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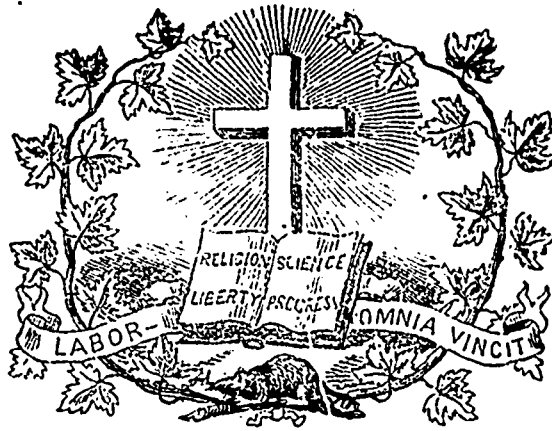
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JOURNAL OF EDUCATION.

Volume V.

Montreal (Lower Canada) November 1861.

No. 11.

SUMMARY.—LITERATURE.—Poetry: The Falling snow.—If mother were here, by Anne E. Howe.—By and by.—EDUCATION: Address to teachers on the advantages of Union, by John Bruce, Esq., Inspector of Schools.—Education of the poor in England, (to be continued).—On the teaching of grammar.—School Days of Eminent Men in Great Britain, by John Taints. (continued).—OFFICIAL NOTICES:—Appointments: School Inspector.—School Commissioners and Justices.—Erection of School Municipalities.—Diplomas granted by Boards of Examiners.—Donations to the Library of the Department.—EDITORIAL: Visit of the Governor General and Lady Monck to the Laval University and Ursulines Convent.—The Brothers of the Christian Schools.—Geography, Arithmetic and Statistics.—Reports of the Inspectors of Schools for 1859 and 1860. (continued).—MONTHLY SUMMARY: Educational Intelligence.—Literary Intelligence.—Scientific Intelligence.—Statistical Intelligence.—Miscellaneous Intelligence.

LITERATURE.

POETRY.

THE FALLING SNOW.

How gently falls the snow!
The air is calm and still,
The whispering winds have ceased to blow
O'er wintry plain and hill;
And now from all the o'ershadowed skies
All noiselessly and slow,—
As sent on tenderest ministries,
So falls the feathery snow.

How rudely falls the snow!
When o'er the frost bound earth
The angry storm-winds fiercely blow
From the far icy north;
On, on, before the furious blast,
Till whirled in drifts below,
The myriad flakes go hurling past,—
So falls the arrowy snow.

How lightly falls the snow!
To those where fortune smiles,
How gay the wintry moments go
Where festal mirth beguiles,
'Tis but the call to wilder joy
Than milder seasons know,
And sport and dance the hours employ,—
So merrily falls the snow.

How heavily falls the snow!
To those—the suffering poor—
How cold the hearths where want and woe
Have opened wide the door;

O, long and lone they count the hours,
And heart and hope sink low;
For o'er their lot a grim fate lowers,—
So dearly falls the snow.

“IF MOTHER WERE HERE!”

BY ANNE E. HOWE.

My life is so weary,
So full of sad pain;
Each day brings its shadows,
Its mists, and its rain.
There's no ray of sunshine
My pathway to cheer;
But sorrow would vanish
If mother were here.

Each hope for me blooming
But blooms to decay,
Each joy that I treasure
Soon withers away.
My dreams, full of beauty,
In gloom disappear;
But soon all would brighten
If mother were here.

O, to lay my poor head
In her dear lap once more,
And feel her soft fingers
Stray lovingly o'er,
And catch her fond whispers
And glad word of cheer;
How soon grief would vanish
If mother were here!

How tender her tones were,
How loving and sweet,
As she told me of life,
And the trials I'd meet.
Yet little I cared then,
But little did fear,
For she was beside me;
My mother was here.

Now, flowers bloom above her,
And winds in the grass
Breathe low, solemn dirges
As gently they pass;
And I'm left to mourn her
With many a tear.
O earth were far brighter
If mother were here.

But O, when this life's
Restless moments are passed,
And I go to abide
With the angels at last,
Among the rich joys
Which in Heaven I'll share,
Is mother, sweet mother,
Who waiteth me there.

—
"BY AND BY."

There's a little mischief-maker
That is stealing half our bliss,
Sketching pictures on a dreamland
Which we never seen in this;
Dashing from our lips the pleasure
Of the present, while we sigh—
You may know this mischief-maker,
For his name is "By and by."

He is sitting by our hearthstones,
With his sly bewitching glance,
Whispering of the coming morrow,
As the social hours advance;
Loitering 'mid our calm reflections,
Hiding forms of beauty nigh,—
He's a smooth deceitful fellow,
This enchanter, "By and by."

You may know him by his mincing,
By his careless, sportive air,
By his sly obtrusive presence
That is straying everywhere;
By the trophies which he gathers,
Where his cheated victims lie,
For a bold, determined fellow,
Is this conqueror, "By and by."

When the calls of duty haunt us,
And the present seems to be
All of time that ever mortals
Snatch from long eternity;
Then a fairy hand seems painting
Pictures on a distant sky,
For a cunning little artist,
Is the fairy, "By and by."

"By and by," the wind is singing,
"By and by," the heart replies;
But the phantom just before us,
Ere we grasp, it ever flies.
List not to the idle charmer,
Scorn the very specious lie,
Only in the fancy liveth
This deceiver, "By and by."

—Student and Schoolmate.

EDUCATION.

Address to Teachers on the Advantages of Union.

It needs little argument, little reasoning, to show that instructors of youth, have hitherto been too much isolated.

The only way of making their experience more available to the community; the only way of promoting their own improvement most advantageously; and of elevating the character of the profession, and of contending with most probability of success, with the difficulties, and hardships, and the many perplexities which encompass their profession, is, in my opinion, by unions or associations. United, their common interests, and duties and occupations, can be made the subject of consideration. It is no longer a matter of doubt, requiring laboured arguments, to prove that as certainly as social intercourse is the means by which the savage can be civilized, so certainly is every science promoted and every art improved by the association of those devoted to it and the interchange of their views and experience, and their combination, when necessary, to encourage the improvement of others, and aid on their own.—Education is both a science and an art, and it is

high time, that every means should be employed to reduce its hitherto empirical processes to something like system; and to collect the scattered experience of educators into a body of principles. And we rejoice to see that these views are rapidly pervading our country. It is evidence of growing interest in the cause of education, of growing enlightened views respecting teaching, and by what means the one can be best improved and the other promoted.

So long as teachers remain isolated they are without that unity of counsel and of effort, of influence and of action,—wanting which no cause can be but feebly promoted, nor any art but lamely and slowly improved. Without it can any cause be advanced with the same continuous vigour; or measure carried out with the same amount of certain success? Nor is there any object of pursuit, any thing bearing on the happiness of man, and the well-being of society so worthy the attention, so worthy the co-operation of all as education. How much does all that man desires to have, or to be, depend on it? Desires he to be wise or intelligent? He can be neither without education. Is it his wish to be a useful member of society—aiding to promote its well-being, or advance its civilization? Without education how futile will be his efforts. His rise in society, or in the scale of moral worth depends on nothing so much as an enlightened, religious education.—No art has a totality of good that comes near it. Its entire value cannot be estimated. We may approximate and contrastedly estimate, but its full value we cannot find out. Neither the teacher nor the taught, can fully prize what it has done and is now doing to enlighten and civilize the world, far less what it is destined yet to effect in the mighty future.

You know something of the progression of numbers—arithmetical and geometrical—but no fundamental property—no invariable law of computation do you know, by which you can compute the full integral of progressive educational results. No calculus can reach it—no exponent can give it a definite form. It is too transcendental to be brought within the compass of numbers. Enough—that results lie within reach; that we can see, and hear, enjoy and most profitably take advantage of the thousand of the high and blessed results of education.—But let us return to our proper subject, which is, to press upon you the advantages to your profession, as well as to yourselves, of a union.—What can be more praiseworthy, can show more earnestness in your professional calling than banding yourselves together for self-improvement? And tends it not besides, to elevate your position in society? The proper standing of educators is as yet scarcely—if at all admitted by the many. What is it that gives place and standing to any profession? Is it not its value to man? Now tell me what vocation stands in advance of that whose sole and single object is to develop and train genius—bring out, and educate the moral capabilities of man—and thus give health and might—impulse and direction—to the undying energies of his mind? I know none.

Allow me then to direct attention to a few of the many advantages of educational unions: 1st. They tend to diligence in the teacher's calling; for frequently associating with his fellows the teacher comes to know not from the tongue of the defamer, but from his own confidants—engaged in the same field of labour, and equally jealous of the honour of their profession, the advantages and good results of a well regulated steady diligence, as well as their opposites,—manifested in that lazy and sluggish way of doing business, which fails not to bring discredit on the profession, and causes the loss of the esteem and good-will of society. And what is commendable in the diligence of our teacher, or wanting in that of another, can be marked out and specially noticed, within the bonds of brotherhood in a way in which it cannot be done beyond them.

2nd. Union among teachers is very favourable to emulation. In no state or position is the principle of emulation more potent than where we are incited to cope with each other in parallel paths, and all have the same end in view and honour at stake. Influenced by these, in harmonious union, teachers can, and will do more to stimulate and cheer on each other in their noble and ennobling work, by which they will secure a larger amount of distinction to themselves, and confer on society an increase of general advantage. And who in any profession is not emulous to gain some distinction, and to it be an honour?—But I mean not that species of emulation which makes its possessor the victim of inordinate vanity. It is only when a man, in the exercise of reason and conscience, and high moral influences, has succeeded in correcting what is wrong, and confirming what is right in the original bent of his mind; in reclaiming his affections from unworthy objects, and in fixing them on such as are noble and virtuous,—it is then only, that this excellent faculty is seen in its true aspect, operating in its proper sphere, and accomplishing the high ends for which the Creator implanted

it. Now, with the educator one of these high ends is the developing and training of the minds of youth, and storing them with suitable and useful knowledge, and his efforts to do this, must, I am confident, be not a little strengthened, and himself more encouragingly stimulated in the discharge of duty, in union with his fellow teachers.

3rd. *Self-culture* also greatly benefits by association. And who more needs self-culture than the teacher? Almost all his labours demand intellectual activity, and are best and most efficiently carried on by those who most invigorate their minds and store it with truths. It is mind, after all that does the work of the world; so that the more there is of mind—combined with skill and intelligence, the more work will be accomplished. A man, in proportion as he is intelligent, makes a given force accomplish a greater task, makes skill take the place of muscles, and, with less labour, gives a better product. Make men intelligent and they will become inventive—they find shorter processes. Their knowledge turned to account by a well-trained mind, enables them to work with more skill by applying more skill to the work; and their minds, rich in inventions, are ever on the stretch to improve and to test—extend or abridge, every process, and every mode of working. And who needs more than the teacher that intelligence and that inventive practical skill, which enables the possessor to do all this? To educate a child perfectly require profounder thought, greater wisdom, more knowledge of the developing mind, and a deeper insight into the working of its powers, than to govern a state; and for this plain reason, that the interests of the latter, and of its wants, are more superficial, coarser, and more obvious than the spiritual capacities, the growth of thought and feeling, and the subtle laws of the mind, which must all be studied and comprehended before the work of education can be thoroughly performed. And yet to all conditions of life this greatest work on earth is equally committed by God. What plainer proof need we, that a higher culture than has yet been dreamed of, is needed by our whole race?—But the teacher has not only to study the laws of the mind—its powers—mode of development—and their associated workings; he has the still as, if not more, difficult task to study, and as far as possible, master—viz.: how most suitably and effectively to deal with the expanding—tender—and plastic mind of youth; and the different ways by which it is to be most suitably and advantageously trained, knowledge communicated, truths explained and principles unfolded and illustrated. And all this supposes much study, much reading and research, and a vast deal of self-culture. Thus to prepare himself for his arduous work, associating occasionally with others engaged in the same work, and equally emulous to possess higher qualifications, offers many advantages. By the collision of bodies light is struck out. When mind meets mind, bent on the same pursuit—having the same end in view, how seldom happens it that no farther or no new light is thrown on the subject of enquiring? Each mind throws its own ray thereon, and all the rays thus concentrated must make more distinct and manifest—and draw out to view more clearly, its nature and peculiar characteristics. Let but teacher meet teacher earnestly desirous to improve and to be improved, and most assuredly his object will be gained: he will both improve himself, and help to improve others.—Where there is a free, an open and an unrestrained interchange of thought, the knowledge and experience and professional skill of each will become the common stock of all: and thoughts thus stocked, never fail to multiply,—multiply with a proper and more suitable character, and just because the products of minds congenial—stamped with the same professional characteristics.

Suffer me then to put the question—is it desirable that something be done (and too much in my opinion cannot be done), to raise the character of our teachers in intelligence and teaching skill? There is no escape from education. Everywhere around us, abroad and at home, in the school and out of the school, it ceaselessly advances. Shall we fall in and keep up with the moving current, or shall we allow ourselves to lag behind? “I speak as unto wise men, judge ye what I say,”—surely the latter cannot be your wish: and if not, I would press upon your consideration the subject of a teacher's union.

4th. Again, union among teachers gives them a new-elevated and more advantageous position. They cease to be strangers to each other. They come to know each other's state, difficulties or troubles: and so have it in their power to counsel, advise or encourage each other. United, they can secure and preserve a more commanding position in society,—assist their rights and resist encroachments on these, more advantageously.

Without some bond of union, teachers can scarcely be said to form a class of subjects. They stand separate and alone,—as

much strangers to each other as if their vocation were totally distinct—the individual objects of animadversion—criticism—or censure, and too weak, because standing alone, to rebut the slanderer, or confute the busy intermeddler.

5th. Advantage of a union among teachers is, that in a united capacity they are better able to resist opposition and remove different hindrances in carrying out improvements in conducting schools and in teaching.—Alone and singly, educators have done wonders in improving our race, advancing civilization, giving an onward impulse to society, preparing the human mind for pushing on in making improvements and discoveries in arts and sciences, and, best of all, giving men's minds a godly mould and cast—preparing them for their eternal onward progression. But unitedly, I am satisfied, they might have done more—much more. “Two are better than one;” “and a threefold cord is not quickly broken,” says Solomon.—The question is settled, that unity is strength in advancing any cause. Thirty years ago, a living writer of the greatest fame, said: “This is the age of societies.” Since then their number has been greatly increased. What scheme is in our day prosecuted without a unity of effort? What cause is carried on to ameliorate or improve man's condition, make inroads on vice, ignorance and barbarism, or widen the basis and give more stability to the foundations of truth upon which to rest, without united action? And none needs more funded agency than the Educator? His work lies at the very root of improvement; but in carrying it on he has to contend with opponents, and opposing causes, and is often in danger without unity of effort, and the support and backing of the enlightened and philanthropic to succumb to the difficulty of his task. By such aid and united action, his hands cannot but be strengthened and himself cheered on. To meet opposition he has his phalanx; in dealing with what is difficult or arduous, he has his council of brotherhood; encompassed by the perplexities of parental ignorance, any notions, or utopian schemes, he has at his command the advice and experience of those who may have been or are similarly placed and on whose counsel he can rely; or should he be earnest in seeing the brightness of education—still brightening,—thus united, he has the example and sees the co-working of men possessing the same honest convictions of his own mind.

Speaking generally of the subject of professional organization, I would view it under two aspects,—the one of the work, and the other of the worker. First, then, let us inquire, a little farther, how the *work* of education calls for the organized co-operation of those engaged in it. Let us take a hasty view of the domain over which teachers are made overseers, and looking abroad upon the objects of their charge, see we not, as it written on each one by its Creator,—“Take this child and train it for me.”—To what condition would the helplessness of infancy give place in the absence of all mental and moral training, it is hardly possible to say. We may have a faint idea—and but a faint one of what no training would do; and of what evil training does do, we know more than what is sufficient to make the mind sad and sombre. But let a succession of generations be left at the mercy of either; let ignorance, without check or control, play its part in deteriorating humanity; and let the corrupting influence of evil training, have a full dominant sway, sad and rapid would be the downward progress of man. How soon would a moral chaos rage around, in the vortexes of which all goodness and beauty would be swallowed up and lost. With man, progress is a universal condition. There is no standing still. Where onwards and upwards are not his advances—they are backwards and downwards. It has been so since Adam was driven from Eden. Nations have run the circle of crime and suffering; have lived unhappily, ignominiously and passed away ingloriously. Others have succeeded them, but to run the same fatal circle, and to reach the same inglorious goal. As with nations so with individuals; only they have played a briefer part. This part of man's history is a melancholy picture,—yet it is a true one. Long—long hath the current of vice and ignorance flowed on bearing along with it the whole of that nobility of soul which the Creator engrafted on his nature.—Now what is the educator's object? Is it not to stem and as much as possible, dry up this pestiferous azotic stream? Is it not to turn upon it one bearing health and life—and itself an element of sanity and incorruptibility? Every truth lodged in the youthful mind, every Bible precept worked into the heart becomes a stemmer to the tide of ignorance and vice. And just in proportion as the work successfully goes on, so will the current of man's misery and degradation ebb and its flow lessen. And is there not in this single idea something that should deepen the sense of the moral importance of your labours—something that calls to unity of effort in this paramount work—that thus linked together by kindred affections, and kindred

feelings of official aim and unalterable constancy, you may be able to cheer each other on in that work in the advancement of which every civilized society under heaven is less or more interested. But farther, there is such a thing as a kindred feeling of official reciprocations; and this feeling can never be so advantageously fostered and brought out as in a unity of brotherhood—in which each member, less or more feels the wants and sufferings, the difficulties and trials, the perplexities and oppositions, the sneers and reproaches, the unjust calumnies and groundless charges, endured by his fellow, as if part of his own—claiming his sympathy, demanding his consideration and invoking effort in his behalf. The benefits of being so associated are, indeed, too apparent to require enumeration: for as on the dark, so on the bright side of kindred feeling. The comfort and the success of each adds to the satisfaction of all; and what does the support received—individual or public, and the hearty good will, and earnest co-operation of parents and others, become but a kind of common stock—serving to strengthen, stimulate, and cheer on the whole brotherhood in their common cause? And see you not in all this, how much the union I advocate tends, properly conducted and duly encouraged, to elevate and strengthen the teacher's position, and to add to the respectability of his office? But isolated and alone, undistinguished as of a class, without a centre of counsel and effort, how weak and futile in securing his rights—redressing his grievances, or in making his office one of respectability and fair emolument must, comparatively, his every effort be! What handicraft, has not its unions; what profession has not its centralization of effort and action? What branch of science or of art wants its functional organ to make and push on discoveries and improvements? No wonder that the office of teacher ranks so low, or that the principles of his art are not more developed; no wonder that the working results of his profession are, in growth, so frutescent, or that his vocation is so noted for its monotonous, wearied, and unremitting drudgery; and which brings to view another advantage of professional union, namely, that of congenial sociality. Coming occasionally together to exchange thought—free of the forms of etiquette, must give rise to an impulse of spontaneous kindness, and earnest sincerity, which cannot fail to exhilarate the mind and for a time, relieve it from the care and ennui of office. And truly few need more such relief than the toil worn educator. To him the glad and social emotions which receive expression in the smiles and gratulations of his associates in office must be truly refreshing.

JOHN BRUCE,
Inspector of Schools.

Education of the Poor in England.

The New Poor-law Amendment Act ventured as far in providing education as would have been permitted at the time, and as far as seemed necessary. The failure of work-house schools was a discovery which could be made only by experience. But it was made soon. As early as 1837, a committee which was appointed to consider the working of the Poor-law, recommended that the Poor-law Commissioners be empowered, *with the consent of Guardians*, to combine parishes or unions for the support and management of district schools, and to regulate the distribution of the expenses of such establishments.

In 1841 the Poor-law Commissioners published a Report on the training of pauper children, in which the same recommendation was forcibly urged; and finally, in 1845, an Act was passed which gave them the necessary powers to make a combination of such Unions as should desire it for the purpose of making a district school common to them all, to which might be sent the orphans and deserted children, and 'those whose parents or guardians are consenting to the placing of such children in the school of such district.' The Act at first contained limitations as to distance and as to the expense of buildings, which had been introduced to disarm opposition, but which were subsequently found to be unnecessary and inexpedient, and were removed. The clause which makes the parent's consent necessary is still in force, and the Act is permissive only, and not imperative. This was no oversight or miscalculation on the part of the framers of the Bill. In no other form could it have been passed. The plan was an experiment of doubtful issue, involving a considerable expense, and highly unpopular with the guardians generally and with that large portion of the public who had given the subject no attention. In consequence of this want of coercive power, the Act has remained practically inoperative; only six district schools up to the present time have been established in England and Wales, and thus far it may

be said to have failed. But in another point of view success has been complete. The experiment has been conducted with a degree of prudence and caution which would not have been called into action if it had been enforced by authority. Individuals of earnest convictions and untiring zeal have exerted themselves to overcome the objections of guardians, to diminish expense, and by their personal superintendence to promote in every detail the welfare and efficiency of the infant establishments. The evidence collected by the Commissioners, as to the success of these schools in withdrawing their pupils from the class of paupers and turning them into useful and respectable members of society, is full and convincing. Instead of loading our pages with quotations from the Report, which the reader may more satisfactorily consult for himself, we will draw his attention to a single specimen which has more especially been brought within our notice.

These schools, in their details and their management, vary, of course, as they are situated in thickly or thinly peopled, in manufacturing or rural neighbourhoods. The school in question belongs to a district where, on the whole, the agricultural character predominates. It was established, about twelve years ago, by Mr. Wolryche Whitmore (1), now, alas! no more, whose unwearied exertions, both in and out of Parliament, in the cause of social improvement have entitled him to a more widely-spread fame than in this forthsetting age falls to the lot of merit when clogged with modesty and an unselfish indifference to applause. By his personal influence he induced four Unions—Bridgnorth, Cleobury Mortimer, Seisdon, and Madeley—to coalesce and form 'The South-East Shropshire School District.' On the removal of the limitations as to distance, other Unions were invited to join them. But the efforts of the gentry to effect this junction were defeated by the farmers, who formed the majority at the Boards. It is very much to the credit of these same Boards, and it speaks volumes in favour of the school, that these Unions, though they have now no longer the option of forming an integral part of the district, avail themselves of the permission to ally themselves as 'foreign Unions' and to send their children to the school at a stipulated rate of payment. At that time we did not possess the evidence which is now before us (and to which we shall advert presently), to prove that mental labour cannot with advantage be imposed on your children for more than three or four hours a day. It was not then, nor is it now, generally acknowledged that schools for the working classes, if they are to impart the full benefit derivable from education, should be of an industrial character. But the founders of industrial schools, among the first of whom was Mr. Whitmore, anticipated both these discoveries. He hired a house, at a very moderate rent, which was adapted to the purpose of its new inhabitants at the reasonable cost of 1000*l.*, to which the sum of 300*l.*, was subsequently added for further enlargements. It was situated in the village of Quatt, near enough to his own residence to enable him to give the establishment the benefit of his own frequent and vigilant inspection. Adjoining it he leased to the district Union, at a fair rent, a plot of twelve acres to be cultivated by the boys, under the direction of a bailiff. A quarter of an acre was allotted to the garden, a little less than ten to spade and fork husbandry, and nearly two to pasture. At the present time the farm is in excellent condition, and the live stock consists of one horse, four cows, and a few pigs. This part of his plan encountered much opposition as being expensive, and not a little ridiculed as being visionary. However, from the first he was able to show that the farm paid its own expenses. By the neighbouring ratepayers, and the many sceptics by whom every attempt at improvement is jealously scrutinized, the tiny farm and its boy cultivators were treated as a philanthropist's toy, and the favourable balance-sheets were attributed to Mr. Whitmore's benevolence, who made up from his own 'home-farm' the deficiencies of the crops or the casualties of the stock. Whether in any instance these surmises were just we have not been informed, but the farm continues to prosper, though its humane and generous patron is gone to his rest, and sleeps in the churchyard within the shadow of the school-walls. The balance-sheet for the half-year ending Lady Day, 1861, gives a net profit of 37*l.* 2*s.* 5*d.*

(1) Whatever merit may be claimed for opposition to the corn laws, that merit is due to Mr. Whitmore beyond all other. More than twenty years before their repeal he published his first pamphlet in favour of 'free trade.' He was scouted as a visionary by statesmen of all parties, and by none more contemptuously than by the leaders of the Whigs. His annual motion on the subject had no effect but to lower his reputation as a statesman, and to send the House to dinner. Free trade was at last established, and no tribute was paid to its (we may almost say) only consistent and disinterested champion. *Tulit alter honores!*

The salaries are such as to attract a very superior class of teachers. The schoolmaster and superintendent has 105*l.* a year, of which 55*l.* is paid by Government; the matron (his wife) 50*l.*; a schoolmistress 50*l.*, of which Government gives 36*l.*; a man to direct and assist in the cultivation of the land is paid 20*l.* a year, half of which is given by Government, by whom also is wholly paid a female industrial teacher; the medical officer receives 35*l.* a year, of which Government pays half; the chaplain 25*l.*

By the financial statement of the last year it appears that, deducting the Government allowances and the farm receipts—

	Per Week.
Food, firing, and necessaries cost, per head	s. d. 2 8½
Clothing.....	0 7
Common charges and repayment of loan	1 10½
Total.....	5 2½

We do not give these expenses as remarkable for their smallness or incapable of diminution; nor shall we endeavour to reconcile the discordant statements we have seen as to the comparative expenses of district and work-house schools. From a careful examination of the subject, we are led to believe that, if the comparison is carefully and candidly made, the difference will very little exceed the interest and repayment of the loan which, in the first instance, has been borrowed for the outfit. But were the expense much heavier, it would be cheap in the end to give the child an education which is to keep him from the workhouse and the gaol, in either of which his detention is only less costly to the public than his freedom as a vagrant or a thief. Every able-bodied pauper. Mr. Chadwick calculates, who enters on life without the will or the power to earn a living, must cost the community, at the lowest estimate, 400*l.*, at the rate of 10*l.* a year for the 40 years which the Insurance Tables give as the probable duration of his life from the adolescent stage. The value of his wages for the same period would, at the average rate of 30*l.* a year, be 1200*l.* Thus, between the productive labourer, and one of the class for whom Mr. Chadwick revives the expressive old English word of 'wastrels,' there is a difference of 1600*l.* If the pauper turns vagrant, he will levy contributions in a different manner, but to a still greater extent. If he turns thief, there is no assigning their limit. We desire no better than to leave the establishment of district schools to be judged as a financial operation.

The distribution of time is probably much alike in all similar institutions, but it may be interesting to those who have not entered into the details of the subject to hear how the little pauper spends his day. Two boys in turn rise at five with the farming-man to feed, clean, and milk the cows. The general hour is half-past five, and at six all the children, except those who are too young and weak, are ready for work, which is continued till a quarter to eight. The girls are engaged in making the beds, cleaning the rooms, assisting in the bakery, and the preparations for breakfast; the boys on the farm, or in cleaning knives, forks, and shoes. At eight, breakfast; at nine, prayers and school till twelve; at one, dinner; at two the boys go to work on the farm, and the girls to their needlework; at half-past five they leave off; at six, go to supper; at half-past six, prayers. In the intervals between half-past six and eight, as at all others where no special employment is marked, some of the boys and girls will necessarily be employed in domestic work; the others are at play. There is a half-holiday on Saturday; on fine evenings the boys are allowed to play at cricket in the park of their benefactor, and for those who are weary or studious there is a small library, to which at any time they may have access. For one night in each week, the hour from seven to eight is employed in practising singing.

The dietary is simple, but amply sufficient. We quite agree with Mrs. Austen (from whose admirable pamphlet, replete with benevolence, good sense, and knowledge of the world, we shall often have occasion to make extracts) that there is much of ostentation and little true charity in surrounding children with luxuries which they will hereafter be compelled to forego, and to which they ought to feel they have no just claim. The appearance of the children is healthy, and their manner alert and intelligent. The reports of the inspectors as to their progress in their school-work and in sound religious knowledge are highly favourable, and not less so is the testimony of the many persons, well known for their zeal in the cause of education, who have visited the school. As soon as the pupils are of an age to work, they readily find good places. There is especially a great demand for the boys among the class of employers who require intelligent and educated

workmen. By far the greater part of those who have left the school are known to be doing well, and but a very small percentage have found their way back to the workhouses.

It is obvious that one of the first measures for extending the benefits of the district schools must be to repeal the clause which makes the parents' consent necessary. It is impossible to imagine one good or reasonable motive for a parent's withholding that consent. The true mother at Solomon's judgment-seat was willing to part with her child for ever to save its life, and a temporary separation must be submitted to by mothers of every class for the purposes of education. Mr. Senior urges truly that the pauper parent has forfeited the status of independence. In the Union-house the family is broken up, the wife is separated from the husband. But even in the highest ranks of society the State reserves to itself the power of depriving the parent of his natural right if, in the judgment of the High Court of Equity, he has rendered himself unworthy of the trust. The trust is, that the parents are the persons from whom, beyond all others, it is necessary to separate the pauper child. We have already adverted to the fact, which is attested by many witnesses, that in workhouses it is the orphans who most frequently turn out well, and that, of those who on leaving school have fallen into vicious courses, the majority have been seduced by their own parents. But, in fact, the principle for which we contend has already been conceded. No consent of the parents is needed to enable the guardians to remove a child to a 'separate' school, where, for all practical purposes, the separation from the parents is as complete as at the district school.

Wherever the guardians have been induced to establish separate schools at a sufficient distance from the workhouse, their working has been not less satisfactory than that of the district schools. But unhappily, in most instances, the dread of additional expense has prevailed, and but few of the separate schools have been set on foot—not more, indeed, than three times the number of the district schools, admitting in the aggregate about twice the number of children. But let us not be too severe on the guardians. When the Poor-law Amendment Act was passed, parsimony was the one merit in its administration which the Legislature was anxious to secure at any sacrifice, and for that purpose it threw the preponderance at the Boards into the hands of the ratepaying farmers. The great object for which the Boards of Guardians were first constituted was to avert the gigantic and imminent evil of general pauperism; and when we consider the impulsion which was given to their endeavours in the first instance and the views with which they are now elected by the ratepayers, we may rather admire the humanity with which they have tempered the severity of the Poor-law than complain of their slowness to promote social progress.

The most interesting and remarkable of the separate schools which have fallen within our notice are those which are known as the 'Norwich Homes.' In the Norwich Union workhouse, which was singularly ill-contrived for the purposes of classification, the evils which arose from the association of the children with the adult paupers had risen to such a height that, according to the testimony of Mr. Brown, the chaplain, the school was a 'mere hotbed of pauperism and moral corruption.' But, as early as 1845, 'a few of the elder boys were removed to a separate Home occupied by the schoolmaster, and were employed by various masters in the city. The guardians received their wages on behalf of the ratepayers, and, in return, supplied the youths with board, clothing, and lodging.' And thus a valuable discovery in the management of pauper children—for such we think the employment of them in paid labour contemporaneously with their schooling will prove—was made, as many other discoveries have been made, by accident. Imperfect as were the arrangements of this 'Home,' Mr. Brown continues—

"Yet the manifest difference between these lads and those who were employed in the workhouse soon convinced me of the great good which might be effected by a more complete organisation of the same system, and particularly how important it would be to possess a similar institution for girls. Many of the guardians viewed the subject in the same light, and in July, 1850, a second Home was established, into which the elder girls who were orphans or permanent paupers were removed, instead of being drafted into the workhouse or laundry to associate with the vicious characters there assembled.

"In June, 1853, the boys' school was united with the previously established Home, and both were removed to the more convenient premises which they now occupy. . . . The boys were removed in a body from the workhouse, bringing with them all their thievish and evil propensities to a place where there was far greater scope for their development. And most discouraging was the prospect for the first year."

But an excellent master was appointed, and so rapid was the progress made that in two years Mr. Bowyer, H. M.'s Inspector, reports that the condition of the children 'is as much above, as it had been previously below, that of other Unions.' Since that time a still more important progress has been made, and so much is the tone of moral feeling improved, that a return to the House is deprecated as the severest of punishments, to be inflicted only in very rare and desperate cases; and the boys, of their own accord, denounce any misconduct which, in their opinion, is a 'disgrace to the Home.'

'Great care,' says the same authority, 'is taken to ascertain the respectability of the employers, and the exact value of the children's service. The boy's own choice of occupation is consulted as far as circumstances allow. The feeling that he is worth something to himself is permitted to grow spontaneously into a principle, and the best stimulus to honest labour is practically established' (p. 241). 'The demand, both for boys and girls, has always been far greater than the supply.' Mr. Brown gives a list of 125 boys who have left the Home from 1845 to 1859; they have embraced almost every variety of occupation, and are all now doing well, with the exception of one idiotic, nine dead, and sixteen of whom nothing is known; but of these only two belong to the period when the Home was in its present state of discipline. Of eighty girls who, from the foundation of the Girl's Home up to the same date, had been sent into service, only two were living disreputable lives. Only twelve had ever returned to the workhouse. The financial statement as regards these Homes is so satisfactory that Mr. Brown seems, not unreasonably, to expect it may excite doubt. 'I subjoin,' he says, 'an account of the cost of the boys' and girls' Homes, as compared with the workhouse, calculated from the half-yearly printed statements of receipts and disbursements, which are circulated among the guardians after every item has been examined and passed by the Poor-law Auditor, and which embrace all expenses whatever incurred by each establishment.' And by this it appears that, while the cost of every inmate in the workhouse is 12l. 16s. 8½d. per annum, the cost of each boy at the Home (deducting the boys' earnings) is 10l. 19s. 1¾d., and of each girl, 12l. 12s. 2¼d.

After these statements, it is with no small surprise, and quite as much regret, that we hear that in the present year the guardians have prepared accommodation for the children at the workhouse, and threaten their speedy removal. What are the local circumstances that have brought about this change of feeling, and induce the guardians to undo their own beneficent work, we do not know. That it is no failure on the part of the Homes, we believe, is admitted; and the change is loudly deprecated by the many benevolent persons who have interested themselves in the progress of these institutions.

Nothing, however can prove more strongly than what has happened at these Norwich Homes that the time has come when the Legislature must no longer hesitate to act. The experiment has succeeded; the time for caution is past. A total and complete separation between the children and the adults of the workhouse must be effected. We do not think the Legislature is bound to decide absolutely in favour either of district or of separate schools. Both seem to do their duty well, and each has its peculiar advantages. In favour of district schools it may be said that large schools are the cheapest, inasmuch as the general charges are spread over a wider surface, and also the most efficient, for they can afford appliances of various kinds which are beyond the means of small schools; and they admit of a better classification of the pupils, whereby to a great extent the time both of teachers and learners may be economized. It is also worth considering that the future improvements of our system will clearly take the direction of what Mr. Chadwick calls administrative consolidation. On the other hand, in a small school home influences may be supposed to be more readily exerted; and, by establishing separate schools, all collisions are avoided between the guardians of different unions, who are said, by one of the Commissioners' witness, to hate each other with an intensity of the *odium vicinorum* beyond that of contemnerous nations. We think it may safely be left to the local authorities and the Poor-law Commissioners to decide according to the circumstances of each case which form should be adopted. Where a separate school has already been built, and is doing well, it would be hard to order its destruction. Where the population is very dense, a separate school may perhaps be most convenient; where it is very thin, a district union may be almost necessary. But one or the other, it is agreed on all hands, the guardians should be compelled to establish. In some cases, where expense has been recently incurred to enlarge the workhouse for the reception of the children, the alteration of the law will be felt as a hardship. But

in each several case it is probable that by the exertion of a little thought and ingenuity some means may be found of turning the additional buildings to account; and, at all events, the objection is too trifling to be allowed to stand in the way of so important an improvement. Such as it is, it gains strength every year that the reform is delayed and fresh expenses are incurred under the present law. Thus the objection itself furnishes an additional argument for despatch.

But, in making the Act imperative, it is very desirable that the experience should not be thrown away which has been gained when it was only permissive. Every check on expense should be contrived to prevent the triumphant philanthropist from dipping his hand too deeply into his liberal neighbour's pocket. It is remarked by the Commissioners that, if the formation of parochial unions had been left to depend on the will of guardians, no such unions would be now in existence. This is true; but on the other hand, if the coalition of parishes had been voluntary their proceedings would have been much more economical, and we should not have for poor-houses such a multitude of county surveyors' 'neogotic' architecture. It is a good sign that the Commissioners recommend hiring and adapting houses rather than building them for the new schools which will be required.—(*London Quarterly Review*.)

(To be continued.)

Teaching Grammar.

It is a mistaken though a common notion that English grammar is so abstruse and complicated as to be beyond the reach of students of ordinary capacity. Many compare its study to the drilling of the hardest rock, a process so laborious, so slow, so seemingly ineffective, that the labor of half a lifetime seems necessary to its profitable completion. Hence parents consider their children mature enough and advanced enough to study anything but English grammar. Hence, also, the pupils of most of our schools have such a repugnance to grammar that they will take almost any study in preference to it.

But why is this? Can it be that the science is of itself so hard?

Is it harder for a child to learn that a noun is a name, than that a hexahedron is a rectangular parallelepipedon, all of the faces of which are squares; harder to learn that a pronoun is a word used instead of a noun, than that if we lixiviate the ashes of hard wood and evaporate the lixivium thus obtained, the result will be a deliquescent compound? Harder to learn that an adjective is a word used to describe a noun, than that Umerapoorā is a city on the Irrawaddy, opposite Masulipatam?

Shall we say, then, of the little child, who so delights to use language and so desires to learn its applications, that he defies the severest penalties of dunce-block and rod—shall we say that to him the science of language is necessarily repulsive? This would be equivalent to saying that the grain of our fields is very palatable if plucked and eaten from the stock on which it grows, but if gathered and properly prepared as food, nauseating in the extreme. This last might be, but it would be inexplicable to us unless we understand that it, through ignorance, had been mixed with some unfortunate lime-water solution. Is it not, then, evident that all such notions of the difficulty of English grammar are absurd in the extreme?

Where, then, is the trouble? for all admit that there is a "break" somewhere. I think it will be found that it is not so much in the science itself as in the way in which it is presented.

Indeed, the authors of our grammars themselves appear to have thought this the secret, and their systems defective. If not, why so many and such diverse works on the same subject? If the first was correct in its mode of presenting the truth, why the need of so many others?

All have seen that there was a defect somewhere, but, instead of beginning at the foundation, they have only amended their systems. They have discovered the faults of the superstructure, but have not learned that the whole foundation of our mode of teaching grammar is false.

Teachers, as well as authors, have seemed to labor under the same impression. In regard to a standard work they have been accustomed to say, "It is not just the thing which we need, but it is the best we can get, so we take it."

If now the present system is thus defective, what must be the characteristics of a better one? These may be partially shown by pointing out some of the defects of the former.

In grammar, as in all other branches of study, a mere knowledge of words is insufficient. It is not enough that a pupil can place

a word in the hopper of his parsing machine, and grind out the empty phraseology; "Common noun, neuter gender, third person, plural number, and objective case to of," while his thoughts are on his sport, or on something equally removed from the subject under consideration. Yet, under the present system of teaching, the main thing which the pupil is required to do is to learn *verbatim et literatim et punctuatim*, page after page of rules, principles, and definitions, of the meaning and use of which he knows no more than a Hottentot does of higher mathematics.

But this is all wrong. Every definition should be fully explained to the pupil. We should never accept a verbal definition, however fluently given, without satisfying ourselves that the pupils know what it means. If we do, we shall find them all terribly deficient in true knowledge.

Prof. Russell thus gives a good example of the effect of the old system of teaching grammar: A boy who had studied grammar a long time got tired of it, and did not wish to go over the definitions again. To test him, the new teacher asked, "Do you think you understand all that you have studied?" "O yes, sir, I know it all." "Well, here is the definition of an indefinite article; what is that?" "A or an is styled an indefinite article, and is used in a vague sense; in other respects indeterminate." (Thus he learned word for word from his grammar.) "Do you understand that fully?" "O yes, sir." "Will you tell me what 'styled' means?" "Why, it means something sort of grand-stylish." "What does 'article' mean?" "It means—why it means anything which we see." "What does 'vague' mean?" "I do not know, sir." "Well, what does 'indeterminate' mean?" "Being very determined about it, sir."

A boy so trained would take the old definition of a noun as "the name of any person, place, or thing that can be known or mentioned, as George, York, apple, man;" and to him the idea of a noun, thus conveyed, would be George-York-apple-man, but without his having the slightest conception of who George-York-apple-man was.

And yet this lad, like many others, had "been through grammar," and thought he understood it so well that it would be derogatory to his character as scholar to learn the principles again.

When a child should begin this study, depends very much on how he is to begin it. If he is to be taught in the old way, the longer it is delayed the better for him; and if by any mistake he neglects it entirely he has, according to the saying, "escaped a terrible mercy." But, if properly taught, there is no reason why it may not be made as profitable and interesting to the young mind as any branch of study which the pupil can take. Even if we teach by the synthetic method, building up a sentence from its elements, beginning with the simpler and more common first, as, a noun is a name—as a horse, for instance—and the word used to describe the noun, an adjective or describer, as, a good horse; then, the good horse runs, thus introducing a verb to denote an action; then the adverb, to show how the act is performed, as, a good horse runs swiftly; thus introducing but one element at a time, giving copious illustrations of each, and requiring numerous examples of each from the pupils, there is no good reason why the young may not take up this study with pleasure and profit.

But especially if it is taken up analytically, allowing the *pupil* to dissect the sentence, the teacher, meantime, showing him the necessity of naming these parts to distinguish them from each other, and the use of the diagram to hold the parts thus sought out and named, the very novelty of the thing will beget in him a lively interest, far different from the general feeling of beginners toward grammar.

Let the teacher aim, at all times, to select such sentences for analysis as will create an interest in the class, often taking those which will produce merriment, or which are even ludicrous in themselves, to prevent the class from falling into that listlessness which is so detrimental to their progress.

The following hints, then, on the way by which the early study of grammar may be made both profitable and interesting, may be stated:

First. Do not plunge the pupil at first, a la Brown or somebody else, into a maze of rules for writing, rules for spelling, rules for punctuation, rules for the use of capitals, and rules for everything. If they must be learned at this time, do it yourself some night, after the fatigue of a hard day's teaching, but let the little scholar go free for a time.

Second. While you require correct definitions from the pupil, be sure to make them intelligible to his mind.

Third. Give abundant practice both in true and false syntax.

Let grammar be thus taught by a live teacher, and it will soon

cease to be the dread of the pupils, the trouble of the teacher, the "pons asinorum" of authors and publishers, and the fifth wheel of the scholastic coach in the minds of the public.—*J. R. Richards, in N. Y. Teacher.*

School days of Eminent Men in Great-Britain.

By JOHN TIMBS, F. S. A.

(Continued from our last.)

CLXII.

CHARLES LAMB AT CHRIST'S HOSPITAL.

This amiable poet and essayist, whose writings, serious and humorous, alike point to some healthy and benevolent moral, was born in the Inner Temple, in 1775. At the age of seven, he was received into the school of Christ's Hospital, and there remained till he had entered his fifteenth year. "Small of stature, delicate of frame, and constitutionally nervous and timid," says his biographer, Judge Talfourd, "he would seem unfitted to encounter the discipline of a school formed to restrain some hundreds of lads in the heart of the metropolis, or to fight his way among them. But the sweetness of his disposition won him favour from all; and although the antique peculiarities of the school tinged his opening imagination, they did not sadden his childhood."

"Lamb," says his schoolfellow Le Grice, "was an amiable, gentle boy, very sensible and keenly observing, indulged by his schoolfellows and his master on account of his infirmity of speech. His countenance was mild; his complexion clear brown, with an expression which might lead you to think he was of Jewish descent. His eyes were not each of the same colour: one was hazel, the other had specks of grey in the iris, mingled as we see red spots in the blood-stone. His step was plantigrade, which made his walk slow and peculiar, adding to the staid appearance of his figure."

He was unfitted for joining in any boisterous sport: while others were all fire and play, he stole along with all the self-concentration of a young monk. He passed from cloister to cloister—from the school to the Temple; and here in the gardens, on the terrace, or at the fountain, was his home and recreation. Here he had access to the library of Mr. Salt, one of the Benchers; and thus, to use Lamb's own words, he was "tumbled in a spacious closet of good old English reading, where he browsed at will upon that fair and wholesome pasturage."

When Lamb quitted school, he was "in Greek, but not Deputy Grecian." He had read Virgil, Sallust, Terence, selections from Lucian's Dialogues, and Xenophon; and evinced considerable skill in the niceties of Latin composition, both in prose and verse. But the impediment in his speech proved an insuperable obstacle to his striving for an exhibition, which was given under the condition of entering the church, for which he was unfitted by nature: to this apparently hard lot he submitted with cheerfulness. Towards the close of 1789, he quitted Christ's Hospital: thenceforth his employment lay in the South-Sea House, and in the accountant's office of the East India Company.

Lamb has left us many charming pictures of his school-days, and schoolfellows, which must have been as delightful to him as the accounts of them are to the reader. In his "Christ's Hospital Five-and-thirty Years Ago," he says:

"We had plenty of exercise after school hours, and, for myself, I must confess, that I was never happier than in them. The Upper and the Lower Grammar Schools were held in the same room; and an imaginary line only divided their bounds. Their character was as different as that of the inhabitants on the two sides of the Pyrenees. The Rev. James Boyer was the Upper-Master, but the Rev. Matthew Field presided over that portion of the apartment of which I had the good fortune to be a member. We lived a life as careless as birds. We talked and did just what we pleased, and nobody molested us. We carried an accidence, or a Grammar, for form; but, for any trouble it gave us, we might take two years in getting through the verbs deponent, and another two in forgetting all that we had learned about them. There was now and then the formality of saying a lesson, but if you had not learned it, a brush across the shoulders (just enough to disturb a fly) was the sole remonstrance. Field never used the rod; and, in truth, he wielded the cane with no great good will—holding it 'like a dancer.'... We had classics of our own, without being beholden to 'insolent Greece or baughty Rome,' that passed current amongst us—Peter Wilkins—the Adventures of the Hon. Captain Robert Boyle—the Fortunate Blue Coat Boy—and the like. Or we cultivated a turn for mechanic and scientific operations, making little

sun-dials of paper, or wielding those ingenious parentheses called *calcradles*; or making dry pens to dance upon the end of a tin pipe; or studying the art military over that laudable game 'French and English,' and a hundred other such devices to pass away the time—mixing the useful with the agreeable—as would have made the souls of Rousseau and John Locke chuckle to have seen us.

"Matthew Field had for many years the classical charge of a hundred children, during the four or five years of their education; and his very highest form seldom proceeded further than two or three of the introductory fables of Phædrus. How things were suffered to go on thus, I cannot guess. Boyer, who was the proper person to have remedied these abuses, always affected, perhaps felt, a delicacy in interfering in a province not strictly his own. I have not been without my suspicions, that he was not altogether displeased at the contrast we presented to his end of the school. We were a sort of helots to his young Spartans. He would sometimes, with ironic deference, send to borrow a rod of the Under-Master, and then, with sardonic grin, observe to one of his upper boys, 'how neat and fresh the twigs looked.' While his pale students were battering their brains over Xenophon and Plato with a silence as deep as that enjoyed by the Samite, we were enjoying ourselves at our ease, in our little Goshen. We saw a little into the secrets of his discipline, and the prospect did but the more reconcile us to our lot. His thunders rolled innocuous forces: his storms came near, but never touched us; contrary to Gideon's miracle, while all around were drenched, our fleece was dry. His boys turned out the better scholars; we, I suspect, have the advantage in temper. His pupils cannot speak of him without something of terror alloying their gratitude; the remembrance of Field comes back with all the soothing images of indolence, and summer slumbers, and work like play, and innocent idleness, and Elysian exemptions, and life itself 'a playing holiday.'

"Though sufficiently removed from the jurisdiction of Boyer, we were near enough (as I have said) to understand a little of his system. We occasionally heard sounds of the *Ulutantes*, and caught glances of Tartarus. B. was a rabid pedant. His English style was cramped to barbarism. His Easter anthems (for his duty obliged him to these periodical flights) were grating as seranuel pipes. He would laugh, ay, and heartily, but then it must be at Flaccus's quibble about *Rex*—or at the *tristis severitas in cultu*, or *inspicere in palmas*, or 'erence—thin jests, which at their first broaching could hardly have had ris enough to move a Roman muscle.—He had two wigs, both pedantic, but of different omen. The one serene, smiling, fresh-powdered, betokening a mild day. The other, an old, discoloured, unkempt, angry caxon, denoting frequent and bloody execution. Woo to the school when he made his morning appearance in his *passy*, or *passionate wig*. No comet expounded surer.—J. B. had a heavy hand. I have known him double his knotty fist at a poor trembling child (the maternal milk hardly dry upon its lips) with a *Sirrah*, do you presume to set your wits at me?"

CLXIII.

SIR HUMPHRY DAVY AT PENZANCE: HIS SCHOOLS AND SELF-EDUCATION.

Humphry Davy, whose genius is unrivalled in the annals of modern chemistry, was born in 1778, at Penzance, in Cornwall, where his father was a carver. He was a healthy, strong, and active child; he "walked off" at nine months old, and before he was two years old he could speak fluently. Before he had learned his letters, he could recite little prayers and stories, which had been repeated to him till he got them by heart; and before he had learned to write, he amused himself with copying the figures in Æsop's Fables, and reading the *Pilgrim's Progress*; of the latter book he could repeat a great part, even before he could well read it. When scarcely five years old, he made rhymes and recited them in Christmas gambols, fancifully dressed for the occasion. His disposition as a child was remarkably sweet and affectionate. He had an extraordinarily strong perception, which is attested by Dr. Paris, who, in his *Life of Davy*, tells us that "he would, at the age of five years, turn over the pages of a book as rapidly as if he were merely engaged in counting the leaves or in hunting after pictures, and yet, on being questioned, he could generally give a very satisfactory account of the contents. The same facility was retained by him through life."

He was first sent to a school at which reading and writing only were taught. Thence he was removed to the grammar-school at Penzance, kept by the Rev. W. Coryton; and subsequently to Truro, under Dr. Cardew, whose school produced more men of distinguished ability than any other in the West of England. Young Davy took the lead in his class, and composed Latin and English verse with facility; but he was more remarkable out of school, and by his comrades, than for any great advance in learning. He excelled in story-telling, partly from books, especially the *Arabian Nights*, and partly from old people, particularly from his grandmother Davy, who had a rich store of traditions and marvels. These stories were narrated by Davy to his boyish companions under the

balcony of the Star Inn; and here, with his playfellow, Rowe, a printer, of Penzance, Davy also exhibited his earliest chemical experiments; and by means of those of an explosive nature, many a trick was played on the innkeeper, and some other testy folks in the neighbourhood. This and another boyish pursuit followed him into manhood—namely, fishing; for when a child, with a crooked pin, tied to a stick by a bit of thread, he would go through the movements of the angler, and fish in the gutter of the street in which he lived; and, when he was able to wield a fishing-rod, or carry a gun, he roamed at large in quest of sport in the adjoining country. Under the same favourable circumstances, his taste for natural history was indulged in a little garden of his own, which he kept in order; and he was fond of collecting and painting birds and fishes.

Davy's early love of romantic scenery is shown in a poem composed by him, descriptive of St. Michael's Mount, and the traditional history of its having been in the midst of a forest,—in the following extract:

"By the orient gleam
Whitening the foam of the blue wave, that breaks
Around his granite feet, but dimly seen,
Majestic Michael rises! He whose brow
Is crowned with castles, and whose rocky sides
Are clad with dusky ivy: He whose base,
Beat by the storms of ages, stands unmoved
Amidst the wreck of things,—the change of time.
That base, encircled by the azure waves,
Was once with verdure clad, the towering oaks,
Whose awful shades among the Druids stray'd
To cut the hallowed mistletoe and hold
High converse with their Gods."

"Davy was thought at the time (says his brother) a clever boy, but not a prodigy." (1) His last master, Dr. Cardew, speaks of his regularity in his school duties, but not of any extraordinary abilities; his best exercises were translations from the classics into English verse. At the age of fifteen, his school education was considered completed, and his self-education, to which he owed almost everything, was about to commence.

He spent the greater part of the next year in fishing, shooting, swimming, and solitary rambles; but, at length, he settled to study. Early in 1795, he was apprenticed to a surgeon and apothecary in Penzance; and about this time he commenced his note-books, the earliest of which contains a plan of study, and hints and essays, in which, says Dr. Davy, "with all the daring confidence of youth, he enters upon the most difficult problems in metaphysics and theology, and employing a syllogistic method of reasoning, (which, as he observes in his *Consolations in Travel*, young men commonly follow, in entering upon such inquiries,) he arrives, as might be expected, at a conclusion contrary to the good feelings and common sense of mankind."

In the following year, young Davy entered on the study of mathematics, and finished the elementary course; he was very systematic; and the propositions are all entered very neatly, and the demonstrations given; the diagrams being done with a pen, without the aid of mathematical instruments, not even of a common compass and ruler. But his favourite pursuit was metaphysics, and his rough notes show an acquaintance with the writings of Locke, Hartley, Bishop Berkeley, Hume, Helvetius, and Condorcet; Reid, and other Scotch metaphysicians. These studies he soon associated with physiology. In 1797, he commenced in earnest natural philosophy; and just as he was entering his nineteenth year, he began the study of chemistry with Lavoisier's *Elements* and Nicholson's *Dictionary*. He very soon entered on a course of experiments, his apparatus consisting mostly of phials, wine-glasses, and tea-cups, tobacco-pipes, and earthen crucibles; and his materials chiefly the mineral acids and the alkalies, and some other articles in common use in medicine. He began to experiment in his bed-room, in Mr. Tonkin's house at Penzance; and there being no fire in the room, when he required it he went down to the kitchen with his crucible. Such was Davy's rapidity in this new pursuit, that in four months he was in correspondence with Dr. Beddoes, relative to his researches on "Heat and Light," and a new hypothesis on their nature, to which Dr. Beddoes became a convert. The result was Davy's first publication, *Essays on Heat and Light*, in 1799, which had been in part written a few months before he had commenced the study of chemistry.

"Such," says Dr. Davy, "was the commencement of Humphry Davy's career of original research, which in a few years, by a suc-

(1) *Life of Sir Humphry Davy*, by his brother, John Davy, M.D., F.R.S.

cession of discoveries, accomplished more in relation to change of theory and extension of science than, in the most ardent and ambitious moments of youth, he could either have hoped to effect or imagined possible."

Another of Humphry's early associates was Mr. Robert Dunkin, a saddler, and a member of the Society of Friends. He was an entirely self-taught man, and in addition to his making saddles, he built organs, constructed electrical machines, and wrote verses. He made experiments in company with young Davy, in which they were assisted by Mr. Tom Harvey, a druggist, at Penzance who supplied Davy with chemicals for making detonating balls, &c. After a discussion on the notion of Heat, he was induced, one winter's day, to go to Lavigan river, and try if he could develop heat by rubbing two pieces of ice together, an experiment which he repeated with much *éclat*, many years after, at the Royal Institution.

He had already become the friend of Mr. Gregory Watt (son of the celebrated James Watt), and with him visited the most remarkable mines near Penzance, collecting specimens of rocks and minerals. And here, working the Wherry Mine, underneath the sands, and its shaft in the sea, young Davy saw a steam-engine at work—this being one of the earliest of Watt's steam-engines that had been introduced into Cornwall. About this time he became acquainted with Mr. Davies Gilbert, afterwards Davy's successor as President of the Royal Society.

Meanwhile, Davy's progress in medicine was considerable; so that in the fourth year of his studies, he was considered by Dr. Beddoes competent to take charge of the patients belonging to the Pneumatic Institution at Clifton, thus entering on his public career before he was twenty years old. Here he applied himself with great zeal to complete his experiments and essays on Light and Heat; and, above all, in investigating the effects of the gases in respiration. Of these, the nitrous oxide was one of the first he experimented upon; and his discovery of its wonderful agency was the origin of the researches which established his character as a chemical philosopher; though before it was published (in 1800), Davy had begun that series of galvanic experiments which ultimately led to some of his greatest discoveries. The materials for the *Researches* were rapidly collected: Davy says, in a rough draft of the preface, "These experiments have been made since April, 1799, the period when I first breathed nitrous oxide. Ten months of incessant labour were employed in making them; three months in detailing them. The author was under twenty years of age, pupil to a surgeon-apothecary in the most remote town of Cornwall, with little access to philosophical books, and none at all to philosophical men."

So intense was his application, and so little his regard for health or even life, that he nearly lost it from the breathing of carburetted hydrogen, and was compelled for a time to leave the laboratory.

The following passage from a note-book shows the intellectual life he now led, as well as the variety of his pursuits:

"Resolution.—To work two hours with pen before breakfast on 'The Lover of Nature;' and 'The Feelings of Eldon,' from six till eight: from nine till two, in experiments; from four to six, reading; seven till ten, metaphysical reading (i. e., system of the universe.)"

He now began to discontinue writing verses. In a letter of this time, he says: "Do not suppose I am turned poet. Philosophy, chemistry, and medicine are my profession." Yet he meditated a poem in blank verse on the Deliverance of the Israelites from Egypt, the plan and characters of which he had sketched.

He had now during the short period of little more than two years, whilst he was at Clifton, published the *Essays on Heat and Light*, and contributed eight important papers to Nicholson's Journal. A higher distinction awaited him: the Royal Institution (1) had recently been founded in London; and in May, 1802, "Mr. Davy (late of Bristol) was appointed Professor of Chemistry." In April following he gave his first lecture on galvanic phenomena, Sir Joseph Banks, Count Rumford, and other distinguished philosophers, being present. "His youth, his simplicity, his natural eloquence, his chemical knowledge, his happy illustrations and well-conducted experiments," and the auspicious state of science, ensured Davy great and instant success. In the previous year, he had read before the Royal Society a paper upon "Galvanic Combinations;" and from that period to 1829, almost every volume of the Transactions contains a communication by him.

(1) The Royal Institution has been appropriately termed "the workshop of the Royal Society." Here Davy constructed his great voltaic battery of 2000 double plates of copper and zinc, four inches square, the whole surface being 128,000 square inches. The mineralogical collection in the Museum was also commenced by Davy. It must not be omitted, that he was one of the earliest experimenters in the Photographic Art.

At the Royal Institution, then, Davy began his brilliant scientific career, and he remained there until 1812. His greatest labours were his discovery of the decomposition of the fixed alkalies, and the re-establishment of the simple nature of chlorine; his other researches were the investigation of astringent vegetables, in connexion with the art of tanning; the analysis of rocks and minerals, in connexion with geology; the comprehensive subject of agricultural chemistry; and galvanism and electro-chemical science. His lectures were often attended by 1000 persons. He was knighted in 1812, and subsequently created a baronet.

Davy's best known achievement was his invention of the miner's Safety Lamp in 1815. He became President of the Royal Society in 1820; he resigned the chair in 1827, and retired to the Continent. He died, after a lingering illness, in 1829, at Geneva, where he is buried. A simple monument stands at the head of his grave; there is a tablet to his memory in Westminster Abbey, and a monument at Penzance, his birth-place. He retained his love of angling to the last: not long before his death, he resided in an hotel at Laybach, in Styria, where the success with which he transferred the trout to his basket procured him the title of "the English wizard." He spent the greater part of the day in angling, or in geologizing among the mountains.

(To be Continued.)

OFFICIAL NOTICES.



ERECTOR OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 19th October last,—

1. To erect into a School Municipality the new Parish of St. Médard, in the County of Arthabaska, including the first five ranges of the Township of Warwick, and the first range of the Township of Tingwick, and bounded as follows:—on the north-east, by the Township of Arthabaska, on the south-east, by the line between the first and second ranges in Tingwick; on the south-west, by the Township of Kingsey, and on the north-west, by the line between the fifth and sixth ranges in the Township of Warwick.

2. To order that the School Municipality of Wickham, in the County of Drummond, shall from that date comprise the whole of the Township of Wickham.

3. To order that the School Municipality of St. Frédéric, in the County of Drummond, shall comprise the Township of Wendover, with the exception of the 13th and 14th ranges, in the same, forming part of the new School Municipality of St. Léonard; the Township of Simpson, with the exception of the 11th and 12th ranges in the same, included in the new School Municipality of Ste. Clotilde; and the 1st, 2nd, 3rd, 4th and 5th ranges of the Township of Grantham.

His Excellency the Administrator of the Government was pleased, on the 9th instant,—

To separate into two School Municipalities that of St. Sylvestre, in the County of Lotbinière, to be called St. Sylvestre North and St. Sylvestre South.

St. Sylvestre North shall include the Concession of Armagh, the whole of that portion of Craig's Road extending north of Louis Demers' land, inclusive, to La Fourchette Bridge; and the Concessions known as those of La Châte, St. Charles, St. David, Belfast, St. Joseph, St. Jean, St. Martin, and St. Patrick.

St. Sylvestre South shall include the Concession of St. Amré, that portion of Craig's Road extending from the said Louis Demers' land, exclusive, to the boundary line of Leeds; the Ste. Marie Road, and the Concessions known as those of St. Pierre and St. Paul, St. Frédéric, St. Catherine, St. Margaret, Fermanagh, and Killarney; and the Mill Road (Chemin dit du Moulin.)

APPOINTMENTS.

SCHOOL INSPECTOR.

His Excellency the Governor General in Council was pleased, on the 16th October last, to approve of the following appointment:—

Mr. Thomas Tremblay, Teacher, of Grande-Rivière, Gaspé, to be School Inspector, in the room of Mr. Auguste Bécharé.

The District of Inspection assigned Mr. Tremblay is comprised within

the boundaries of the County of Gaspé, and does not include the Magdalen Islands.

SCHOOL COMMISSIONERS AND TRUSTEES.

His Excellency the Governor General in Council was pleased, on the 19th October last, to approve of the following appointments of School Commissioners and Trustees.

County of Lévis.—Etchemin Village: Messrs. F. X. Guay, Jacques Labrie, Narcisse Cantin, Benjamin Demers, and John Stanton.

County of Arthabaska.—St. Albert: Messrs. Narcisse Gélinas, Narcisse Marcotte, Guillaume Monpas, and Jean Bte. Bergeron.

St. Eulalie: Messrs. Thomas Martin, Joseph Dupont, Emmanuel Darcôteau, Téléphore Martin, and David Bourbeau.

St. Vincent: Messrs. Hector Leber, David Plourde, Jean Bte. Dionne, Hilaire Doucet, and Joseph Paquin.

Counties of Drummond and Arthabaska.—St. Léonard: Messrs. Bénoni Vignaux, Jean Béliveau, Pierre Hébert, Cléophas Doucet, and Onésime Benoit.

St. Clotilde: Messrs. Olivier Gélinas, Conzague Hébert, Joseph Landry, Augustin Dubuc, and Antoine Lambert.

County of Gaspé.—Gaspé Bay South: Rev. Francis de la Mare, John Eden, Esq., Nicolas Dumarest, Esq., and Mr. Joseph Eden.

County of Chicoutimi.—Bagot: Mr. André Bouchard.

His Excellency the Administrator of the Government was pleased, on the 4th instant, to approve of the following appointments of School Commissioners:—

County of Arthabaska.—St. Albert: Louis J. Héroux, Esq.

County of Montmorency.—Laval: Rev. Hyacinthe Gagnon, Priest.

His Excellency the Administrator of the Government was pleased, on the 8th instant, to approve of the following appointments of School Commissioners.

County of Terrebonne.—Côte-Nord de St. Thérèse: Messrs. Alexis Dubois and Magloire Desjardins.

SHERBROOKE BOARD OF EXAMINEES

Mr. Silas H. Pearl, A.M., has obtained a diploma authorizing him to teach in Academies.

Mr. Horace Melvin Hovey and Miss Ednah M. Parker have obtained diplomas authorizing them to teach in Model Schools.

Messrs. Thomas C. Allis, Jr., William Allis, Ceylon C. Bickford, Chs. Black, John H. Brownlon; Misses Elizabeth Boast, Mary Ann Bennett, Margaret Cassidy; Mr. Joshua Copp; Misses Sophia Doying, Helen M. Denison, Jane Elwyn, Jane L. Frye, Catharine J. Franklin, Adelaide S. Harvey, Sarah E. Husk, Elizabeth Hewison, Susannah Hall, Emma M. Harper, Mary E. Lynch, Julie Labonté, Sarah P. Lewis, Eliza Lewis; Messrs. Christopher Lyster, William Lyster, Julius Leavitt, Simon McKenzie, Wm. A. Mathewson, Albert McCullough, Wm. J. Monteith, Wm. L. Mills; Misses Henrietta Monteith, Mary Ann Morrill, Eliza J. McCoy; Mrs. Jane Marston; Misses Sarah Ann Morrill, Nancy Morrill, Mary Ann Patterson, Emelie Paterson, Mary S. Patterson, Isabella Ross, Elisabeth H. Scott, Orilla B. Shaw, Mary A. J. Trenholme, Emma Trenholme; Mr. Jean Baptiste Vincent; and Miss Mary F. Wheeler have obtained diplomas authorizing them to teach Elementary Schools.

S. A. HERR.

Secretary.

19th Nov., 1861.

QUEBEC PROTESTANT BOARD OF EXAMINEES.

Mr. Robert Phillips has obtained a diploma authorizing him to teach in Model Schools.

Messrs. James Back, Richard Redman, Samuel Redman, and Robert Robinson; and Misses Ann Jane Hill, Catherine McKillop, and Mary Catherine Selley have obtained diplomas authorizing them to teach in Elementary Schools.

D. WILKIE,

Secretary.

13th Nov., 1861.

OTTAWA BOARD OF EXAMINERS.

Mr. Bernard Edward McIver and Miss Mary Lawless have obtained diplomas authorizing them to teach Elementary Schools.

JOHN R. WOODS,

Secretary.

21st Oct., 1861.

BOARD OF EXAMINERS FOR THE DISTRICT OF THREE RIVERS.

Mr. James Barnard, Miss Agnes Barnard, and Miss M. L. Eliza Rivard have obtained diplomas authorizing them to teach in Academies.

Messrs. Joseph Verville, Michel McKery and Miss Alix Desormiers have obtained diplomas authorizing them to teach in Model Schools.

Misses Mathilde Bellefeuille, Eléonore Beauchêne, Olive Duguay, Caroline Hébert, Marie Landry, Emilie Lambert, Zoé Martel, and Odile Tourigny have obtained diplomas authorizing them to teach Elementary Schools.

J. M. DESILETS,

Secretary.

3rd Sept., 1861.

DONATIONS TO THE LIBRARY OF THE EDUCATIONAL DEPARTMENT.

The Superintendent acknowledges with thanks the following donations:—

From Messrs. Swan, Brewer & Tileston, Boston:—A Hand-Book of Classical Geography, Chronology, Mythology, and Antiquities. Prepared for the use of schools, by T. P. Allen and W. F. Allen. 1 vol. Manual of Agriculture, for the School, the Farm, and the Fireside. By George B. Emerson and Charles L. Flint. 1 vol.—*Le Grand Père et ses quatre Petits-Fils*. By Mme Fouquereau de Pussy. 1 vol. Eleventh edition, revised and prepared for American schools, by Francis S. Williams, Principal of a School for Young Ladies.

From Messrs. Appleton and Co., New York:—Natural Philosophy, by G. P. Quackenbos, A.M.; 1 vol.—Chemistry of Common Life, by Johnston, 2 vols.—Education, by Herbert Spencer, 1 vol.—Bojesen's Grecian and Roman Antiquities; edited by Rev. T. K. Arnold, M.A., 1 vol.—Class-Book of Physiology, by B. A. Comings, M.D., 1 vol.—Graham's English Synonyms; edited by Henry Reed, LL.D., 1 vol.—Hand-Book of Anglo-Saxon Root-Words, 1 vol.;—Hand-Book of Anglo-Saxon Derivatives, 1 vol.; and Hand-Book of Engraved Words, 1 vol.; by a Literary Association.—Roemers Polyglot Reader, 5 vols.—English Literature, by William Spalding, A.M., 1 vol.—Class-Book of Botany, by Joseph W. Congdon, Ato., 1 vol.—The Study of Art, by M. A. Dwight, 1 vol.—First Lessons in English Composition, 1 vol., and Course of Composition and Rhetoric, 1 vol., by G. P. Quackenbos, A.M.—Elements of Reading and Oratory, 1 vol., and the First, Second, Third, Fourth, and Fifth Readers, 5 vols.; by Rev. Henry Maudeville, D.D.

SITUATION WANTED.

A teacher from the York and Ripon Diocesan Training School, England, wishes an engagement where he may make a permanent residence. Besides the usual branches taught, he can give instruction in the elements of French and Latin, and in Chemistry and Physiology. Salary not to be less than \$400.—Inquire at this Office.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA) NOVEMBER, 1861.

Visit of the Governor General and Lady Monck to the Ursuline Convent, Seminary of Quebec, and Laval University.

The friends of education will learn with pleasure that one of the first steps of our new Governor General has been to visit two of our most venerable institutions of learning.

On Wednesday the 20th instant, His Excellency the Governor General accompanied by Lady Monck and family, visited the Ursuline Convent in Quebec. The following ladies and gentlemen were also of the party: Hon. G. E. Cartier and lady, Hon. Sir N. F. Belleau and lady, Hon. C. Alleyne and lady, Hon. Jos. Morrison, Hon. Jos. Cauchon and lady, Col. de Salaberry and lady, Madame A. N. Morin, Mr. and Mrs. Godley, and Mr. Brand.

The distinguished visitors were received by Rev. Mr. Cazeau, *Grand-Vicaire*, Rev. Mr. Lemoine, Chaplain, and Rev. Mr. Langevin, Principal of the Laval Normal School, and conducted to the hall in which were assembled the Ladies of the convent and their pupils. Seats having been taken on the platform, a young lady, daughter of Mr. Simard, M. P. P., welcomed their Excellencies to the school with a few appropriate words, and was followed by another pupil, daughter of H. Lemoine, Esq., who recited some English stanzas dedicated to Lady Monck. After the delivery of these lines the hall resounded with vocal and instrumental music, which having ceased, Miss de St. Aubin, pupil of the Normal School, came forward and in

the name of her school-mates thanked their Excellencies for the honor of their visit. The Governor expressed his satisfaction at what he had seen, and the visitors afterwards entered the chapel and took a lively interest in viewing the fine paintings it contains.

On Tuesday, the 26th inst., their Excellencies the Governor General and Lady Monk honored with their presence the Seminary of Quebec, and the Laval University. They were received at the Seminary by Mgr. the Administrator, the Superior, the Directors and several members of the clergy, and invited to seats placed under a splendid dais. Here an address from the pupils who stood around the throne to the number of over four hundred, was presented to His Excellency; after which one of the young scholars expressed to Lady Monk the joy which this gracious visit had inspired in their youthful hearts, and presented a short address to her ladyship. The Governor replied in the name of Lady Monk and his own, evincing much interest in the concerns of the institution; and after seeing the principal apartments and the chapel, in company with Lady Monk, left for the University.

Their Excellencies were welcomed to the University by the Rector, at the head of the several Faculties, and conducted to the reception hall, where they were met by the Hon. G. E. Cartier and lady, Sir N. F. Belleau, Hon. C. Alleyn and lady, Hon. Jos. Cauchon, Hon. Mr. Morin, Hon. Justice Caron and lady, Hon. Justice Taschereau, the Mayor of Quebec, and the wives of several professors of the University. The party then proceeded to the convocation hall, which had been decorated with flags, &c., for the occasion, and which was thronged with members of the clergy and the teachers and pupils of the Seminary, all eagerly expecting the representative of the Sovereign. The students of the University, in their costume, lined the entrance to the hall. Lord and Lady Monk, accompanied by their numerous suite, the Rector and the Professors, soon entered and proceeded to the throne. When His Excellency was seated the Rector presented the address of the University, which we translate as follows, together with the reply:—

TO HIS EXCELLENCY THE RIGHT HONORABLE CHARLES STANLEY
VISCOUNT MONCK, GOVERNOR GENERAL OF CANADA.

May it please your Excellency:—

The safe arrival of your Excellency and Viscountess Monk among us after the dangers of a long voyage, is a matter of great joy to all the habitants of this Province.

The Laval University cannot remain indifferent to this universal joy, and it is with pleasure that we avail ourselves of this occasion to offer your Excellency the homage of our respect, and our felicitations. If our prayers be heard, the days your Excellency may pass in Canada will indeed be days of happiness.

The interest which Her Majesty takes in the prosperity of Her numerous subjects, and the choice She has deigned to make of your Excellency from among so many distinguished men in the United Kingdom, are sure guarantees that the Government of this Province could not have been entrusted to abler hands. Therefore, it is with sentiments of profound respect and gratitude that we welcome the Representative of our Most Gracious Sovereign, to whom this University owes its charter.

This consideration should secure to your Excellency the zealous co-operation of all the inhabitants of this great Province; and your Excellency may be assured that the Rector, the Professors and the students of this University shall consider it a duty and an honor to yield to no one in this respect.

Your Excellency will see assembled in this hall with their Professors, the classes formed by the studious youths silently preparing themselves by study for the high positions which they will be called upon at some future day to occupy in the different ranks of Canadian society.

Encouraged by this mark of your Excellency's condescension, all have resolved to emulate each other's zeal and ardor in fitting themselves for citizens who may be useful to the country which now acknowledges your Excellency as its head, the representative of its unity, its strength and future hope.

In striving to merit still more the favor of your Excellency we believe that we shall be serving our country; and in our prayers for the prosperity of our country we cannot but associate with it the name of your Excellency, of Viscountess Monk and family.

His Excellency made the following reply:—

GENTLEMEN,—I thank you for the manner in which you felicitate Lady Monk and myself upon our arrival in Canada.

The Queen, our August Sovereign, having deigned to appoint me Her representative in this Province, I willingly accept the homage you have just offered me as rendered more to her Most Gracious Majesty than to myself. You also, gentlemen, are placed in positions of great responsibility, beset with many difficulties, and requiring from you great zeal, indefatigable energy and earnest devotion. I trust, indeed I feel certain that you will be rewarded for your efforts by seeing the youth you are training, and whom I now see around me, becoming every day more diligent and more convinced of the importance of profiting by the liberal education awaiting them here, so that when they leave this University they may prove themselves worthy of it, and maintain the high reputation it has already acquired.

The ceremony being over, their Excellencies visited the library, the museums and collections of the institution, and took their leave, having evidently taken much interest in what they had seen.

The Brothers of the Christian Schools.

Important changes have lately been made in the *personnel* directing this order. Brother Facile, who for many years discharged the duties of "Provincial to the Brothers in America," having been appointed Assistant to the Superior General at Paris; and Brother Turibe, late Superior of the Brothers' Schools in Montreal, having been transferred to New York, which is made the head-quarters of the brotherhood in America. Brother Herménégilde succeeds to the directorship in Montreal, which is henceforth to take precedence of other towns in Canada only. The three Brothers above named have rendered very valuable services to the cause of popular education in this country. Brother Facile, born at Tanare, in France, came to this city in 1848, since which time he founded many schools in different parts, and largely contributed to the success of the brotherhood in Northern America. Brother Turibe came to Canada in 1850, and Brother Herménégilde in 1853. The latter was placed at the head of the order in Quebec, and afterwards had charge of the Industrial College at Notre-Dame de Levis.

The annexed table will show the extraordinary development of these schools,—a development which has taken place in less than twenty-five years. The pioneers of the order landed in Montreal, on the 7th November, 1837, their expenses being defrayed by the Seminary,—to whose generosity the brotherhood have since been indebted for valuable assistance.

STATISTICS of the Brothers of the Christian Schools of North America, for 1861.

CANADA.

Communities.	Schools.	Classes.	Pupils.
Montreal.....	6	30	3500
Quebec.....	4	22	2150
Three-Rivers.....	1	5	256
Sorel.....	1	4	240
Ste. Marie of Beauce.....	1	3	120
St. Thomas (Montagny).....	1	3	210
L'Islet.....	1	2	100
Yamachiche.....	1	3	125
Beauharnais.....	1	4	240
Two Mountains.....	1	1	36
Toronto.....	4	9	760
Kingston.....	2	5	330
Total in Canada.....	24	91	8367

EASTERN PROVINCES.

Communities.	Schools.	Classes.	Pupils.
Cape Breton, Arichat.....	1	3	200

UNITED STATES.

Communities.	Schools.	Classes.	Pupils.
New-York.....	11	48	5190
Philadelphia.....	3	14	1850
Baltimore.....	6	17	1500
Ellicotts Mills.....	1	4	125
Albany.....	3	7	720
Troy.....	3	9	600
Utica.....	1	4	420
Rochester.....	3	7	600
Buffalo.....	2	5	410
Chicago.....	1	3	300
Detroit.....	4	12	960
St. Louis.....	5	19	1450
Carondelet.....	1	1	80
Cincinnati.....	1	2	200
New-Orleans.....	4	12	890
Galveston.....	1	3	120
St. Augustin.....	2	4	200
Santa-Fe.....	1	4	330
Total.....	53	165	15965

Canada.....	117 Brothers employed.	24 Novices..	141
Eastern Provinces and United States.....	251 do	50 do	301
Total.....	368	74	442

Geography, Arithmetic and Statistics.

The teacher who reads our Journal must have frequently noticed under the heading of "STATISTICAL INTELLIGENCE," in our *Monthly Summary*, items which may have been very useful to him. He will find in the present and following numbers, some of the results of the censuses which have been very recently completed in Canada, Great Britain, Nova Scotia, New Brunswick, Prince Edward's Island, Newfoundland, the United States, France and Belgium. The decennial census almost coincides in the above named countries; and the remaining countries which have not adopted the same decennial period might, we believe, easily be induced so to do. This would be a very important thing, especially to political economists and adepts in social science; in the mean time a more humble class of individuals, we mean the publishers of school geographies, would greatly benefit by the improvement. New editions might then be published every ten years, with the most recent statistics. As it is now the books are constantly falling behind hand.

Teachers will do well to note in their text-books, the changes in statistics as they find them recorded in this Journal. But it is not only in this respect, that the statistical intelligence, with which our columns are always so abundantly supplied, will prove useful in the school-room. They may serve to prepare problems in arithmetic, calculating the ratio of increase, the difference between divers countries, &c.; while at the same time the figures having a meaning, and being applied to facts and circumstances full of interest, will command greater attention on the part of the pupils, and add to their store of knowledge.

The habit of dealing with statistics, of retaining figures and data in one's memory, of preparing short statistical tables, comparing the facts thus ascertained and drawing correct conclusions, is one that perhaps more than anything else, will fit a young man for public life or train his mind for the operations of trade, or of the higher branches of industry.

Reports of School Inspectors, for 1859 and 1860.

Inspector BÉCHARD'S Report for 1859.

Mr. Béchard says that no Inspection District presents greater difficulties to the discharge of the duties of the Inspector than the district of Gaspé. In the first place, he had to travel nearly eighty leagues through parts very far from affording easy means of communication, one third of the circuit being without any kind of road. In going from Rivière-au-Renard to Cape Chatte by land, he had to follow the shore, sometimes journeying 20 or 25 miles without seeing a human habitation. Thus, the Inspector, a stick in his hand and a travelling bag over his shoulders, has to proceed on his tour, sometimes over boulders which the weeds thrown up by the sea tender so exceedingly slippery that he may consider himself very lucky if he escape without a broken limb; or he has to plod ankle-deep through loose sand, and possibly when these laborious exertions have thrown him into a state of profuse perspiration he is compelled to ford some of the numerous streams which cross his path, perhaps going into the water up to his waist. But he has no alternative, the sun is sinking fast below the horizon, and he has still several long miles to walk before he can reach the nearest fisherman's cabin. Even that humble accommodation is frequently denied him, and he is left to take shelter beneath a tree and to pass the night as he can.

In other parts a road has been made by Government, but it is so intersected by rivers, streams and mountains that at certain seasons of the year it is impossible for the traveller to proceed except on foot. Yet these difficulties are light compared with the obstacles which the people themselves almost everywhere throw in the way of the Inspector.

In his last Report, Inspector Bourgeois says "he sees no longer any of those ignoble beings so appropriately designated extinguishers (*éteignoirs*), who in some parishes were continually appealing to the popular prejudices, preaching ignorance and inciting the rate-payers to quarrel, in short doing all in their power to deprive their children of the benefits of education." But unfortunately Mr. Béchard still meets with some of these *éteignoirs* in his district. He says: "I can understand how men who do not themselves enjoy the benefits of education, or how a population traditionally opposed to all taxation, as are the Irish and the Acadians, will contumaciously oppose the school-rate with ordinary taxes and resist its collection; but I cannot conceive how men enjoying the advantages of a good education can, through sordid motives, apply themselves to exciting and strengthening the popular antipathy." But they pretend, continues Inspector Béchard, that they wish for schools, and are only opposed to being compelled by law to pay for having their children educated. Still, when left to themselves, and uncoerced, they will do nothing, but allow almost all the schools to be closed up; and instead of keeping pace with the rest of the country in the gradual advance, they will be actually retrograding. Under the voluntary system the same persons have always had to pay for keeping up the schools, so that it is very reasonable to suppose that their generosity and patience should be exhausted. These serious obstacles in the way of education should be removed at once as they keep this part of the country in a backward state. All the paying situations, from that of the humble bailiff upwards, are, with very few exceptions, in the hands of strangers. There is not a single school in the whole county kept by a native of Gaspé. Convinced that it was absolutely necessary to have the assessment levied throughout the district, he set to work energetically, though in the face of such a determined and threatening opposition, that he sometimes felt disheartened and almost disposed to abandon the enterprise. He was employed the whole summer in visiting, for the first time, the municipalities under his supervision; everywhere he exerted himself in reconciling the inhabitants to the school tax, the municipality of Grande Rivière being the only one in which he met with no opposition. In some places he was insulted and in others would, it appears, have met with worse treatment, had not some generous persons interposed in his behalf. They imagined that in ridding themselves of the inspector they would also get rid of the law. Indeed it may be said that all who aim at promoting education in this district only court unpopularity, hatred and disappointment. But there are however some redeeming facts to set against these drawbacks. As in other places where the School Acts have been opposed, Gaspé can claim men who have devoted themselves to the cause of education, and who have resisted the popular prejudices, although by so doing they have incurred the risk of becoming very unpopular, and, in some cases, of losing very material advantages. To the missionaries, who here as elsewhere have ever been found ready to forward all enterprises that bear on the interests of religion and education, the country is indebted for the good example set by them; and Mr. Béchard says his thanks are due to these zealous promoters of the cause, as also to Rev. Mr. Ker, for the moral support they afforded him on all occasions. He is also much indebted to other persons whose names will be found below, for their co-operation in the work. "In my Report for the ensuing year," he continues, "I trust I shall be enabled to convey the intelligence that all the schools in Gaspé have been put under legal control. This important result will have been obtained through the praiseworthy efforts of these enlightened and generous men, and through the Superintendent, who never fails to give his support to all who apply to him, and who so ably attends to the duties of his office." Opposition to the law was of course the main obstacle to be overcome, but other causes combined to produce the state of things already described, which are thus commented upon in the Report:

1st. The ignorance, in several municipalities, of the school commissioners. Parliament should pass a law by which no person should be eligible as school commissioner, who did not know at least, how to read and write.

2nd. The almost total absence of books, maps and other necessities in school, and the want of school-houses in some parts.

3rd. The unpardonable apathy shown by the commissioners in

not visiting the schools under their control. If we except the members of the clergy, there were not two commissioners in fifteen who visited the schools; some who had been seven or eight years in office had not made even a single visit. The curé was almost the only one who accompanied the inspector in his visits to the schools of the parish; and in several places, where no clergyman resided, the inspector had to make his visits and attend to examinations unassisted, as no one would for a moment be diverted from his usual occupations.

4th. Irregular attendance at school, especially during the fishing season, is a very serious evil and one which, together with that of the voluntary contribution, will be most difficult to remedy. In the spring, children between the ages of from 9 to 16 years are either kept away from school or attend very irregularly. In consequence they often forget during summer what they had learned during the winter. Most of the fishermen are poor, and many may be excused on this account, as they no doubt require the assistance of their children; but they are far from being all justifiable.

5th. The incapacity and neglect of those who fill the office of secretary-treasurer frequently cause great embarrassment in the district; and the importance of this office is not sufficiently understood; if the incumbent is active and intelligent he can render great service; if he is ignorant or negligent he greatly impedes the progress of affairs. But it was expected they would become better informed; as their duties and those of the commissioners were clearly explained in the circulars which the Superintendent had forwarded for distribution. Copies of the School Acts, with notes written by Mr. Béchard, pointing out the clauses amended or repealed, were also distributed throughout the district. He believed much good must result from these distributions.

6th. Another unfavorable circumstance,—the last enumerated—was the want of respect shown to the teacher by the parents. In several of the municipalities of this district the calling of the teacher is not held in that high estimation which it deserves, and he does not himself meet with all the gratitude and respect to which he is entitled. Unkind words, and even abusive language are not unfrequently addressed to him in presence of his pupils. On this subject Mr. B. quotes—as embodying a full expression of his own views—the following extract from, "The Teacher and the Parent," by Mr. Charles Nonthend:

"I have thus far spoken of the teacher in relation to awakening an interest, on the part of his pupils, and now propose to designate one or two particulars in which he may awaken parental interest, and secure parental co-operation. In passing, however, it may be observed, that whatever tends to interest the children will, most surely, have a favorable influence upon the parents; and we may, indeed, say it is impossible to obtain a right feeling on the part of the pupils, without securing a corresponding one on the part of the parents. It is equally true, that whatever may incite the parents to judicious feeling and right action, will surely cause a better state of feeling with the pupils. Hence, whatever may be suggested as promotive of the interest of either party, will be, in a certain sense, beneficial to all concerned."

"I wish," adds Mr. Béchard, "these fine sentiments were deeply impressed on the minds of every father and mother in my district of inspection."

"The volumes which you have placed at my disposal as prizes for the pupils have uniformly produced a good effect upon the children and their parents. In these trophies—awarded to merit alone—the vanquished saw incentives strong enough to stimulate their ambition; and in some localities they helped to secure a more regular attendance at school. Accordingly I aimed at giving the best prizes to such as had proved the most assiduous,—a fact easily ascertained from the register kept by the master."

Each municipality is then noticed separately.

"Pabos and Newport.—This municipality contains three districts. Until last summer its school affairs were in a wretched condition. It had then but one school, situated in the District of Newport and kept by Miss Jeanne Ahier, who was not competent to teach even an elementary school, and of course had no diploma. I desired the commissioners to dismiss her, and they did so a few weeks afterwards. In the other districts,—those of Grand and Little Pabos,—the schools were closed, but reopened in October; the first by Mr. Louis Ruel, the other by Mr. Joseph Barette, a pupil of the Jacques Cartier Normal School. Mr. Léandre Dagneault now conducts the school at Newport in the room of Miss Ahier. I have not visited these schools since September last, but I have every reason to believe that these teachers (the two last especially, whom I have engaged myself) will acquit themselves of their task with zeal and success. In this municipality, two thirds

of whose population are Irish, the assessment has been levied, but it is not well received, especially in the two Pabos. Many of the rate-payers had persistently refused to pay the rate, until at last legal proceedings had to be resorted to. I had also to apply to Capt. Fortin who, with some of his men, protected the bailiff charged with the writs of execution. This example had a good effect."

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The Superintendent having been called to Quebec on business connected with the Department of Education, took occasion to visit several of the schools of that city, including those conducted by the ladies of the *Congrégation* in the suburbs of St. Roch and St. Sauveur. The number of children receiving instruction from these nuns is increasing every year, so that their spacious school-rooms are already overcrowded. The school in St. Roch suburbs, controlled by the Catholic School Commissioners, has a class learning the higher branches and very successfully conducted, though, unfortunately, the attendance is very limited.

The boys' school at Boisseauville needs more space, the sisters of the *Congrégation* having temporary possession of part of the large and handsome building intended for its use, but this inconvenience will soon be remedied, as a similar edifice, to be used for the girls' school, will be constructed. Mr. Plante, an old pupil of the normal school, has charge of the boys' school, assisted by several subordinate teachers. The great number of children frequenting this institution plainly shows that the inhabitants of the locality, which includes many poor families, are fully alive to the importance of education. The neat and tidy appearance of these children was the subject of general remark.

The Superintendent visited the two departments of the Laval Normal school, —as also the annexed model schools— and found that this institution had reopened with a full attendance. In the female department considerable progress has been made in mental arithmetic, object lessons, sacred history, &c., &c.

The pupil-teachers gave a literary and musical *soirée* on the occasion of the Superintendent's visit.

—The *Gazette* of September 4, announces an additional donation from a member of the Molson family—so well known, and so highly esteemed in this city. Four years ago three brothers—John, William, and Thomas—gave the University \$20,000 to endow a chair of English language and literature. Since then, the Hon. John Molson has left this mortal sphere for an eternal home; but his brothers are not behind him in well doing. Last year Mr. William Molson undertook the erection of the south-west wing of the University Building, at an estimated expense of \$16,000. This was done, says the *Gazette*, in the hope that other friends of the University, blessed with an abundance of this world's goods, would have been induced to come forward and add the corridors necessary to connect the wings with the central edifice, and so complete the University building as originally designed. But while others hesitated, Mr. Molson's desire to see this done increased day by day. The appetite for giving seems to have increased by what it fed on, and he has now announced his intention of completing the buildings himself, at a cost, we fancy, of some \$15,000 to \$20,000 more, making in all well-nigh \$40,000 given by him. No praise that we could give would be too much to bestow on the generous man who is devoting his means to such good purpose. Generations to come will honor his name, and the youth of Canada will call him blessed. His brother—Mr. Thomas Molson—the *Gazette* remarks, has already spent a large sum in building a church and endowing another College. But, if we are not misinformed, the latter institution has no present existence; and the building remains unoccupied. It has been suggested to us by a friend that Mr. Thomas Molson would add to the already immense benefits he and his family have conferred upon the city, if he would lease the building to the Corporation to be used as a House of Industry and Refuge. We know there is such thing as encroaching upon good nature; and it is possible this suggestion may not meet the views of Mr. Molson. If it did, it would then crown the work the three brothers—worthy imitators of Charles Dickens' brothers Cheerable—have commenced. It would be the means of educating and training to habits of industry the many homeless and homeless vagrants who now infest our streets, and finish their career in the Provincial Penitentiary or on the gallows: it would be a receptacle for those whom poverty has overtaken, it would afford a shelter for old age, until the grim messenger came. And beside it would be the church to which those whom we shall always have with us, might day by day, and evening after evening resort; to thank the Almighty that He hath put it into the heart of His servant to do this good thing, and to prepare for their latter end. The picture our friend draws is a beautiful one: would that it could to the fullest extent be realized.—*Pilot*.

—The latest returns give the following as the number of students in the principal German universities: Vienna, 2269; Berlin, 1542; Munich, 1280; Leipzig, 887; Breslau, 800; Bonn, 830; Göttingen, 751; Halle, 720; Tübingen, 719; Warzburg, 661; Heidelberg, 588; Erlangen, 583; Jena, 454; Königsberg, 419; Gießen, 345; Friburg, 313; Griefswald, 293; Marburg, 251; and Kiel, 178.

—We advise all young people to acquire in early life, the habit of using good language, both in speaking and writing and to abandon, as early as possible, any use of slang words and phrases. The longer they live, the more difficult the acquisition of correct language will be; and if the golden age of youth, the proper season for the acquisition of language, be passed in its abuse, the unfortunate victim of neglected education is, very properly, doomed to talk slang for life. Money is not necessary to procure this education. Every man has it in his power. He has merely to use the language which he reads, instead of the slang which he hears; to form his taste from the best speakers and poets of the country; to treasure up choice phrases in his memory, and habituate himself to their use, avoiding, at the same time, that pedantic precision and bombast, which show rather the weakness of vain ambition than the polish of an educated mind.—(*New-York Teacher*.)

—The Rev. Henry Hope, LL.D., better known under the name of the *Old Countryman*, recently announced his intention of giving a prize of \$20 to the best scholar in the French language at the examination of 1863 in the Upper Canada College. The reverend gentleman has also intimated to the Hon. P. J. O. Chauveau his intention of giving an equal sum, in 1863, to the best scholar in the English language, in any Lower Canadian School to be chosen by Mr. Chauveau—the competitors to be of French Canadian parentage, and not more than fourteen years of age on their last birth day.

—A parliamentary return just issued shows the total cost of the Education Commission from its appointment on the 30th of June, 1858, to the conclusion of the inquiry on the 30th of June, 1861. For salaries of the establishment, the sum of £3,383 13s. 11d. was paid; for inquiry by the twelve assistant commissioners, £7,456 3s.; for statistical returns, shorthand writers' notes, stationery for copying and books, inquiry into educational endowments, travelling and hotel expenses of the commissioners, and office expenses, £1,850—in all £12,689 16s. 11d. This return is exclusive of the expenses incurred in printing and stationery. The account has been made up to the 5th July. There was a balance in cash of £145 4s. 5d. in the hands of the commissioners, which, it was stated, would be quite sufficient to cover any expense to the close of the commission on the 30th July.

—On the 31st of March last, there were employed under the Committee of Privy Council on Education thirty-six inspectors and twenty-five assistant inspectors of schools, at a total cost of £43,665 9s. 1d. Of the inspectors seventeen, and of the assistant inspectors twenty were clergymen of the Established Church. The salary, personal allowance, and travelling expenses of each inspector range from £765 to £1,017, and of the assistant inspectors, from £586 to £678 yearly.

—The degree of LL.D. was conferred upon Lord Brougham, Sir J. Shaw Lefevre, Sir James Emerson Tennant, and M. Michel Chevalier, of Paris, by the University of Dublin, at its late Commencement.

—A return, which has been issued from the office of the Board of National Education, states that the sums voted by parliament for the purpose of national education in Ireland, from the commencement of the system to the end of the year 1860, amount in the whole to £3,317,364. The local contributions in aid of teachers' salaries were £44,361 in 1860, and there are also other local contributions in support of the system. No less than 4073 schools have been built without parliamentary aid. The Queen's University in Ireland, following the example set by Oxford and Cambridge, has lately instituted a system of local examinations. Seventy-two candidates underwent examination, of whom 45 were seniors, and 27 juniors.

—From a parliamentary return just issued it appears that the number of pupils on the rolls of the Irish National schools for the last quarter of 1860, and whose religious denominations had been ascertained, was 548,138, of whom 30,863 belonged to the Established Church, 455,582 were Roman Catholics, 59,086 Presbyterians, leaving 2,607 others. The total number on the rolls within the year is estimated at 804,000.

—Sir Robert Peel, the newly elected Chief Secretary for Ireland, has most liberally promised to endow a scholarship at each of the three Colleges of the Queen's University, Ireland, for five years. An influential deputation has also waited upon Sir Robert, to ask his aid in establishing a fourth Queen's College at Dublin. Of this proposition it is rumoured that Trinity College, Dublin, has shown some jealousy. A *propos* of this the Irish correspondent of the *Times* writes:—Assuredly, Trinity College has no reason to be jealous of the Queen's University, either on the ground of success or revenue. The *Morning News* gives the Roman Catholic view of the Dublin University, stating that 12 of the States of Europe have smaller territory than the corporation of Trinity College; that her estates extend through 17 counties in the four provinces, and contain 199,573 statute acres—1 per cent. of the whole surface of Ireland—which, if enclosed with a ring fence, would form a

circle of more than 200 miles in circumference; that a Royal Commission returns the poor-law valuation of these vast estates at 92,369*l.* a year, and the average annual amount of fines alone for the renewal of short leases sometimes reaches 9,000*l.*—a sum in excess of the endowment of several distinguished Universities in Europe, that some of her senior Fellows enjoy incomes higher than Cabinet ministers, and many of her tutors have revenues above those of Cardinals, while junior fellows of a few years' standing frequently decline some of her 31 church livings, with incomes that would shame the poverty of scores of Roman Catholic Archbishops; and that some of her chairs are vacated only for the Episcopal Bench. She has 70 foundation, and 16 non-foundation scholarships, 30 sizarships, 14 studentships, and 117 permanent exhibitions, amounting to 2,000*l.* per annum, of which only studentships, sizarships, and non-foundationships are available for Roman Catholics, Presbyterians, and other Dissenters. Yet only 16 students out of 4,000 Roman Catholics, and only 12 out of half-a-million of Presbyterians, are found among her alumni. A corporation so circumstanced should be slow to encourage an agitation against the Government because of its extension of academic education to the mass of the middle classes, including the members of the Established Church itself, who form one-third of the students and graduates of the Queen's University."—We believe we are right in saying, that the revenues of Trinity and St John's alone at Cambridge, amount to very nearly as much as the income of the Irish University.—*Educational Times.*

—The University of New Brunswick, established under an Act which received her Majesty's assent in January 1869, is now in successful operation. The University is under the Government of a Senate, appointed by the Governor in Council, and comprises what was formerly known as King's College, but now absorbed into the New University. The Endevnia, or festival in honour of the founders and benefactors of the University, was celebrated in June last, in presence of the Governor and the various Colonial authorities.

—We see by the "Christian Messenger" of Halifax, that the friends and supporters of Acadia College are anxious to place its finances on a more sure footing than they are at present, to elevate its literary standard, and to create four Professorships. With this object it is proposed to raise 15,000*l.* in all, as an endowment fund. The amount already invested, pledged, and to be collected, is 5000*l.*, which leaves 10,000*l.* still to be provided; half of that sum (5000*l.*) a gentleman interested in the matter proposes to raise by appealing to the generosity, wealth, and intelligence of the Baptist body of the three Provinces, and calling on fifty persons to subscribe 100*l.* each. The duty of collecting the other 5000*l.* to devolve on the Governors and friends of the College. The proposer of the scheme is sanguine of success.

—The number of school teachers in Maine last year was 7408; 4632 females and 2776 males, an increase of 1419 in ten years. The average wages of male teachers per month, exclusive of board, were 21.31 dols.; of females, 2.03 dols. per week, exclusive of board. The cost of 121 school-houses built during the year ending April 1st, 1869, was 59,125 dols. The whole number of school-houses in the state is 3916. The whole number of children and youths between the ages of 4 and 21 years, is 243,396.—*The Schoolmaster.*

—Connecticut has nearly one thousand public schools and about one hundred thousand children between the ages of four and sixteen. The state has school accommodation for some eighty thousand children, at an annual expense of about one hundred thousand dollars. The average attendance, however, is but little over fifty thousand.—*Ibid.*

LITERARY INTELLIGENCE.

—H. I. H. Prince Napoleon sends the *Institut Canadie*, of Montreal a large collection of valuable books and engravings, among which are to be noticed "Albert Lenoir's Statistique monumentale de Paris" (a splendid work with most costly engravings, of which there are two copies only in the province, one in the library of Parliament and the other in that of the Department of Public Instruction for Lower Canada); "Grand Ouvrage sur l'Egypte, par la Commission Française de l'Institut"; "Voyage de Circumnavigation de la Corvette *l'Arthémise*"; "Voyage dans la Russie Méridionale, par le Prince Demidoff"; "Iconographie Grecque et Romaine"; "Voyage de S. A. I. dans les Mers du Nord," etc. The Prince has also ordered a number of valuable books to be presented to the library of Parliament through Baron Gaudin-Boilleau, the French Consul at Quebec.

—Mr. Halliwell, whose energy has rescued New Place estate, Stratford on Avon, from builders and traders for Shakespear's name, now wishes to have the original Great Garden of Shakespear—the portion of the birth-place estate, that is in private hands—Ann Hathaway's cottage—and the estate opposite to New Place, purchased by the English people. They subscribed £2236 in a fortnight, for the purchase of New Place, and it is thought the £20,000 necessary for this new proposition will be easily collected. Mr. Halliwell also wishes to establish a Shakespear Library and Museum, which will demand £30,000 more.

—A very extensive public sale of books was recently made at Montréal by the firm of Appleton, of Boston. Among the most valuable was a copy of Audubon's work on Ornithology, which was bought through a private subscription of the friends of the McGill University, and presented to that institution. It sold for \$1100. Another copy was subsequently purchased from the same firm, by the Laval University, at the same figure. A copy of "Lacroix et Serre's Moyen-Age et Renaissance," was bought by the Seminary of Montreal for \$75. This may be considered the best bargain made at the sale.

SCIENTIFIC INTELLIGENCE.

—The fifth Congress of the Social Science Association met at Dublin on Wednesday, 11th August, and terminated on Wednesday, the 21st. There were present a great many distinguished persons, including Lord Brougham, the Duke of Wellington, Lord Carlisle, M. Chevalier of Paris, &c. &c. Papers were read each day, except Sunday, on all the departments—jurisprudence, education, punishment and reformatories, social economy, and international trade. Many of these papers were of much interest, and excited considerable discussion. The principal papers read in the department of education were by Miss Carpenter, of Bristol, "On the Application of the Principles of Education in Schools for the Lower Classes of Society," by Dr. M. Cosh, of Belfast, "On Intermediate Education in Ireland," by Miss L. Twining, "On the Education of Pauper Children," followed by a paper on the same subject, by Mr. Senior, the Poor-Law Commissioner, by J. Heywood, Esq., F.R.S., "On the Recommendation of the Royal Commissioners on Popular Education respecting Primary Instruction and the better application of Educational Charities," by the Rev. Dean Graves, "On the question 'Whether the system of competitive examination gives an advantage to persons of an inferior physical development?'" and by Professor Hennesy, "On the best mode of removing any disabilities which impede the advancement of learning." The next meeting of the Association will be held in London.

—Livingstone, the African traveller, describes an ingenious method by which the Africans obtain water in the desert. "The women tie a bunch of grass to one end of a reed about two feet long, and insert it in a hole dug as deep as the rim will reach, then ram down the wet sand firmly around it. Applying the mouth to the free end of the reed, they form a vacuum in the grass beneath, in which the water collects, and in a short time rises to the mouth. It will be perceived that this simple, but truly philosophical and effectual method, might have been applied in many cases in different countries, where water was greatly needed, to the saving of life. It seems wonderful that it should have been now first known to the world, and that it should have been habitually practised in Africa, probably for centuries. It seems worthy of being particularly noticed, that it may no longer be neglected from ignorance. It may be highly important to travellers in our deserts and prairies, in some parts of which water is known to exist below the surface."

—Some notion may be obtained of the comparative size of the principal objects in the solar system, by supposing a globe of two feet in diameter placed in the centre of a plain, to represent the Sun; a grain of mustard seed, placed at a distance of eighty-two feet, would represent Mercury; a pea, at the distance of 142 feet, would give a representation of Venus; another pea, not perceptibly larger at a distance of 215 feet, would represent the Earth—the scene of man's existence, his cares, his ambition, and his glory; Mars is less dignified still, for a pin's head, placed at a distance of 627 feet would afford a true representation of its comparative size, and four minute grains of sand, at a distance of 500 feet would convey some perception of the position and size of Vesta, Ceres, Pallas and Juno. A moderate sized orange, at a quarter of a mile, would represent Jupiter; a smaller orange, at nearly half a mile, would represent Saturn; and the far-off planet Herschel dwindles into a cherry, moving at a distance of three-quarters of a mile from the central globe representing the Sun.

—Isidore Geoffroy Saint Hilaire, one of the greatest zoologists of our times and son of the celebrated Etienne Geoffroy Saint Hilaire, the rival of Cuvier, died at the beginning of the month. He was a member of the *Académie des Sciences*, one of the oldest professors of the *Jardin des Plantes* and the President of the *Société d'Acclimatation*, which he had founded. He was born at Paris in 1805. He has published numerous works and is the author of a new classification, which has been substituted for that of Cuvier. One of his most remarkable works is the "Histoire Générale et Particulière des Anomales de l'Organisation chez l'Homme et chez les Animaux." The founding of the *Société d'Acclimatation*, the object of which is to import and multiply in France all the useful animals of other countries, is a practical undertaking deserving the highest praise, and one which although very recent (1835) has been so far most successful. He was only 27 years of age when in 1833 he was elected a member of the Academy of Sciences, which was then presided over by his father, who died in 1844.

—The Royal Astronomic Society have just issued a new volume of "Memoirs and proceedings," containing among other papers one by the

Astronomer Royal on the moon's orbit, Sir T. McClean Observations on Donati's Comet, and a Catalogue of the positions and distances of 398 double stars, by Lord Wrotterley.

— It was thought that metals at least could not be damaged by the work of insects as wood and other substances; but Mr. Kertner has found that a hymenopteron insect had perforated a sheet of lead in a leaden sulphuric chamber, and addressed a specimen of the insect together with a letter relating the curious fact to Mr. Milne Edwards.

STATISTICAL INTELLIGENCE.

— The total number of the population of Great Britain and Ireland, as shown by the recent census, has now been ascertained, and is found to be 29,031,164. This is the population of the United Kingdom, including the Islands in the British seas. The army serving abroad and in Ireland, and the navy and merchant seamen absent at sea are not included. Of the total population, 29,061,725 were numbered in England and Wales, 3,061,117 in Scotland, 5,764,543 in Ireland, 153,779 in the Channel Islands and Isle of Man. In England the population has been increased since 1851 by 12 per cent; in Ireland it has decreased 12 per cent, and in Scotland it has increased 6 per cent. The total population of the United Kingdom in 1851 was 27,511,862, and during ten years there has been a net increase of 1,519,302, or 6 per cent. London, the largest city in the world, has 2,803,034 inhabitants; Glasgow, 446,395; Liverpool, 430,000; Manchester, 357,000.

— The total population of the states and territories of the United States of America, by the census of 1860, was 31,429,991. By the census 1850, it was 23,191,876; in 1840, it was 17,069,453; in 1830, it was 12,866,020, in 1820, it was 9,648,191, in 1810, it was 7,239,814, in 1800, it was 5,305,937; in 1790, it was 3,929,827. In 1790, there were 17 states; in 1860, 34 states and 7 territories.

States.—New-York, 2,807,542; Pennsylvania, 2,906,370; Ohio, 2,339,599; Illinois, 1,711,753; Virginia, 1,596,083; Indiana, 1,350,479; Massachusetts, 1,231,065; Missouri, 1,173,317; Tennessee, 1,109,847; Kentucky, 1,155,713; Georgia, 1,057,327; North Carolina, 992,667; Alabama, 964,296; Mississippi, 791,395; Wisconsin, 775,873; Michigan, 749,112; Louisiana, 709,433; South Carolina, 703,317; Maryland, 687,034; Iowa, 674,948; New Jersey, 672,031; Maine, 628,276; Texas, 601,039; Connecticut, 460,151; Arkansas, 435,427; California, 380,015; New Hampshire, 326,072; Vermont, 315,116; Rhode Island, 174,621; Minnesota, 162,622; Florida, 140,439; Delaware, 112,218; Kansas, 107,110; Oregon, 52,464.

Territories, etc.—New Mexico, 93,541; District of Columbia, 75,076; Utah, 49,295; Colorado, 34,197; Nebraska, 28,842; Washington, 11,579; Nevada, 6,957; Dakota, 4,839.

— By the census of 1857 the population of Newfoundland, exclusive of the coast of Labrador, was stated at 122,638, the Protestant being allowed a majority of about 10,000 over the Catholic.

— The population of Nova Scotia by the census of the present year appears to be 330,857, of which 86,281 are Roman Catholics. The denomination coming next is the Presbyterians of the L. P. Church, 69,456; the next, the Baptists, 55,336; the Church of England numbers only 47,744. The population of the city of Halifax is 25,026, of which 11,649 are Roman Catholics. Taking the Presbyterians of the various denominations as a whole, they would appear to be the largest sect in the province, numbering altogether 88,755.

— The census returns of New Brunswick, for 1860, show that the population of that Province is 250,000—an increase of 30 per cent since 1850, the population being then 193,000. The capital, Frederickton, has only 5,654, which is less than Three Rivers.

— The census of Canada gives as a result about 2,500,000, as will appear by the subjoined table. Lower Canada has 1,163,511 without the county of Saguenay, the returns of which have not yet been received. The estimate is between 3 and 4,000 souls. The natives of Lower Canada, of French origin, are set down at 841,595; but to this we may add the 3 or 4,000 inhabitants of the county of Saguenay, about 1,000 natives of France and of other countries where the French language is spoken, and a large number of the natives of the Lower Provinces and the United States, who are born of Acadian or of Canadian parents, besides the large numbers who have returned from the States since the beginning of the war. Thus the French speaking population of Lower Canada, can be fairly estimated at about 850,000 souls. The natives of Canada of British origin are put down at 166,811, the natives of England and of Wales 13,913, of Scotland at 13,135, and of Ireland at 50,221. The total population of the following Counties. Missisquoi, Brome, Shefford, Sherbrooke, Stanstead, Compton, Wolf, Richmond, Drummond, Arthabaska and Megantic,—which are designated as the "Eastern Townships,"—amounting to 91,648 in 1850, is now 136,636. Out of these there were 31,648 of French origin; or 34 per cent. There are now 60,386, or 44 per cent.

The census returns, as checked in the office, differ considerably in some counties from those sent in by the Commissioners.

Census of Canada West, 1861, as corrected in the Bureau of Agriculture and Statistics.

Hamilton	City	19,096	Carried over	676,300
Kingston	"	13,743	Leeds	County 35,679
London	"	11,555	Lincoln	" 27,625
Ottawa	"	14,669	Middlesex	" 48,679
Toronto	"	44,743	Norfolk	" 28,520
Braut	County	39,777	Northumberland	" 40,692
Bruce	"	27,499	Ontario	" 41,565
Carlton	"	29,483	Oxford	" 46,180
Dundas	"	18,693	Peel	" 27,240
Durham	"	39,137	Pertb.	" 38,019
Elgin	"	31,996	Peterborough	" 24,631
Essex	"	25,211	Prescott	" 15,499
Frontenac	"	27,347	Prince Edward	" 20,889
Glengary	"	21,287	Renfrew	" 20,325
Grey	"	37,759	Russell	" 6,824
Grenville	"	24,191	Simcoe	" 44,720
Haldimand	"	23,708	Stormont	" 18,325
Halton	"	22,794	Victoria	" 22,948
Hastings	"	44,970	Waterloo	" 38,696
Huron	"	51,992	Welland	" 24,988
Kent	"	31,183	Wellington	" 48,775
Lambton	"	24,835	Wentworth	" 31,799
Lanark	"	31,639	York	" 59,339
Lennox and Ad- dington	"	28,002	Algoma District	" 4,916
			Nipissing	" 2,149
		676,300	Total population	1,355,222

Census of Canada East, 1861, as corrected in the Bureau of Agriculture and Statistics.

Montreal	City	90,498	Lévi	County 22,091
Quebec	"	51,100	Lotbinière	" 20,018
Three Rivers	"	6,028	Maskinongé	" 14,790
Sherbrooke	Town	5,899	Megantic	" 17,889
Argenteuil	County	12,897	Missisquoi	" 18,608
Arthabaska	"	13,473	Montcalm	" 14,724
L'Assomption	"	17,355	Montmagny	" 13,386
Bagot	"	18,841	Montmorency	" 11,136
Beauce	"	20,416	Napierville	" 14,513
Beauharnois	"	15,742	Nicolet	" 21,563
Bellechasse	"	16,062	Ottawa	" 27,757
Berthier	"	19,608	Pontiac	" 13,257
Bonaventure	"	13,092	Portneuf	" 21,291
Brome	"	12,732	Québec	" 27,893
Chambly	"	13,287	Richelieu	" 19,070
Champlain	"	20,008	Richmond	" 8,884
Charlevoix	"	15,223	Rimouski	" 20,854
Chateauguay	"	17,837	Rouville	" 18,227
Chicoutimi	"	10,215	Saguenay	" 1,687
Compton	"	10,210	Shefford	" 17,779
Dorchester	"	16,195	Soulanges	" 12,221
Drummond	"	12,356	St. Hyacinthe	" 18,877
Gaspé	"	11,421	St. John	" 14,852
Hochelaga	"	16,474	St. Maurice	" 11,100
Huntingdon	"	17,491	Stanstead	" 12,258
Iberville	"	16,891	Temiscouata	" 18,561
L'Islet	"	12,300	Terrebonne	" 13,460
Jacques Cartier	"	11,218	Two Mountains	" 18,408
Joliette	"	21,191	Vaudreuil	" 12,282
Kamouraska	"	21,058	Verchères	" 15,485
Laprairie	"	14,475	Wolfe	" 6,548
Laval	"	10,507	Yamaska	" 16,045
			Total population	1,103,666

Only part of the returns are received from the county of Saguenay, whence nearly three thousand additional names are expected.

MISCELLANEOUS INTELLIGENCE.

— It is intended to open a botanical garden for the culture of exotic and indigenous plants, in connection with the Laval University. M. Labbé Brunet who has gone to Europe to complete his scientific acquirements will assume its management.

— Notwithstanding the continued absorption of the French in political affairs the government has undertaken three gigantic projects—the accomplishment of any one of which would, says the London Times, suffice to illustrate a reign. The submarine telegraph connecting Toulon with Algiers has, after several attempts, been successfully laid down; the tunnelling of Mount Cenis commenced, and the Suez Canal, which met with so many difficulties, is now far advanced in its construction. The tunnel which will open a communication between Paris and Turin is to be seven miles long, and six years will be required for its construction.