Education for Upper Canada.*

##### DUTIES AND RESPONSIBILITIES OF EDUCATED YOUNG MEN.

At the recent Convocation of Victoria College, Dr. Ryerson thus addressed the Graduating Class:—To you, my young friends, this day is fraught with peculiar interest. It is an epoch in your lives. It is the moment that intervenes between your preparation for life and your vocation in life; between your pursuits of various and delightful studies and your pursuits of various and active employments; between your retired security under the powerful literary, social, and religious influences of this truly Christian, and, therefore, liberal because Christian, Institution, and the exposure and temptations of professional and other employments. While the retrospect of the past must present to your minds many grateful recollections, the uncertain and eventful future must excite in your minds many anxious apprehensions.

At such a juncture, and under such circumstances, may I not recommend to you implicit trust and consecration to the service of that God in whom we live, and move, and have our being? He is present with the statesman in his councils, the scholar in his study, the professional man in his vocation, the merchant in his commerce, the tradesman in his business, and the labourer in his husbandry. He has been the guide of my own youth, the strength of my manhood, and is now the support of my riper years. He is a safe counsellor in the hour of perplexity, an unfailing helper in the time of need, and a heart-consoling comforter in the hour of trial and suffering. With His blessing you cannot fail of the best success and the truest happiness; under His frowns you cannot escape disappointment and misery.

May I not also recommend, as did Pythagoras in one of his golden verses, to you, to reverence yourselves, and never act unworthily of the powers with which you have been endowed, the advantages you have enjoyed, the responsibility with which you are invested, the fond solicitudes and hopes of your parents, your instructors, your friends, and your country.

Suffer me to remind you, that in completing your college course, you have but laid the foundation of your real education; it remains for you to erect the superstructure. A student of Trinity College, Dublin, made a parting call upon one of his teachers, stating that he was leaving the University, as he had "finished his education." The professor replied "Indeed! I am only beginning mine." The great value of a Collegiate education consists not so much in the knowledge it imparts, as in the mental power which it creates by its studies and discipline, and the principles it inculcates for the exercise of that power. To cease, or even to relax your studies now, is to recede, rather than advance, is to throw away, in a greater measure, the fruits of your past labors. The principles you have imbibed are for your future guidance; the attainments you have made are but the rudiments of further acquisitions; the increased mental

\* See page 126.

power with which your diligence in a severe course of literary and scientific studies and exercises has invested you, is now to be employed on a larger scale and a wider sphere. Industry, energetic, ceaseless industry, with uprightness and the Divine blessing, will accomplish all. Even "national progress is the source of individual industry, energy, and uprightness, as national decay is of individual idleness, selfishness and vice."

POVERTY NO BAR TO SUCCESS IN LIFE—VARIOUS EXAMPLES.

Suffer me to say further, be not discouraged by poverty or difficulties. Some of you may have exhausted your own means and all the resources of parental kindness, in completing your Collegiate course, and you have now nothing to rely upon but your character, your talents, and your attainments. Be assured these are the best capital with which to commence the business of life, whatever be its profession or employment. I think it is a great error in parents to provide an annuity for their sons to rely upon in commencing their professional or business life; and, I believe, such an annuity is oftener an injury than a benefit to its recipient, much more what is misnamed a "fortune." Self-reliance, in dependance upon God alone, is the mainspring of individual success, usefulness and happiness. Lord John Russell once applied to the late Lord Melbourne, when the latter was Prime Minister, for a provision for one of the poet Moore's sons. Lord Melbourne's reply contains the following sound philosophy and useful advice. "Making a small provision for young men is hardly justifiable, and it is, of all things, the most prejudicial to themselves. They think what they have much larger than it really is, and they make no exertion. The young should never hear any language but this: *'You have your own way to make, and it depends on your own exertions whether you starve or not.'*" From the humble situation of a barber, in a underground cellar, with the sign "Come to the subterranean barber—he shaves for a penny," Richard (afterwards Sir Richard) Arkwright became the founder of the cotton manufactures of Great Britain; and Turner, from the same humble employment, became the greatest of British landscape painters; Dr. Livingstone, who is doing so much for science and history by his researches in South Africa, was, a few years ago, a weaver in Scotland; and George Stephenson, to whose genius and science we are indebted for the speed with which the railway locomotive brought us this morning from Toronto, was once a colliery engine fireman, scarcely able to read when he came to manhood, and teaching himself arithmetic and mensuration during his spare hours from labor. Professor Faraday—son of a poor blacksmith, and himself an apprentice to a book-binder until 21 years—is now one of the first philosophers of the age, and excels his great master, Sir Humphrey Davy, in lucid expositions of the most difficult questions of natural science. And Sir H. Davy himself was, in early life, an apprentice to a country apothecary, and said, on one occasion, "What I am, I have made myself: I say this without vanity, and in pure simplicity of heart." The great Lord Tenterden, one of the most distinguished of the Lord Chief Justices of England, took his own son Charles on one occasion to a little shed standing opposite the western front of the Canterbury Cathedral, and pointing it out to him said "Charles, you see this little shop; I have brought you here on purpose to shew it to you. In that shop your grandfather used to shave for a penny! That is the proudest reflection of my life." The still more illustrious Lord Chancellor Eldon, whose family name was John Scott, was the son of a Newcastle coal-fitter, was first intended by his father for the trade of a grocer and afterwards for that of a coal fitter. But at this time his eldest brother William (afterwards Lord Stowell), who had obtained a scholarship at Oxford, wrote to his father, "Send Jack up to me; I can do better for him." John, by his indomitable energy and perseverance, so distinguished himself at Oxford that he at length obtained a fellowship. But when at home, during the vacation, he fell in love, and running across the border into Scotland with his eloped bride he married, lost his fellowship, lost all hope of preferment in the Church for which he had been destined, and, as friends thought, ruined himself for life. He then commenced the study of law, and writing to a friend, said, "I have married rashly, but it is my determination to work hard to provide for the woman I love." The privations and labors endured by John Scott in the study of the law and during four years after his admission to the bar, almost exceed belief. He rose at four every morning, studied late at night, sometimes binding a wet towel round his head to keep himself awake. Too poor to study under a special pleader, he copied out three folio volumes from manuscript collection of precedents. The first year at the bar, his professional earnings amounted to but nine shillings; but he persevered, the more laborious in study as he was wanting in practice, until at length the large legal knowledge he had acquired was turned to account in a case in which, contrary to the wishes of the client and attorney who had employed him, he appealed against the decision of the Master of the Rolls to the House of Lords, and Lord Chur-

low, in behalf of the House of Lords, reversed the decision on the very point urged by John Scott. On leaving the House of Lords that day, a solicitor said to him, "Young man, your bread and butter is cut for life." And so it was. His practice soon brought him, and "the woman he loved," a princely income, and John Scott afterwards became Lord Chancellor Eldon, and Mrs. Scott, Lady Eldon; and the same Lord Eldon, when once asked what contributed most to success at the bar, replied,—"Some succeed by great talent, some by high connexions, some by miracle, but the majority by commencing without a shilling." If you look to the Bench—the stainless Bench of Upper Canada—you will find that every one of our Judges, I believe, commenced without a shilling, as has nearly, if not quite, every leading man at our bar. In the midst of poverty and difficulties then, let every young man before me commence his career of life with an honest, a religious, a resolute, and courageous heart. And I will add last, but not least, cherish, honor, defend, if need be, your Alma Mater, Victoria College, and love your country as yourselves. (Prolonged applause.)

8. THE REV. S. S. NELLES, M.A.

President of the University of Victoria College.

UNCERTAINTY OF THE FUTURE.—PARTING COUNSELS.

In reply to a complimentary address, which was presented to him at the close of the Session by the students, Mr. Nelles thus concluded: In closing, young gentlemen, the exercises of the present Academic year, I am affected to think that I have, of late, been so much separated from you, and that now from many of you I am about to be separated more widely and permanently. I can only say that my good wishes and prayers will follow each of you through life. It saddens me to remember how little of the future career of any one of you can be foreseen. The uncertainty of your several destinies after leaving these halls is perhaps less than that which attended your entrance. Your characters have become somewhat matured and settled, and you have been brought, I trust, under the guidance of principles which will lead you onward to usefulness and honor. Yet nothing can save you from the severe and perilous conflict of life. Much of joy and sunshine may await you, but also much of disappointment and sorrow. These are wisely intermingled in the system of divine discipline under which we live. Ardently as I could desire for you a joyous future, I cannot pray that you should be wholly free from "the days of darkness." I pray rather that each of you may become wise, and strong, and pure, and that you may cultivate in sunshine and shade that essential principle of all strength and excellence—a true faith in God.

What is called a prosperous life is commonly the most beset with dangers. With a proper interpretation, I may commend to you the paradoxical lines of Lover:—

"O watch you well by daylight,  
By daylight you may fear,  
But keep no watch in darkness,  
The angels then are near;  
Oh! watch you well in pleasure,  
For pleasure oft betrays,  
But keep no watch in sorrow  
When joy withdraws its rays."

Remember that the goal of life is spiritual perfection, and those who have most fully attained to this great object have come round by the rough and thorny road of sorrow.

"Then in life's goblet freely press  
The leaves that give it bitterness,  
Nor prize the colored waters less,  
For in thy darkness and distress  
New light and strength they give."

I thank you, my young friends, for your costly and beautiful gift with your affectionate address. They will ever remain as precious mementos in my family; they will remind me that Victoria College has many devoted sons scattered through the land; they will oftentimes serve to cheer me and my dear companion amid future toils and trials, and will inspire me with new ardor for the advancement of our beloved University.

II. MODEL GRAMMAR SCHOOL EXAMINATION.\*

OBJECT OF THE MODEL GRAMMAR SCHOOL.

Before proceeding to deliver the Prizes at this examination, the Rev. Dr. Ryerson, Chief Superintendent of Education, stated that—The object of the Model Grammar School, like that of the other Model Schools, established in this city, was not primarily to teach youth, but rather to teach teachers how to teach. The object of the Normal Schools was to train teachers for the teaching and management of elementary schools, and the object of the Model Schools connected with them, was to afford an opportunity of practising teaching,

\* See page 126.



and to show how the Common Schools should be conducted. The object of the Model Grammar School was to show how children should be taught those branches of instruction which rose above the subjects taught in Common Schools. All in this country, acquainted with the state of public instruction, and the education of our youth, had felt that the ordinary Grammar Schools were in a low state. Every one had felt that important improvements were required with reference to the Grammar Schools of the country. To point out defects, and to show the necessity for improvements was easy, but to show how these improvements could be made, and to afford a practical illustration of the possibility of making them, was a very different thing. That could only be accomplished by the establishment of a Model Grammar School, as well as Model Common Schools,—not primarily to teach a certain number of youth, but to show how children throughout the Province should be taught those subjects which were appropriate to Grammar Schools. But, in accomplishing this object, it was of course necessary to teach those subjects in the Model Grammar School in the best way possible, and with that view the utmost pains had been taken to select as teachers persons the most competent for this work. In this respect they had been eminently successful. They had nothing to regret, but everything to congratulate themselves upon in the selection they had made, in organizing this Model Grammar School. The principal part of the work—the training of masters for the management of Grammar Schools as they had been training masters for Common Schools—had yet to be entered upon. But the first thing to be done was to have a Grammar School worthy to occupy towards other Grammar Schools a corresponding position to that of the Normal School towards Common Schools—and this they had accomplished. He was happy to have the honour of being present on this occasion with the oldest school-masters as well as he believed the oldest active clergyman in the Province of Upper Canada—the Lord Bishop, who, in the earliest period of the history of the Province, afforded a practical illustration of a well managed school, not surpassed in efficiency even at the present time, and who now in the evening, he might say the cloudless evening of life, evinced the same interest in the instruction of youth, which in his days of youthful energy was so remarkably characteristic of him. (Applause.) He was happy also to find present on this occasion a Chief Justice, to whom, when a Minister of the Crown, he (Dr. R.) made the first report on the state of elementary instruction in this Province, and who assumed the responsibility of bringing into the Legislature, under the auspices of the Government, the first School Act for the organization of the schools of this country according to the system now in operation. He was happy also to find another Judge present, who introduced the Grammar School Law, by the administration of which they had been enabled to improve the character of the Grammar Schools. The Chief Justice must remember that, when the first Common School Act was introduced, all connected with the system of instruction in this country seemed to be in the dim and uncertain future. He thanked God it was not altogether so at the present time; nevertheless he felt satisfied that what had hitherto been done was only the dim dawn of a lighter day in the intellectual horizon. (Applause.)

#### PROGRESS AND SUCCESS OF THE MODEL GRAMMAR SCHOOL.

G. R. R. Cockburn, Esq., M. A., Rector of the Model Grammar School, in reviewing the session now closed, felt that he occupied an agreeable position in being able to state to the parents and guardians of the boys now present, that the Model Grammar School had met with a large measure of marked success, which he attributed to the hearty co-operation he had received from the gentlemen associated with him in the work of instruction, and to the deep interest manifested in their operations by the various members of the Council of Public Instruction. And if out of that Board he might select one, he might say that he and his colleagues felt under special obligations to the Chief Superintendent of Education, for energetic co-operation and valuable advice. He was much gratified to observe the interest manifested by so many parents and guardians to-day, and when he looked at the benches filled by the pupils, his thoughts could not but revert to the time when two years ago the doors of the Model Grammar School were first thrown open, and some twelve recruits stalked in. He had at that time been but a few weeks in Canada, and the prospect appeared by no means inviting. But in the course of a few months their numbers increased so rapidly, though the fees were the highest in the Province, that he was compelled to obtain additional assistance, and to close the school against further admissions. He desired now to say something with respect to the general conduct and progress of the boys. When he came to Canada two years ago he was somewhat alarmed by the accounts he heard of Canadian boys. He was told that they could only be ruled by a rod of iron. He was told that in fact there were no boys in Canada, and that by some wonderful hot-bed process the child of the nursery was developed into the young

man, fully alive to the dignity of his position. This prospect somewhat staggered him, but he resolved to see what a kind and firm discipline, united with a strict moral and religious training could effect. And he was happy to be able this day to say, that through the energetic co-operation of all the gentlemen associated with him in the work of instruction, the rod had never been seen within the walls of the Model Grammar School. Mr. Cockburn went on to acknowledge his obligations to the intelligent co-operation of the parents and guardians of the pupils, and to express his high sense of the manner in which both the senior and junior boys attending the school had conducted themselves. He said an active spirit of generous rivalry had been introduced amongst them, a spirit which had been lately fostered a system of marking. By this system, so exact a mathematical value was attached to every question answered and every error committed, that in one instance a prize was decided by the difference of a hundredth part of a unit. (Applause.)

#### THE NECESSITY AND VALUE OF HIGHER EDUCATION IN CANADA.

Hon. Chief Justice Draper, after accompanying the distribution of prizes in the fourth class with a few appropriate remarks, said he felt happy to have the opportunity of congratulating Dr. Ryerson on the success which had attended his efforts since the measure, by which the Common Schools was placed on their present footing, was brought forward. He himself had no merit whatever as regarded the preparation of that measure. It was brought forward and placed in his hands by Dr. Ryerson. The present occasion, however, was not one on which it would be appropriate to say much with regard to the Common Schools. This was a more fitting time to speak of that higher class of education of which the youths around him were enjoying the benefit. Something more was wanting in every community than that mere elementary education which those who had to maintain themselves by a life of manual industry could afford time to procure. We wanted not merely that education which was within the means of those whose hardy hands earned a livelihood by hard manual labour, and which would always make their toil sweeter. We also wanted the higher education which would fit our youth to fill public positions in this Province, and to add to the lustre of their country's name in those various fields of literature and science, in which they might see so many bright examples of eminence in the names around these walls. All those, whose busts surrounded them, were at one time boys, the hope of their country, as the boys now present were the hope of ours. Some of those boys stimulated by the system here pursued, they might hope would become poets, orators, philosophers, and men of science, reflecting credit on their country. And he trusted they would all avail themselves to the utmost of the opportunities here afforded them of becoming renowned—not so much in the empty sense of the word of gaining some distinction, raising them above their fellows, but renowned as good men, good citizens, honourable in their private character and useful to their country. (Applause.)

#### BISHOP STRACHAN'S PROTRACTED EDUCATIONAL EXPERIENCE—IMPROVED CONDITION OF PUBLIC INSTRUCTION IN UPPER CANADA.

Rt. Rev. Bishop Strachan, after presenting the prizes to the fifth class, said that the excellent Rector, Mr. Cockburn, had spoken of the fear and terror caused him by the information he had received regarding the unruliness of the boys of Canada. Now he (the Bishop) looked upon all the young people in this Province as his children, and he must say Mr. Cockburn had been greatly misinformed. He had taught children at home before he came here, and he had had great experience among the children of this Province for the last 60 years, and if there was any contrast between the boys at home and the boys here, he thought they were rather more unruly at home, and that the young people here were the more docile. (Applause.) He had been very much astonished during these proceedings at the requirements shown by some of these young men, and the great variety of subjects with which they seemed well acquainted, beyond what would have been expected at their apparent age. This spoke well for the system under which they were trained, because the capacities of a given number of boys would in general be found pretty nearly equal. When he (the Bishop) was actively engaged in the work of education, he had some plans of his own which enabled him to turn out some excellent scholars, but he must say that his impression was that many of the young men here were far more forward at their age than his scholars generally had been at the same age. This school, however, had peculiar advantages. The great difficulty with our schools hitherto had been that they were impoverished from a want of teachers. But here there was an abundance of teachers, who could divide their labour, and bestow a great deal of attention on each individual scholar. He felt much pleasure at having seen what he had seen to-day, and he thought it argued well for the Province that so much interest was taken in public instruction. The most extensive system of public education that anywhere existed, existed now in this Province, extending to the poor as well

as to the rich—and this institution, the chief representative of the higher education appropriate to Grammar Schools, certainly appeared in a most favourable light. If it continued to be conducted with the same systematic care and attention which had characterized it during the past two years, it could not fail to be productive of lasting advantage to the country. (Applause.)

### III. TORONTO GRAMMAR SCHOOL SCHOLARSHIPS.\*

THE BOON OF A SUPERIOR GRAMMAR AND COMMON SCHOOL EDUCATION OPEN TO ALL CLASSES OF THE PEOPLE.

Adam Wilson, Esq., Q. C., Mayor of Toronto, in taking the Chair at a public meeting called for the purpose of publicly presenting on behalf of the city the Grammar School scholarships, prizes, and certificates of honor to the successful competitors of the several city schools at the combined examination recently held for that purpose, said that this was one of the most gratifying occasions upon which any public manifestation could take place. It brought together the ruling generation, with those who were to succeed—the busy, practical men of the world with those who were to receive an education fitting them for it; it called the old together to witness the success of our educational system, and the youthful to perceive and acknowledge the advantages derived from that system, and also to receive the reward which acted as an incitement to others to follow their good example. It would, of course, be remembered that education as now imparted was of comparatively modern date. The older persons whom he addressed would recollect that the blessing of education was in their young days chiefly conferred upon those favored classes who were able to purchase this valuable acquisition. As it was now, however, in this country, education was open to all, no matter of what rank those seeking it belonged, or what means they possessed. The former exclusive system which confined it to the rich and debarred it to the poor had been done away with, and it was now as free to all as the air they breathed. At one period in ancient history the wisdom of the schools, and the learning to be derived from teachings, were as carefully concealed from what was termed the vulgar mass as was a knowledge of some of their religious rites. All this was now happily done away with—a radical change had been effected. Many now present would recollect how different it was in their early days from what it was now in this country; and it reflected highly to the credit of those who had combated and surmounted all the difficulties that then lay in the way of acquiring knowledge—many of whom now occupied high and enviable positions in the world of letters. Reverting to the excellent system of education in Canada, he said the foundation of the whole massive and substantial structure was the Common School. All rested upon them—rising gradually from them to the Grammar School and College and then to the University, where the pupils finished with honors and degrees. He then addressed himself to those who were to obtain scholarships in the County Grammar School, and said that it would give him great pleasure in distributing them, together with the prizes, for they no doubt would prove an incentive to others to follow their course. To those particularly who, through the liberality of the City Council, would receive the scholarships, it must be considered a great privilege to carry them off from many competitors, and also to receive free education for two years in such an institution as the Grammar School. To the parents of these it must be gratifying to see the honors bestowed upon them; and it could not fail to be a source of pride to the teacher to know that that system of tuition which they had pursued produced such profitable and honorable results. (Loud applause)

#### ADVANTAGES OF COMPETITIVE EXAMINATIONS AND SCHOLARSHIPS.

The Rev. Dr. McCaul, President of University College, Toronto, said it was always with great pleasure that he attended on such occasions as the present. Although he had had long experience in such proceedings, and each year brought round occasions like this, in which it was his duty to take part, yet it was ever with fresh pleasure that he witnessed the distribution of prizes and certificates of honour. And the reason of this pleasure was simply this: It was not merely the satisfaction of seeing so many young people happy, in seeing the joy-lit countenances of the successful candidates, that reflected pleasure on those who witnessed them. It was not merely the gratification he had in observing the honest pleasure of parents and friends—parents who may be indulged in day dreams parents knew so well how to cherish—or in noticing the honorable, manly and generous feeling displayed by the unsuccessful pupils towards those who had won prizes from them. These in themselves were sufficient to create the utmost gratification. But the satisfaction he felt arose from the knowledge that in every case in which the result of com-

petitive examinations was publicly shown, he found the practical manifestation of the principle, and one which was also exhibited on this occasion—that in all honorable competitions fair play and no favor were essential. On this principle all who competed for the same object might entertain kind and friendly feelings towards each other, in the same manner as those who conscientiously differed in matters of belief might yet be good neighbors and firm friends. But whilst he felt the greatest satisfaction in observing the distribution of prizes and certificates, these which had most particularly interested him were the scholarships, because that he believed that in a young country especially the most important prizes were those which combined honor with emolument. He knew there were some amongst the educational theorists of the day who had said that all such rewards were a violation of what was right—that the best reward of those who discharged properly their duty was the consciousness of having done so; but he believed from an experience of many years, both in the old country and in Canada, that those views were erroneous. He was satisfied that the history of the time-honored educational institutions of the mother country would prove this to be the case—institutions which had sent forth men throughout the world who had attained the highest stations in every department of science, industry and art. His interest in scholarships, and his desire to see them liberally conferred, had arisen mainly from what he knew by experience at home, of the benefit of such exhibitions, and also from the experience he had since had in this country. And in casting a retrospective glance upon what little he had done on behalf of the educational establishments of Canada, there was nothing he looked back upon with greater gratification than the fact that he was the first to introduce into the country scholarships conferring upon those who won them both honor and profit. He had been instrumental in establishing exhibitions in Upper Canada College, and every year since added fresh proof of the wisdom of the step. But he had said that his experience at home also led him to believe this kind of scholarships useful. Now, he would not venture to bring before the audience long memories of bygone days—though they were those that persons loved most to dwell upon—but when he looked back to the men of his own time who had obtained scholarships at the same time as himself, he could point to one who had since become Lord Chancellor, he could point to another a high dignitary of the Church, another who became head of the University, and two others Professors; and he could say of all these that if it had not been for the assistance of these scholarships none of them would have attained the positions they have won. And he could advert to some of his own pupils who had since occupied positions of honor—one a Governor of a Colony—who at college had materially benefitted by scholarships, conferred in the same manner as those distributed that evening, and given not by patronage or through any personal interest or favor, but as a reward of merit, and to show that if they exerted themselves they might, under the blessing of God, obtain distinction and honor, and thank no one but themselves. He then referred to the advantage the boys had of being pupils of the Toronto Grammar School. There pupils, he could honestly say, were prepared in a manner that reflected the highest credit upon those engaged as teachers in that school. He also alluded to the scholarships as filling up the chasm existing between the Common and Grammar Schools of the country, affording a stepping-stone, as it were, to the University, and opening up to all the opportunity of achieving for themselves a high position—such a position as may be obtained in this free country of ours by the possession of industry, integrity, and intelligence, united with sound and honorable principles. He would conclude by addressing a few remarks to the pupils of the schools now assembled. There was no doubt whatever, he observed, that with the distinctions and honors obtained by children on an occasion like this, they would naturally turn their attentions to the distinctions and honors to be obtained in after life. And there was no doubt that these rewards held out inducements to those who now competed to contend afterwards in the arena of life. But it must be remembered that it was few who could obtain the highest stations—that in the world it was not, as at schools, fair play and no favor; and that the race was not always to the swift, nor the battle to the strong. Nevertheless they should bear in mind that, whatever their position in life might be, there was always that which could give happiness. It was not wealth nor pleasure that gave happiness; nor was it confined to the prince's palace, for it was more frequently to be found by the cheerful fireside of the peasant. In whatever situation in life they might be, it was possible for every one of them so to conduct themselves as to make themselves respected by the conscientious and efficient discharge of their duties. And when they passed away, no nobler epitaph could be inscribed than the simple statement that they were honest men; that in their day and generation they feared God and honored the Queen; that they discharged faithfully the duties of the position in which they were placed, and that they possessed contentment—that priceless jewel,

\* (See page 127.)

more valuable than any riches. If they received such an epitaph, believe him that a nobler eulogy than that was never graven by human hand on any monumental brass, or any sepulchral marble. (Loud applause.)

PLEASING CHARACTERISTICS OF OUR SYSTEM OF PUBLIC INSTRUCTION, AS EXEMPLIFIED IN THE PRESENT PROCEEDINGS.

The Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada, congratulated the assembly upon the occasion which had brought them together, the importance of which had been equalled by the excellence of the address that opened the proceedings. He was happy to see in this distribution, and in the examination which preceded it, the application of principles whose development would make us a great, free, and happy people. The great principle of self-reliance was that which was giving to this country the character which it had attained. To bring home to the little girls and boys that principle, was a step which would secure their ultimate happiness and prosperity. Our system of education, he observed, was not a free-school system nor yet a rate-bill system; but that which the rate-payers, in their respective sections, chose to make it. He was glad to see the manner in which these boys had progressed; some of them might occupy the Mayor's place one day, and some might fill the position of representative of this city. He rejoiced to see the application of another principle, which had given the highest honour to the British Empire—he referred to the fact that several of the distinctions and prizes, and honours, had been conferred upon those who were not of our own colour. (Applause.) If we went a few miles to the south, we found that in the neighbouring free republic, colored children were not admitted within the walls of the Common Schools—they had to attend schools isolated from all the rest of the population. It was creditable to the city of Toronto, that in this respect we had been able to rise above the prejudice which was a reproach to a large portion of this American continent, and he prayed God this principle might be applied still more extensively, that we might see those of a different colour occupying an equal place, not only in our schools, but in all the departments of public life in this country. He then remarked that the last time he had been present at a meeting in that hall was at an indignation meeting against the Board of School Trustees, for proposing to levy a rate for the building of two school houses. And the result of that meeting was the erection of a number of school buildings, than which there were none superior on the continent. He thought it incumbent on all to do what they could to educate the laboring classes of the country, and not endorse the principle that every man should educate his children at his own cost. Dr. Ryerson then referred to the means of education in Canada in his early years, contrasting them with those which now existed, and recommended the perfecting of the Common School system in Toronto, by the establishment of an English High School, where those who had learned all that was taught in the Common Schools, could obtain a more thorough English and commercial education, qualifying them for the discharge of the most important duties connected with the State, and with the various commercial and manufacturing interests of the country. He concluded by congratulating the master of the Grammar School upon the accession of such intelligent and diligent pupils to his class. He prayed God to prosper the glorious labor of education, and to enable them to build up a system upon which our sons would look with pride, affection and gratification. (Loud cheers.)

CANADIAN SYSTEM OF EDUCATION AS COMPARED WITH THE PRUSSIAN.

The Rev. Alex. Topp, M. A., Minister of Knox Free Presbyterian Church, Toronto, said as this was the first opportunity he had had of addressing a public assemblage of the citizens of Toronto, with regard to their educational system, and particularly their Common Schools, he might be permitted to express his admiration of the system generally as one that seemed peculiarly adapted to the circumstances of the people, and calculated, if rightly taken advantage of, to confer important benefits upon the youth and the population generally of this rapidly rising and extensive Province. He held it to be necessary that in a mixed community the education of the country should be of a national character; that it was the duty of the State to prevent its youth growing up in ignorance; and feeling this, he was inclined to believe that there should be something compulsory in the system—that is, compulsory so far as to ensure that all should be made acquainted with at least the common branches of education. He thought a great deal was due to the Chief Superintendent of Education for the zeal and intelligence he had displayed in bringing our school system to its present efficiency. He had had a visit, two or three weeks ago, from a very intelligent and learned gentleman from Berlin, in Prussia. After he had taken him to the Normal Seminary, and shown him the Common Schools of the city, this gentleman expressed his astonishment at the ad-

mirable arrangements of our school system; and said that even in Prussia, which it was well known held a very high place in matters of education, there was nothing at all so complete as our Normal School in its various departments. He (the Rev. Mr. Topp) hoped that the school system would continue to be of a non-sectarian character. The same reason led him to hope that unsectarianism would always be the characteristic of all our national institutions, including the University, an institution which was a pride to the city and to Canada, and whose grey walls he hoped would long proudly rear above the surrounding foliage. (Loud applause.)

GRAMMAR SCHOOL SCHOLARSHIPS.—PHYSICAL EXERCISES IN SCHOOLS.

At the recent examination of the St. Catharines' County Grammar School, the Rev. Mr. Phillipps, the Head Master, stated that since the establishment of six exhibition scholarships, he had received nine boys from the Common Schools, and three more had been chosen since. By this, two objects had been attained; first, a steady accession to the school of boys who were a credit to their former teachers, a credit to the Grammar School, and he felt confident they would yet be a credit to the country. The other was, the stimulus given to all about them, the advantage of which they were beginning to feel. He said every boy was obliged to study every subject taught in the school, and although it was often said he gave too much prominence to the dead language; he would add that so excellent were the Common Schools now, that if a boy wished to obtain more than a Common School education, he must study Latin and Greek. He had found that those boys who had come up to him from these schools were so well grounded in the branches they had there been taught, that they had never any difficulty in maintaining their position while studying the higher branches. He said, for instance, if you see half a dozen boys writing Latin verse, it is a fair presumption that the boy who succeeds in that would be able to keep his head above water through life, and succeeds in anything he might be called upon to study. Another matter he would allude to, which two years since he would not attempt to touch—that was cricket playing. His youth as a teacher was then one objection to him, and one that was strongly urged; but he was glad to be able to state that they had now in connection with the school an excellent play ground. Some persons expected a teacher to keep boys at work while at school, and then go home with each of them and see that they learned their lessons; but he believed that the moral and physical education of a boy was as necessary as the mental, in proof of which he cited English opinions and practice, and quoted from the *U. C. Educational Journal* several articles strongly recommending physical exercise, and as a valuable means suggesting cricket playing. In conjunction with one of his assistants, he had given a great deal of attention to the promotion of the game of cricket among his pupils, and should continue to do so while he had anything to do with a Grammar School.

#### IV. Papers on Practical Education.

##### 1. COMPETITIVE EXAMINATIONS.—AN EXAMPLE FOR CITY AND TOWN SCHOOLS.

On nothing has competition had greater and more decided influence than on EDUCATION, in the conventional sense of the term. We say in the conventional sense of the term, because we attribute every advance in civilization primarily to education.

Educationists in all ages have recognized the advantages of competition, and the more they have evoked it, the more successful have been their efforts. But never, perhaps, has competition been more vigorously encouraged as an auxiliary to education, than at the present time. It is a primary element in all our educational institutions. Its practical utility is demonstrated in our Universities, and in our Ragged-schools. Its influence on the education of the masses has been incalculable.

Every lover of learning, and of "fair play," must rejoice at the success of the movement which has thrown open to public competition, the English University fellowships and Scholarships.

The University examinations of middle-class schools in England, have proved eminently successful in furthering the object for which they were designed.

The Civil-service examinations, although they have not yet neutralized ministerial nomination in the way desired by the public, have nevertheless, paved the way for a system of open competition. In a word, competitive examinations have, in whatever form adopted, proved eminently successful in promoting educational progress.

To facilitate the education of the masses, it was absolutely necessary to raise considerably the standard of middle class education, and

this could not be done to any great extent, until the recent changes in regard to University Scholarships were effected.

"His education forms the common-mind."

and education has formed the common-mind of the present day. But the education to which we allude now, is not that of schools,—it is that of "home influence," and "society." The tendency of the common-mind is not so much to combine the various classes of society, as for individuals to aspire to the class above that to which they belong. Political equality and social equality, are very different affairs, so far are we from thinking that the tendency of the spirit of the times is to make a fusion of the social classes, that we incline to believe that stronger lines of demarcation will be drawn between class and class, and that the middle and lower classes will be decidedly sub-divided. The more democratic we become nationally, the more aristocratic and class-proud shall we become socially. The reason is obvious: whilst distinctions are plainly visible, they need not be pointed out, but when they are not apparent, it becomes necessary to shew that they really exist.

So it will be to the end of the dispensation. And after all, it need occasion no alarm. Actual social position will always mark social distinctions. *Stemmata quid faciunt?* the vicissitudes of families is notorious; the fickleness of fortune proverbial; and "society" will gladly avail itself of any indelible lines of class demarcation, that may be known and acknowledged. Education offers such lines. The labourer may have an education such as the Committee of Council contemplate for the masses, and yet in an educational point of view, he may be as far removed from the middle-classes as he is now, provided of course, that the standard of middle-class education be proportionately raised, and in proportion as the standard of middle-class education is raised, so will be that of higher class education.

The masses are not yet convinced that the benefits of education are so great as they are represented. We advocate compulsory education, but not in the common acceptance of the term. The compulsion must be moral, not legislative. Let parents of the lower classes be convinced that their children will be permanently and substantially benefitted by a good education, and they will not neglect the means placed within their reach to secure it for them.

The friends of education can do much without government aid, valuable as it is. The directors of the Liverpool Institute, one of the noblest educational establishments in this country, have recently set an example well worthy of imitation. The plan which they propose will of course for the present be regarded simply as an experiment, still we think that it is an experiment which, to be fairly tested, should be tried in other large towns, and therefore we gladly bring it under the notice of our readers, many of whom can do much to promote such a scheme in their own neighbourhoods, and in educational institutions with which they are connected. The plan to which we allude is detailed in a letter addressed by the secretary, Mr. Astrup Cariss, to the committee of each public elementary school; it is as follows:—

"The directors of this Institute, feeling it a duty to do all in their power to promote the spread of education, especially among the poor, are anxious to connect themselves more closely with the Public Schools in the town, so as, if possible, to afford to deserving youths increased incentives and facilities for carrying on their studies through the period corresponding with that of apprenticeship. They have therefore resolved, "That where the managing Committees of "the schools of Liverpool which are under Government inspection, "are willing to institute and conduct, for the purpose which herein- "after appears, annual competitive examinations of the boys about "to leave School, the Directors will grant to the best boy in each "School a free ticket of admission for twelve months, to those "Classes at the Institute which form the Second Section of the "Evening School; or to such of them as may be judged best "suited to his capacity and attainments."

"I transmit herewith papers containing information respecting the Evening Classes of the Institute. The following particulars may be mentioned here:—The Second or higher Section of the School comprises Third, Fourth, and Fifth Years' courses of instruction in English Grammar and Composition, History, Geography, Writing, Arithmetic and Mathematics. The fees are One Pound, and Six Shillings per annum. Yearly Examinations are held, when the first and second pupils of each year receive free admissions to the Classes of the following year. The Prizes of the Fifth Year's Class consist of five Exhibitions to the Evening Matriculation Classes of the Queen's College, in which department a Scholarship has been established, to assist the successful competitors to obtain the Degree of Bachelor of Arts of the University of London. The Prize Pupils from the Public Schools will be admitted to the competitions of their respective Classes, equally with the other pupils of the Institute.

"It should perhaps be stated that the Directors do not seek to make any part of the Examinations for the selection of the Prize Scholars; they require only that such Examinations shall be held as

are mentioned in the Resolution, and that the best boy in each School shall be certified as such by its Chairman, and Secretary or Master."

Most cordially do we wish the Directors all the success which so praiseworthy an undertaking merits, and we doubt not that in this we express the sentiments of thousands who have the education movement at heart.—*English Journal of Education.*

## 2. ON THE EXERCISES AND AMUSEMENTS OF BOYS AND GIRLS.

Gymnastic exercises for boys have lately received more attention than formerly, and very properly; for when practised under the direction of a skilful and judicious teacher, they are likely to be very serviceable. Care, however, should be taken that the youth does not overtask his powers; for, when immoderately practised, such gymnastic exertions may have a tendency, while they strengthen certain muscles, to stunt the general growth, and also produce ruptures and injuries of the joints. But we must lay especial stress on the rule—that under no circumstances should the exercises of the gymnasium be allowed to supersede daily play in the open air. And here, in passing to the distinct topic of amusements, we would insist on the great difference between even the best regulated course of routine exercises and that best and most natural recreation of mind and body which is to be found only in *hearty play*: walking, gardening, marching in military order, and many other modes of exercise, are very well in their proper place, but must not be regarded as substitutes for *play*. They can never, however judiciously employed, produce that flow of spirits, that invigorating effect both on mind and body which is found in genuine play. The spontaneous nature of the exercise taken in youthful sports, the freedom from routine and restraint, the excitement of spirit and flow of good humor, are in the highest degree beneficial. It is well not to interfere in the games of children beyond the necessary point of warning them against sports which are dangerous or otherwise improper. Some of their sports may be briefly noticed here.

*Running* races of moderate length seems unobjectionable. For *leaping* and *vaulting* we can hardly say so much, as the efforts made in these amusements are sudden and violent. *Cricket*, as usually played by boys, and several other games with bat and ball, may be noticed as safe and good exercise. On the contrary, "leap-frog" and some other similar games, in which boys leap over or upon the backs of their playmates, ought to be discouraged; and this, we think, might be most effectually done by explaining clearly to children the very serious effects of injury of the spine. We especially refer to a stupid game which we remember to have seen often in our school-days; in which a heavy boy will jump violently on the back of some weaker playmate, and remain seated there until the cowering victim has been fortunate enough to guess something or other. It is well that parents or teachers should be aware of some of the awkward and unsafe games played by boys, in order that they may dissuade them from such exercises. Throwing quoits afford excellent exercise for the arm and the eye; but may perhaps be regarded as attended with some little danger on the account of the incautiousness of boys.

Of *sedentary exercises* and amusements (for winter evenings and leisure hours in rainy weather), we need say little, as they are not immediately connected with the topic of juvenile health. Chess and draughts are among the best, as they furnish very agreeable exercise for some important powers of the intellect; while they are quite free from everything like a tendency towards gambling. When children are favoured with a taste for music, the exercise of singing (especially "part-singing") is highly to be recommended; but playing the flute and other wind-instruments at an early age is likely, we think, to be injurious.

Of in-door exercise for girls, we need not say much; for, unfortunately, their own ingenuity is sufficient to invent so many—in "crotchet-work," "Berlin worsted-work," making toys and ornaments, etc., etc. (to fill up the catalogue would overtask our powers)—that, in too many cases, healthful exercises are almost entirely neglected; while the greater part of leisure is devoted to sedentary pursuits. It is too little insisted on that girls, as well as boys, require a full allowance of hearty natural play in the open air; and that, when the weather will not permit this, the best in-door substitutes should be provided, in skipping, battledore, throwing balls, etc. We must add that we cannot look on the excitements of the ball-room as healthful for young ladies. On the contrary, we think that the late hours observed at such places, the ambition of dress, the hot atmosphere of the crowded room, and generally the nervous excitement and consequent fatigue and depression, are evils more than sufficient to counterbalance any good effects which might be supposed to be derived from physical exercise.—DR. HERBERT BARKER, on "The Hygienic Management of Infants and Children."

### 3. AID TO FEMALE SCHOOLS—CAPE OF GOOD HOPE.

The following Government Education Minute on the subject of "girls" schools has just been published:—"The important subject of affording aid to girls schools, in accordance with the principles and regulations on which aid is now granted to mixed (boys and girls) and boys schools, has been under the consideration of the Government. The Government is desirous to encourage the careful education of the female portion of the colonial youth in all useful and suitable branches of learning, and in habits of neatness and industry, as well as of modesty in dress and demeanour. As these great and necessary objects cannot be fully attained in a system of mixed schools, the Government is prepared to assist in the maintenance of separate schools for girls, according to the following scale: To first-class girls schools, a grant-in-aid of £30 per annum, under the usual conditions and regulations prescribed for aided public schools, namely—1. Every such school shall occupy a locality or station not otherwise provided for. 2. The aid afforded shall be in the shape of a grant, renewable annually should the school be conducted to the satisfaction of the Superintendent-General of Education. 3. The Government grant shall be exclusively appropriated to the support of the Teachers. 4. The Government will exercise the rights of approving the appointment of the Teacher, and the scale of school-fees, and of inspection. 5. The school committee (the constitution of which shall be satisfactory to the Government) must provide school-buildings, with proper offices and recreation-ground; and must guarantee a sum not less than the Government grant, for a period of three years, as the local contribution for the salaries of the Teachers. This sum may be raised by school-fees or local subscriptions, as the inhabitants may prefer; and further, the school committee must furnish such returns as the Superintendent-General of Education may call for. 6. The school shall be accessible to all, and the religious instruction during the ordinary school hours shall be confined to the Holy Scriptures. In regard to the classification of the girls schools, those will rank as of the second-class, in which the instruction is purely elementary, consisting chiefly of reading, writing, and the elements of arithmetic; in schools of the first-class, provisions must be made for superior instruction in the English language and composition, outlines of history and geography, arithmetic, plain needle-work and domestic economy, as far as it may be practicable. In the case of existing mixed schools, where it may be thought advisable to form a separate school for the girls, the Government will sanction an additional grant for this purpose to the extent of one half of the allowance, namely £25 for a girls school of the first-class, and £15 for one of the second-class."—April, 1860.

### 4. THE HOLIDAYS A GREAT BOON.

"A blessing," said Sancho Panza, "on him who first invented sleep; it wraps a man all around like a cloak!" By this ejaculation Sancho intended a blessing upon repose. The Schoolmaster's holidays come upon him like sleep upon a weary man. Therefore, say we, "A blessing on him who first invented holidays; they wrap a Teacher all round like a cloak." No one *grudges* the Teacher his holidays, while many *envy* him. After his labor, comes repose. This is but natural, and repairs the wear and tear which would otherwise abbreviate still more his brief period of existence. Schoolmasters are proverbially short-lived men, and it becomes them to pay strict regard to the requirements of health. One essential to their physical well-being is a periodical unbending to the blessings of repose. It is a popular error to suppose that Teachers, as a rule, get one day in every week for this purpose. The anxieties of the week always cling fast to the Saturday, and, what with meetings, committees, rehearsals, business calls, and other arrears of the week, this last day often passes away with but little repose. In some quarters there did appear, at one time, reason to fear lest certain additional requirements, on account of his Pupil-teachers, would interfere with even the partial rest of this day. This fear has subsided, and we hope never to be revived. The earth would indeed be a barren wilderness, without green spots and wayside flowers, and the most healthy of Teachers a victim to dyspepsia and but the shadow of a man, without the reviving influences of repose and recreation. Hence we say, "A blessing on him who first invented holidays!"

The time is fast drawing upon us when town Teachers will scramble off into the country, and country Teachers run up to town. The school-rooms will be untenanted, and apparently deserted. The green grass will be making its appearance around the edges of the well-trodden play-ground, and the reading-book and the ferule will slumber in the cupboard together. Even while we are writing, some, who have not yet made up their minds, are inquiring of themselves, "Where shall I go this summer?" Inclination points one way, perchance, and prudence suggests another.

Another question may suggest itself. "How shall I employ my

holidays to the best advantage?" A very worthy consideration, and one which demands a satisfactory answer. First and foremost, the aim of the vacation is to recruit the wasting powers of body, as well as of mind. Without a healthy body we cannot expect long to possess a healthy mind. Renewal of the body is first to be sought—a good scramble, plenty of vigorous exercise, chests-full of fresh air, thorough unbending of the faculties, and becoming boys again—this should be one aim, and not the least important one. We would not express our unqualified admiration of the Teacher who should rush off with his Euclid or his Æschylus in his pocket, and sit down, like old Parson Adams, by the wayside, to addle his brains, while he should rather be chasing a butterfly, or hunting a hare. Let him leave his Æschylus behind him, and ramble about the green lanes, and respire freely the oxygen of the country air. The Teacher should be, and must be, a studious man; but there is for every thing a time and a season, and this is not time to study books. Health comes first, and if this opportunity of improving it be lost, twelve months may pass before such another opportunity may arise, and in the meantime the penalty of losing it may have to be paid. The more studious the man, the more will he require this relaxation, and the less likely is he to give himself up to it; therefore we feel the necessity of urging it upon him. The careless and non-studious will neither need the remarks, nor is there much fear of his sinning. If the Teacher is desirous of acquiring knowledge with his recreation, he will find a thousand-and-one ways of doing it, without poring over books, or taxing his brain with study. Let him follow insects sporting in the sun beam, or watch the wild flower expanding in the hedgerow, and he will be sure to see therein something that he never saw before. Nature is a book which is ever new, and has always an unturned page for her admirers:—

"Nature never did betray  
The heart that loved; 'tis her privilege,  
Through all the years of this our life, to lead  
From joy to joy: for she can so inform  
The mind that is within us, so impress  
With quietness and beauty, and so feed  
With lofty thoughts, that neither evil tongues,  
Rash judgments, nor the sneers of selfish men,  
Nor greetings where no kindness is, nor all  
The dreary intercourse of daily life,  
Shall e'er prevail against us, or disturb  
Our cheerful faith, that all which we behold  
Is full of blessings."

We would not have it supposed, that every book which a man could put in his pocket, so that he may seat himself upon a tree-stump and read for half an hour, to rest himself, after a five-mile walk, should be "tabooed." Books which at other times he may scarce find time to read, and which demand no absorbing thought, can now form his companions. A good Story or Travels of interest, and even should it be something that he can enjoy a good laugh over, so much the better; but none of your dry stuff, no Blackstone's Commentaries or Morell's Analysis, or Butler's Analogy. All very good in their way, but better out of the way at such a time as this. Leave both School and Teacher at home, and "sink the shop." By no means carry the shop about with you; let the shop, and its customers too, be all forgotten; and stand erect, without care or concern, and go for a sail, or a row, or a day's quiet angling, if you love it as well as we do, down some solitary mill-stream, and forget that there are such things as schools or teachers in the world. Make good use of your lungs and your eyes; remember "Eyes and no Eyes," and if you choose to render a passing tribute to art, by sketching, now and then, an old tree, or a dilapidated windmill, do so by all means. Put your name at the corner, for it may find its way into the Scrap-book of a connoisseur, or, better still, be exhibited in a new National Gallery, as a specimen of high art. Having renovated his frame and elevated his spirits, by the reasonable use and not the abuse of his holidays, the Master will return with a full flow of spirits, and a more genial temper, to the discharge of his duties; and both Teacher and Taught will find cause to parodize Sancho Panza's exclamation, as we have done, by invoking "a blessing on him who first invented holidays, that wrap a Teacher all round like a cloak."

To each, and all we wish "God speed!"

—English School and the Teacher.

Land and Labor are the principal sources of public and private wealth. The more fertility we can impart to the one, and the more intelligence we can infuse into the other, the greater will be the returns they make, and the greater our means of happiness; for it is wealth rightly employed, that enables us to multiply not only our own, but the comforts and happiness of those around us. Yet it is not a few very rich men, or very wise men, be the aggregate of wealth and talent ever so great, that give prosperity to a state. It is the general diffusion, among a whole people, among the rank and file of society, of property and knowledge, and the industry, enterprise and independence which they beget, that renders a state truly respectable and great.

## V. Biographical Sketches.

### No. 17. SIR BRENTON HALIBURTON.

(Chief Justice of Nova Scotia.)

Sir Brenton Haliburton was the second son of the Hon. John Haliburton, who held for many years the office of head of the Naval Medical Department in Halifax, and was also a Member of Council. This gentleman married Miss Brenton, of Rhode Island, then a British colony, where he resided until the breaking out of the Revolution compelled him to leave, as he warmly espoused the cause of the mother country. His son Brenton was at that time a child of seven years of age; and he used to relate, that on one occasion the principles of loyalty which he imbibed from his father led him to give expression to his feelings aloud in the street, the indignation of the popular party was so strong, that, child as he was, he was actually led off to prison. The gaoler's wife, however, influenced by a kindly feeling towards the family, treated his offence as it deserved, gave him a piece of bread and butter, and sent him home in safety.

After his father's removal to Halifax, he was sent to school in England; he then returned to Halifax, and commenced the study of the law. When the Provincial regiments were raised, during the French revolutionary war, he joined the Nova Scotia Fencibles, from which, at the recommendation of the late Duke of Kent, he was transferred to the 7th Royal Fusiliers, then stationed at Halifax. He discharged his military duties with so much zeal and ability as to secure the approbation and good-will of His Royal Highness, then commanding the forces in Nova Scotia. Brilliant, however, as were his military prospects, he abandoned them, and resumed the profession of the law. That in taking this step he acted with sound judgment, we, who have seen him close a judicial life of almost unparalleled length with signal honour to himself and advantage to the country, cannot for a moment doubt. During this long period he was ever a painstaking and conscientious judge, and at the same time he was remarkable for his hospitality and cheerful disposition. In 1799, he married Margaret, the eldest daughter of the Right Rev. Charles Inglis, D.D., the first Bishop of Nova Scotia. Eight years after his marriage (in 1807), he was appointed a Judge of the Supreme Court. In 1816, he was appointed to a seat in the Council, then consisting of twelve members, and discharging both Executive and Legislative duties. In 1833, he was appointed Chief Justice of the Province, and became *ex officio* President of the Council, which latter situation he held until the year 1838, when the Council was re-modelled, and the Executive separated from the Legislative, and the Chief Justice and Judges ceased to be members of either. This series of appointments to successive offices of importance is doubly significant; it marks the estimation in which the man was held by his contemporaries, while by the applause which his discharge of the duties devolving on him secured, we have the best proof that their judgment of him was correct.

The singular combination of judicial with political duties thus thrown upon him, was an ordeal through which few men could have passed unscathed. Can we demand any better evidence of the unbending integrity and true liberality of Sir Brenton Haliburton through all these trying circumstances, than the fact that he has gone down to the grave at the venerable age of 85, without an enemy?

For a long period, owing to a combination of circumstances, he exercised almost the whole power and patronage of the Provincial government; and although himself a warm member of the Church of England, he exhibited great liberality towards the members of other denominations.

Blessed with a cheerful disposition, he possessed also a retentive memory, and a great fund of humour. These characteristics rendered him a most delightful companion, as those who knew him best can testify. Full of anecdotes of the lives and characters of the leading men of the Province, he was seldom or never the hero of his own stories, and consequently, from the stores of his information, but few of the facts of his own life could be gleaned; and thus many most interesting and instructive passages in his career have passed away with those who witnessed them.

No oblivion, however, can ever fall upon the great fact of the honourable and ennobling example which his life holds forth to all succeeding generations of Nova Scotians. His career is a bright example of that fame which another great lawyer said he desired,—“Which follows; not that which is sought after!” He would have been an honour to the Bench of any country, and we feel thankful that such a man so filled his high position for a period which almost covers half our history.

He has now gone through the last scene of all. But little more than one short year has rolled by, since, in his answer to the address of congratulation by the Bar on his elevation to a knighthood, he

closed it with the following touching words,—“And now, gentlemen, accept of an old man's affectionate prayer for your welfare; may you, at the close of life, feel the great comfort of having made your peace with God through the merits of your Saviour. God bless you all!” What more fitting end could we have desired for himself than the realization of his own prayer, which he has now experienced!—*Halifax Colonist*.

### No. 18. THE HON. JOHN MOLSON.

We have to chronicle to-day the death of one of the oldest, most prominent, enterprising and useful citizens of Montreal. The Honorable John Molson died between 11 o'clock and midnight of Thursday. He was born in October, 1787, and was consequently in his 73rd year. Mr. Molson's name was from the first connected with steam-navigation on the St. Lawrence. His father in the next year, (in 1809) after the first steamer began to ply upon the Hudson, had one, the Accommodation placed on the St. Lawrence, to ply between Quebec and Montreal. This was very soon followed by the Swiftsure. The son embarked in the enterprise from the beginning, first as the employee of his father, then on his own account, and afterwards as his father's partner. He always displayed great practical and untiring energy. While in command of one of the boats, which was given to him by his father to set him up in business on his own account, when a newer and faster boat had been built, he, for the first time known, ran between Quebec and Montreal at night; and so, with the slower boat, regularly and safely beat the faster one, by working while others slept. The river at that time was not lighted, and the pilots did not run at night. But the young man of action, not of talking, who had his fortune to make, had kept his eyes open, and turned to practical and valuable use what he saw. His father, seeing the use the son made with the boat, thought it better to have him as a partner than in opposition. The circumstance must have been highly gratifying to both; and we believe in after life, the son always looked back to this triumph with pleasurable feelings. It was a source of legitimate pride to him that he was the first to navigate the river between Quebec and Montreal by night, just as his father was the first to put a steamboat on the river, long before steamboats had come into common use in Europe. From that time till within a very few years, (less than ten) Mr. Molson has been one of the principal steamboat owners on the river. When railways were started, Mr. Molson embarked in them also. He was a large shareholder, and for several years president of the first Canadian Railway—the Champlain and St. Lawrence. Later, he joined his brothers in establishing Molson's Bank, of which he died the Vice-president. He had been for several years a director of the Bank of Montreal. Thus, for a long half century his name has been linked with the commerce and financial institutions of the city. He was, in the old time, a staunch tory of the purest water, and a prominent member of the “Constitutional Association.” When the Special Council replaced the Parliament, the functions of which were suspended on the outbreak of the rebellion, he was called to a seat in it. He was also a Lieut. Colonel of Militia. In 1849, the outrage put upon his loyalty, drove him to sign the too celebrated annexation manifesto, with so many other leal-hearted and impetuous spirits, an act which cost him, as others, his place in the Militia, and the Commission of the Peace, &c. He was for many years a zealous governor of the great Montreal charity, the Montreal General Hospital, only recently resigning his place at its board on account of his failing health. In 1856-7, he joined his two brothers in making a munificent endowment of £5,000 for a chair of English language and literature in the University of McGill College. For several months past his health has been giving way, and his disease, dropsy, has for some time past assumed a character which could only have one termination—a fatal one. So, full of years, having passed the allotted “three score years and ten,” with the respect of his fellow-citizens earned by so long a life so usefully spent, he has passed away; but he leaves behind a name which must be ever indissolubly linked with the annals of his native city.—*Montreal Gazette*.

### No. 19. JAMES McDONALD ESQ.

Mr. McDonald, late Sheriff of the County of Prince Edward, the youngest of thirteen children, was born in Grand Lake County, Province of New Brunswick, in the year 1807. His parents were natives of the Colony of New York, and readily espoused the cause of the British in the revolutionary war. At the termination of that war, they removed to the Province of New Brunswick, where, for upward of twenty years, they bore with the vicissitudes of that climate, and eventually removed to the County of Prince Edward, in this Province. The late Sheriff, though an orphan, and unavoidably exposed to the innumerable temptations of the world, nobly

resisted them all, and quickly rose in the esteem and affection of his numerous friends. He was formerly an efficient Local Superintendent of Schools, a warm advocate of the temperance cause, and a liberal contributor to religious and charitable objects.

## VI. Miscellaneous.

### 1. NAH-NEE-BAHWE-QUA.\*

The daughter of a Chieftain, she stands before us now,  
Her raven braids have mirrored no crown upon her brow ;  
Nor is she clad in royal robes of purple and of gold,  
Nor has she other herald than the mission she has told.

Yet beautiful, around her head, a halo bright is thrown  
Of faith, that in the darkest hour hath still more clearly shone ;  
And, robed in its own dignity, her woman's gentle heart  
Grows queenly with the majesty her nation's wrongs impart.

God bless thee, Queen Victoria ! may He thy spirit bless  
To understand the Indian's wrongs, and, knowing to redress.  
Thy sister, of the forest wild, makes her appeal to thee ;  
Oh, may'st thou of the name she bears thyself deserving be !

That future ages may record of England's matron Queen,  
A true and upright woman's heart in all her acts was seen ;  
The noble, and the peasant poor, the Indian in the wood,  
Uniting all in loving her, " Victoria, the good."

### 2. THE POWER OF THE VOICE OVER CHILDREN.

It is useless to attempt the management of children, either by corporeal punishment, or by rewards addressed to the senses, or by word alone. There is one other means of government, the power and importance of which are seldom regarded. I refer to the human voice. A blow may be inflicted on a child, accompanied by words so uttered as to counteract entirely its intended effect ; or the parent may use language, in the correction of the child, not objectionable in itself, yet spoken in a tone which more than destroys its influence. Let any one endeavour to recall the image of a fond mother, long since at rest in heaven. Her sweet smile and ever dear countenance are brought vividly to recollection ; and so, also, is her voice ; and blessed is that parent who is endowed with a pleasing utterance. What is it that lulls the infant to repose ? It is no array of mere words. There is no charm to the untaught one, in letters, syllables, and sentences. It is the sound which strikes its little ear that soothes and composes it to sleep. A few notes, however unskillfully arranged, if uttered in a soft voice, are found to possess a magic influence.

Think we that this influence is confined to the cradle ? No, it is diffused over every age, and ceases not while the child remains under the parental roof. Is the boy growing rude in manners, and boisterous in speech ? I know of no instrument so sure to control these tendencies as the gentle tones of a mother. She who speaks to her son harshly does but give to his conduct the sanction of her own example. She pours oil on the already raging flame. In the pressure of duty we are liable to utter ourselves hastily to our children. Perhaps a threat is expressed in a loud and irritating tone ; and instead of allaying the passions of the child, it serves directly to increase them. Every fretful expression awakens in him the same spirit which produced it. So does a pleasant voice call up agreeable feelings. Whatever disposition, therefore, we would encourage in a child, the same we should manifest in the tone in which we may address them ourselves.

### 3. AFFECTION AS AN ENGINE OF EDUCATION.

Of all the mistakes people make in education, by far the most fatal is the little use, or the bad use, made of that omnipotent engine—affection. It is melancholy to look round and see how the affections are crushed by the stern coldness of some parents, and dissipated by the folly of others, who take them and play upon them to gain some selfish or mean end ! There is nothing which cannot be obtained by means of affection. As to learning, it has hardly ever yet been applied to it, much less has its full power been tried. Yet not to learn from one we love is no more possible, than not to see when the sun lights up with brightness an object directly before the eye. S— is said to have been the naughtiest little girl that ever was seen or heard of, and very stupid too. One day, having been turned out of the school-room in disgrace for not saying

her lesson well, she went and sat down disconsolately at the top of the staircase, her tears pattering down on the cover of a French Grammar. "What is the matter, S— ?" said R—, who happened to come up-stairs just then. "I can't learn these French adverbs." "Give me the book," said R—. "Now, say them after me." She had not repeated them after R— four times before she new the column quite perfectly ; and from that day she never failed in any lesson in which R— was her instructor or companion. S—, in her turn, had the happiest of training to thoughtfulness and energy the mind of a child, who, when she took him in hand, seemed incapable of being taught. It was as if they had given her a cloud, and told her to change it into something substantial. However, he became so fond of her, that to be and do what she wished, was his dearest aim, and he attained it.—D. in *British Mothers' Journal*.

## VII. Educational Intelligence.

### CANADA.

— CHURCH OF HOLY TRINITY SCHOOL, TORONTO.—The annual examination of the pupils attending the school in connection with the Church of the Holy Trinity, took place 16th July, in the presence of his Lordship the Bishop of Toronto, several of the clergy, and a large number of the parents and friends of the pupils. The children, numbering upwards of eighty boys and girls, were examined in the several branches of education by the following gentlemen:—Examiners in Divinity and Latin—Rev. W. S. Darling, and Rev. W. E. Cooper, M.A. *Viva voce*, general examination—The Rev. the Provost of Trinity College. In Mathematics, History, and Geography—H. R. Fripp, Ex. Assoc. King's College, London. In French—C. E. Knowlly, Esq., Trinity College, Oxon. In Bible history the pupils particularly distinguished themselves, while in secular history, and other branches, they answered the questions promptly and showed that much care and attention had been bestowed on them by their teachers, Mr. Fripp and Mrs. Liddle. At the close of the examination the pupils sang an anthem very sweetly. His Lordship then presented the successful pupils with prizes, prefacing each presentation with a few remarks of commendation and encouragement. (See page 118.)—*Globe*.

— MODEL GRAMMAR SCHOOL.—SECOND ANNUAL EXAMINATION.—The second annual examination of the Model Grammar School of Upper Canada took place on the 25th and 26th July, in the Model School Buildings. Yesterday afternoon, the recitations were delivered and honours awarded, in the Theatre attached to the Educational Department, in presence of a very numerous assemblage. The admission was by ticket, and as many availed themselves of the privilege of witnessing the interesting proceedings, as the Theatre could conveniently accommodate. The proceedings commenced with music and recitations by the pupils, according to a programme which had been previously prepared. The prizes were distributed by the Rector of the School, the Hon. Chief Justice Draper and the Right Rev. Bishop Strachan. During the delivering of the prizes addresses were made by the Chief Superintendent of Education, the Rector, the Chief Justice, the Lord Bishop, for which see page 120. After all the prizes had been distributed, several of the elder boys stepped forward, and on behalf of the pupils presented the Rector, Mr. Cockburn, with a very elegant and costly silver inkstand, on which was engraved the inscription—"Presented by his pupils as a mark of their esteem and respect to G. R. R. Cockburn, Esq., M.A., Rector, Model Grammar School, Toronto, Canada West, July 26, 1860." The presentation was accompanied by an address. Mr. Cockburn replied in feeling and appropriate terms, thanking the scholars for this manifestation of their kindly regard. "God save the Queen," was then sung by the pupils with an accompaniment on the piano by their music master, Mr. Sefton, and the proceedings terminated with the benediction pronounced by the Bishop.—*Globe*.

— THE GRAMMAR SCHOOL INSPECTORS for the present year, appointed by the Council of Public Instruction for Upper Canada, are, the Rev. Dr. Ormiston, G. R. R. Cockburn, Esq., M. A., and the Rev. John Ambery, M.A. These gentlemen with the Head Master of the Normal School, have also been appointed Examiners of Grammar School Masters.

— A CANADIAN AT OXFORD.—The *Canadian Church News*, of the 25th, says:—"We are pleased to see by the *Times*, of June 30th, that the prize at Oxford, for the poem on Sir John Franklin, has been awarded to Owen Alexander Vidal, son of Admiral Vidal, of the Township of Moore. Mr.

\* "The Good Woman." A representative to the Queen from Canada.

Vidal was educated by the Rev. A. Williams, of Yorkville, and subsequently at the Trinity College School, from which institution he went to Trinity College, Oxford. This honor, attained at England's renowned University, by one of our Canadian youth, speaks highly of the talent displayed by the young man, and also of the thorough training which he received in his early years from Mr. Williams, and the sound teaching he subsequently obtained at Trinity School.—*Colonist*.

— **BERLIN COUNTY GRAMMAR SCHOOL.**—At the recent Examination of this school, the pupils presented the Head Master a handsome silver jug and salver bearing the following inscription: "Presented to C. Cammidge, Esq, by his pupils, as a testimonial of their respect for him."

— **PUBLIC SCHOOL EXAMINATIONS, TORONTO.**—The summer examinations in the various public schools in the city took place simultaneously 26th July in the presence of the members of the Board of School Trustees, several clergymen, and a large number of the parents, guardians, and friends of the pupils. The attendance of visitors, was over the average of previous occasions, and the great majority of those present were ladies. The pupils in the various schools acquitted themselves in a very creditable manner, and by their prompt replies gave ample evidence that the several teachers had been unsparing during the session in their care and attention. It was really surprising to hear the little boys and girls in some of the schools give the ready answers which they did to the clergymen and others when examined in History, Geography, Mental Arithmetic, Grammar, and even Astronomy. The examinations, as a whole, must have been highly satisfactory both to pupils and teachers, as the visitors present were loud in their encomiums relative to the proficiency of the scholars. At the close of the examination in each school, the children, entitled to them, were presented by the visiting Trustees with Certificates of Honour for punctuality and regularity in attendance, combined with good conduct. (See page 121.)—*Globe*.

— **TORONTO CITY COMMON SCHOOLS.**—The annual public distribution of scholarships in the Toronto Grammar School, prizes and certificates of honor, awarded to the successful competitors at the recent combined examination of the pupils of the Common Schools of the city, took place 27th July, in the St. Lawrence Hall. There was a very large gathering upon the occasion, the spacious hall being crowded to its utmost capacity by the pupils of the schools, their parents and others interested in education. The chair was occupied by his Worship the Mayor, and on the platform were several members of the City Council and of the Board of School Trustees, together with a number of clergymen and others.

After an address from his Worship the Mayor, the Rev. James Porter, Local Superintendent, read the report of the examiners at the recent combined examination. Robert Palen, the first on the list of boys who were awarded scholarships, was then called up.

The Mayor said before parting with the scholarships he would like to take the opportunity of imparting to the meeting a knowledge of how it was they were given. It was a good example given by the city of Toronto, and he hoped it would be followed by other municipalities throughout the country. This city for a few years past had granted \$1,000 annually to the County Grammar School, on condition that they authorized the Mayor, on behalf of the Council, to present fourteen boys—that is, two from each Ward—to attend the school free of expense. The boys who would now be called before the meeting were those whom the Board of School Trustees had recommended to him (the Mayor) as worthy of receiving this honor. He then read the scholarship, and presenting it to the boy, said, using the terms of the document—"Robert Palen, of the John Street school, I do hereby, on behalf of the Council, and as a reward of merit, present you the said Robert Palen, with the right of scholarship at the said County Grammar School, free of expense, for a period of two years." (Cheers.)

The following were presented with scholarships in the same manner:—

Thomas Mitchell, of the John Street School.

H. B. Spotten, of the Victoria Street School.

Richard Lewis, of the George Street School.

William Jardine, of the Louisa Street School.

Daniel Ryrie, of the Victoria Street School.

W. J. Spence, of the Phoebe Street School.

The prizes and certificates of honor were then presented by the Mayor.

After the delivery of the addresses inserted on page 121, the Local Superintendent made a few remarks upon the necessity of the establishment of a high school for girls, an institution very much required in this city.

The Rev. Dr. Ryerson, Chief Superintendent, remarked that under the law the ratepayers could establish such a school if they saw fit.

After a vote of thanks to the Chairman, which was briefly acknowledged by him, the meeting separated.

— **PUBLIC SCHOOL EXAMINATIONS.**—The local papers report most favorably of the recent examination of the Public Schools in the various city, town and school sections. Want of space prevents an insertion of some notice of them.

— **DARLINGTON SCHOOL PIC-NIC.**—The annual School Pic-nic of the Township of Darlington was lately held at the village of Hampton. The various schools of the Township, assembled at the Town Hall, and with their banners flying, headed by the respective Teachers and Hampton Brass Band. The pupils marched to the grove near the village, where they partook of the refreshments prepared for them. Various interesting addresses were delivered, and the Pic-nic seemed to give entire satisfaction. We doubt if anything equal to it has ever been held in Canada. It was a grand sight to behold the pupils enjoying themselves in the shade of the grove. The teachers of Darlington schools deserve the greatest praise for the manner in which the entertainment was got up.—*Oshawa Vindicator*.

— **EDUCATION IN THE COUNTY OF GREY.**—A series of papers are in course of publication in the *Owen Sound Comet*, on various elementary educational topics, which indicate an educational zeal on the part of the teachers which is highly creditable.

— **ST. MICHAEL'S COLLEGE, TORONTO.**—The annual examination and distribution of prizes took place at the above Institute on the 17th of July. Their Lordships the Bishops of Hamilton and Toronto, together with a numerous body of Clergymen from the country, occupied seats immediately in front of the Platform, while the body of the Hall was crowded by the parents and friends of the students. The examination began at half-past nine in the morning. Each pupil was tested upon his proficiency in the department which had formed his studies of the year. It was conducted rigorously, and disclosed the exact care with which they had been disciplined, and a complete converse with each particular branch of study. The result was the highest credit both to professors and pupils. In the learned languages there were displayed a thorough acquaintance with the fundamental elements, as well as the exquisite rhetoric of the Greek and Roman classics. With the more abstruse mathematical sciences there was manifest an equally astute proficiency. It was evident to parents that the most rigid care was bestowed upon the training of their sons. The afternoon was devoted to literary entertainments of more general interest. Some Dialogues in English and Latin were produced. In the former the younger pupils took part, and acquitted themselves with such credit as to elicit the frequent approbation of the audience.—*Mirror*.

— **ROMAN CATHOLIC SEPARATE SCHOOL EXAMINATIONS.**—The Examinations which have recently been held in the Roman Catholic Schools in the various cities and towns, are reported in the papers as highly creditable, and some of them particularly so.

## BRITISH AND COLONIAL.

— **ROMAN CATHOLIC EDUCATION IN ENGLAND.**—At present there are in Great Britain 12 colleges, all mainly intended for the education of the Roman Catholic priesthood, for it is well known that the lay education in them is made wholly subservient to that of the "church students," and is consequently at a very low ebb as far as secular and classical learning is concerned. The colleges are as follows:—St. Edmund's, near Ware Hertfordshire; the Benedictine College of St. Gregory, Downside, near Bath, Somerset; Stonyhurst College, Lancashire, (conducted by the Jesuits); St. Mary's, Oscott, Staffordshire; St. Cuthbert's Ushaw, near Durham; St. Lawrence's, Ampleforth, Yorkshire, (conducted by the Benedictines); St. Edward's, Lancashire; Mount St. Mary's, Derbyshire; College of the Immaculate Conception, Ratcliffe, Leicestershire; St. Bruno's, Flintshire, (conducted by the Jesuits); St. Mary's College, Glasgow; and St. Mary's, Blairs, Kincardineshire. Besides the above, there are noviciates or places for training novices, belonging to several of the Roman Catholic churches which are attached to the religious houses above-mentioned. The largest and most important convents for the education of the female portion of the upper classes among the Roman Catholics are those at New Hall, near Chelmsford, at Taunton, at Roehampton, East Bergholt, Suffolk, (lately removed from Winchester), Hammersmith, Princethorpe, St. Leonard's on Sea, Clanham, and York.—*English Journal of Education*.

— **MAYNOOTH COLLEGE.**—The visitors of Maynooth College—two Roman Catholic prelates, Dr. Dixon and Dr. Cullen, with Lord Fingal and



Chief Baron Pigott—held their visitation on the 20th ult. The number of students was 521, of superiors and professors 20; 92 students had been admitted to matriculation during academical year, and 49 were promoted to the holy order of priesthood. No change of importance had taken place in the general studies of the college, except the substitution of the *Theologia Moralis* of Scavini for that of Bailly as a text-book in the Divinity classes; and in the entrance course now takes place in a selection from the Greek and Latin fathers, for the purpose of familiarizing the students at an early period with patristic Greek and Latin. The health of the students had not been so satisfactory as usual; influenza prevailed early in the year, and as many as 75 were in the infirmary at one time, three deaths occurred in the year; one in the college, the result of insanity, the others in the country. The state of repair of the college is represented to be very defective, the Parliamentary vote for repairs having been discontinued since 1851, and the grant from the consolidated fund being expressly appropriated by Act of Parliament to other uses: hence a dilapidated infirmary, a new library not fitted up for books, no common hall large enough for the entire community, and a college chapel also inadequate to their accommodation, besides being of a style quite unsuited to the requirements of an ecclesiastical college, an important function of which is to educate the students in sacred ceremonial, and to form them to just notions of church architecture and decoration. Some correspondence has taken place on the subject of the repairs, and at the suggestion of Mr. Cardwell, the trustees of the college have reluctantly consented to resort to the arrangement recommended by the commission of 1853, of which Lord Harrowby was president.—*Times*.

— THE QUEEN'S COLLEGES, IRELAND.—The Presidents of the Queen's Colleges at Belfast, Cork, and Galway, have made their annual reports to Her Majesty, all of them of a satisfactory character.

Within the last ten years 1,316 students have matriculated at the three colleges, and the numbers are on the increase. Last year as many as 494 students were in attendance, 318 of whom were matriculated, the rest (many of them medical students) attending the lectures of individual professors.

At Cork and Galway the Roman Catholic students form half of the whole body. 169 Roman Catholics are now in constant attendance on the lectures at the three colleges, which is stated to be a greater number by 50 per cent. than were on the books of Dublin University before the colleges were established.

The President of Belfast recounts with satisfaction that students from that college have gained a first place at the Woolwich examination, first in the Inns of Court, London, and first in the East India examination.

The President of Galway expresses the greatest satisfaction at the announcement by the Government that a measure is in contemplation for establishing intermediate schools, the want of which to fill up the void between the national school and the Queen's Colleges has been felt from the very first. It is stated that a comparatively small grant in aid of local contributions would be sufficient to lay the foundation of a scheme which might from time to time be extended by granting endowments in particular cases.

An ordinance of the Queen's University has been issued which will lighten to some extent the courses for the degree of B. A., and afford greater opportunity for the study of modern languages. The ordinance also institutes a diploma of "Licentiate in Arts" for those who have studied a curriculum less extensive than that required for a B. A. degree, but more adapted to the purposes of middle life, and the requirements of the trading and commercial classes; and it is proposed, besides, to hold examinations of candidates who are not members of the Queen's University, and to grant them first and second class "certificates."

The Queen's College at Belfast also undertakes to give a "college certificate of proficiency," after examination, to those who can win it, having attended college lectures for two years; and the Chamber of Commerce recommend the merchants of Belfast to give a preference to those who obtain the college certificate.—*English Journal of Education*.

— UNIVERSITY OF NEW BRUNSWICK.—Dr. Hen, of Horton Academy, N. S., has been appointed President of the University of "N. w Brunswick." Dr. Hen, was for several years connected with the Wesleyan Academy at Sackville. The *Carleton Sentinel* says, it is rumoured that Judge Wilmot was offered the appointment, but declined, and recommended Dr. Hen. The Doctor is pretty well known here, in fact he is a native of the Province.—*Colonial Presbyterian*.

## VIII. Departmental Notices.

### 1. PRÉ-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 new Customs duty, as may be necessary.

### 2. INDISTINCT POST MARKS.

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

### 3. 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 will be sent direct to the head Masters, upon application to the Department.

### 4. PUBLIC SCHOOL LIBRARIES.

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

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Prison Libraries, and Teachers' County Association Libraries, may, under these regulations, be established by County Councils, as branch libraries.

### 5. PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for prizes in Grammar and Common Schools. Catalogues and Forms forwarded upon application. Where Maps, Apparatus, Prize, or Library Books are required, it will be necessary to send *not less than \$5* for each class.

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

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

ADVERTISEMENTS inserted in the *Journal of Education* for twenty-five 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, 12½ cents each.

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