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### PROGRESS OF EDUCATION IN LOWER CANADA, FOR THE YEAR 1860.

The Hon. Mr. Chauveau's report for 1860, on the state of public education in Lower Canada, has just been distributed. It contains a mass of valuable statistics, and many interesting facts relating to the progress of the schools within the Eastern part of the Province during the past year. Of these we purpose taking a cursory review.

The report sets out with the cheering statement that the advancement made, considering the importance of the subjects which had presented themselves to the Council, had been as great as could be hoped for.

On the selection of text-books, Mr. Chauveau remarks as follows: "On the important question of the selection of the books to be exclusively used in the schools; in view of the fact that there are certain series of works which, notwithstanding the care taken in compiling and editing them, cannot, owing to the difficulties presented by the subjects of which they treat, be adopted indiscriminately for Catholic children and for Protestant children, the Council decided that the Committee entrusted with the examination might report that certain books have been examined by the whole Committee and received the approval of the whole Committee; and that others have been approved of by the Catholic members of the Committee only, or by the Protestant members only; and that notice of the fact should be given at the same time with the approval of the Council. It was due to parents and to school authorities, that this dis-

inction should be made for their guidance; and the means adopted by the Council for the attainment of that object, was the only one which the law left at its disposal. The Council proceeded at once to examine a large number of works which had been submitted to it, and approved of some of them."

The sum of \$800, given by the Prince of Wales for distribution as prizes, had been placed out at interest, and the proceeds appropriated to the purpose for which they were designed. The Normal Schools were eagerly sought out by the youth of the community; but a regret is expressed that on account of the inefficiency of the public grants to the Laval and Jacques Cartier schools, a considerable increase had been required in the tuition fees. In this connection a complaint is lodged against the School Municipalities, the Superintendent remarking that were they "to do their duty, by striving to secure good teachers, and offering them suitable salaries, there would be no difficulty in increasing the number of pupils." Such an increase was much needed—the number being insufficient to meet the demand. There had, however, been a considerable addition to the roll of school teachers trained in the three schools—Jacques Cartier, McGill, and Laval—as was shown by a comparison of the returns of 1857 and 1860 respectively; those in the former year being 70, and in the latter, 228. The Normal School diplomas granted in the same institutions were: 4 for academies, 134 for model schools, and 181 for elementary schools. The number of normal school pupils being but 212, it would thus be seen that many of them obtained three diplomas for successive courses.

Leaving these details, we have to deal with broader and more general facts. And one of the first and most interesting is that presented by figures, showing the operations of the voluntary system in Lower Canada. The following results are obtained from the tabular form setting forth the sums levied for primary education in the different School Municipalities:—Assessments or voluntary contributions to equal amount of grant, \$114,424. Comparing this item with the returns of 1859, there is indicated a falling off of \$1,368. On the other hand, the amount of assessment levied over and above the amount required to equal the grant, and of special assessments for the payment of debts, was \$123,939, against \$109,151 in 1859—an increase of \$14,788. From these statistics, the important fact is deduced that the amount raised by voluntary contributions in Lower Canada during 1860, more than doubled the Government grant of \$116,000. Before this gratifying result could be gained, much

had to be accomplished in the way of convincing and overcoming the prejudices of the people, who, when the suggestion was first made that the municipalities should have the power of doubling the assessment, cried out loudly against the proposal, declaring that there was no possibility of compelling them to do so, and that they would not voluntarily do it. Yet they did it; and nearly \$100,000 were added to their contributions—inclusive of monthly fees and assessments for buildings—from 1856 to 1860,—the total in the former year being \$406,776, and in the latter, \$503,859. In the assessment for buildings there had been a decrease of some \$6,000, instead of an increase, as on the other items, and this decrease, it was urged, showed the necessity of making a special grant for building purposes.

The following table shows the scale of progression of all species of assessment for these last five years:—

	1856.	1857.	1858.	1859.	1860.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Assessment to equal grant...	113884 87	113887 08	115185 09	115792 51	114424 76
Do. over and above do.	93887 90	78791 17	88473 69	109151 96	123939 64
Monthly fees .....	173488 98	208602 37	231192 63	251408 44	249717 10
Assessment for buildings .....	25483 80	22923 63	24646 22	22083 57	15778 23
Total .....	406776 55	424209 25	459396 65	498436 48	503859 73

A summary of the statistical tables is embodied in the report, showing that the number of pupils of the faculties of the universities and of the superior schools had been 552; pupils of classical colleges, 2,781; of the industrial colleges, 2,333; of the academies for boys, and mixed, 6,210; and of the academies for girls, 14,817. The whole number of pupils of these institutions, adding thereto the number of pupils of the normal schools, was 26,921.

The following table exhibits the progress of Public Instruction in Lower Canada, since 1853:

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.
Institutions...	2332	2793	2868	2919	2946	2985	3199	3264
Pupils .....	108284	119738	127038	143141	148798	156873	168148	172155
Contributions...	\$16848	238032	249136	406764	424208	459396	498436	503859

The progress made by the pupils in the different branches taught, had been most satisfactory. The total number of schools in operation under the control of the commissioners and trustees, had been 2,730, being an increase of 53 over the year 1859. Primary schools, both under control and independent, 3,076; pupils, 144,905; increase, 3,372. Within five years there had been an increase of 211 per cent. in the number of teachers holding diplomas; while the number unprovided with diplomas had decreased 107 per cent.

With regard to salaries, the number of male teachers receiving less than \$100, was 39; in 1859 it was 97. Teachers receiving from \$100 to \$200, this year, 478; last year, 487: from \$200 to \$400, this year, 327; last year, 341: \$400 and over this year, 65; last year, 51. The salaries of the female teachers had been increased in proportion. An effectual protection had been afforded to teachers by the law giving them an indemnity against the department when unjustly dismissed by the School Commissioners. To satisfy such claims, the sum of \$363 had during the year 1860 been withheld from the local funds of the municipalities. The object and effect of this regulation had been to put a stop to the practice of reducing the salaries of teachers at the last moment, by compelling them to make engagements on terms which would be accepted by ill-qualified competitors, in many cases having no diplomas.

Mr. Chauveau, at the conclusion of his report, makes the following observations: "It is only necessary to compare our statistics with those of Upper Canada, to see the struggles we have yet to make before public instruction shall have attained at its basis, that is to say, in the primary schools, the full development indispensable in a country enjoying a representative government—a country with such vast material resources, and whose prosperity might receive so mighty an impulse from the general diffusion of useful knowledge and a sound practical education.

"It cannot be denied that the elective system, as applied to the appointment of school commissioners, has hitherto been, and is still daily, a source of great obstacles in the way of progress. These obstacles will, however, diminish in proportion as the generation which has received elementary education grows up; for our system of public instruction has hardly been more than ten or twelve years established in the country, and the very first group of the generations which have been enabled to avail themselves of it, has not yet reached an age to take part in the business of life, in most of the municipalities. Nevertheless, what has been accomplished under the elective system, is already so important that it is out of the question to think of renouncing it. Indeed it will one day be a

subject of pride for the people of Lower Canada, to have created with their own hands—at a period when elementary education was so little diffused, and almost entirely without the aid of coercive measures—a vast body of schools, gradually advancing in number, in organization, and in efficiency. Such a result could have been attained, in the absence of school instruction, only amongst a people who possessed an excellent domestic education, combined with strong and pure traditions; and, in fact, the morality of the people of Lower Canada, as established by the criminal statistics of this continent, shews that this has been the case.

"Above all, the efforts of the clergy and the educational institutions, both independent and subsidized, which they have multiplied throughout the country, have given the impetus; the friends of education found in these powerful auxiliaries the means of overcoming the resistance offered by avarice and ignorance, aided by evil counsels. This resistance has not, however, completely disappeared, but has changed its ground. It is now admitted on all hands that schools are a necessity; and while there is hardly a single locality willing to do without them, while in fact the withdrawal of the grant is found to be dreaded as one of the greatest punishments which the law can inflict for a violation of its other provisions and of the bye-laws of the department; on the other hand, it is very certain that the raising of the teachers' salaries and the different reforms required in the system of teaching, still encounter much opposition. They are, nevertheless, matters of the highest importance, even as regards the more general diffusion of elementary education throughout the country.

"The apathy of parents, their neglect of sending their children regularly to school, will be best overcome by the good results of the education received by the children who attend. Now, the results obtained by inferior schools, inefficiently conducted, by ill-remunerated teachers, can never have this effect. The best means, therefore, of increasing the number of pupils, is to improve the school, and consequently to improve the condition of the teacher. It is for the attainment of this object that those who have already struggled with so much courage, and those who would follow in their footsteps, must struggle to-day. It is quite true, that owing to the peculiar manner in which our back settlements are divided, the distance between the houses, and the length of the ranges or concessions, owing also to the severity of the climate and the poverty of many localities, it will never be possible to obtain a school attendance on the part of our children equal in proportion to that of Upper Canada or the State of Massachusetts; but we must not rest satisfied because our proportion is already greater than that of other countries,—such for instance as England and France,—for it is evident (and this is admitted by all) that a far greater number might and ought to attend; it is certain that a great evil exists, and that every possible effort should be made to remedy it.

"In Upper Canada, notwithstanding that the reports of the Superintendents shew that a large proportion of the children attend the schools, divers means of compelling parents to send them with more regularity, are being discussed. Fines, and even imprisonment, are resorted to in some of the States of Europe; but apart from the fact that the application of such a remedy would be difficult in this country, and repugnant to our institutions, I am in hopes that those which I have already pointed out will suffice. As this reform is one which claims the united good will and efforts of all, public attention cannot be too much drawn to it."

Viewing the report as a whole, it gives cause for congratulation that our brethren in Lower Canada are steadily, surely, and not slowly, advancing in education, as well as in numbers, wealth, and influence.—*Altered from the Leader.*

## II. EDUCATION IN CANADA.

Our people would need to keep a sharp look out on educational matters, or their Canadian neighbours will out-distance them in the race of intellectual improvement. From reports lately published we learn that the amount paid for educational purposes, during 1860, in Upper Canada, was \$1,448,448, and in Lower Canada, \$1,124,575. Of the former sum, \$895,591 was paid for teachers' salaries in common schools; for erection and repairs of schools, libraries, &c., \$164,183; making a total for common schools of \$1,159,774. In Lower Canada the whole amount paid for this class of schools was only \$619,859—little over half the sum expended in the Upper Province; the remainder going to universities, colleges, academies, and normal schools.

The same difference exists as to the sources from which those sums were raised. In Upper Canada \$835,376 was by assessment, against \$254,142 in the Lower. From fees Upper Canada paid \$91,508, against \$249,717 in the Lower Province. The Legislative grant was (for both) \$116,000. The total number of educational institutions in Lower Canada was 3,264—an increase of 65 over 1859, and of 279 over 1858. The number of pupils was 172,155,

an increase of 4,007 over 1859. In Upper Canada the total number of educational institutions was 4,379—an increase of 7 over 1859, and of 121 over 1853. The total number of pupils was 328,839—an increase of 14,593 over 1859, and of 22,213 over 1853. In Lower Canada, the number receiving instruction in the various educational institutions was in the proportion of 1 to every 6½ of the population, shown by the census taken last January; in Upper Canada the proportion was 1 to every 4½ of the population. This is equivalent to 22.65 per cent of the population, which is slightly in excess of the attendance in this State and Massachusetts. Lower Canada is, of course, far in the rear.

In Upper Canada the number of common school teachers employed during the year was 4,281; increase, 46. The lowest salary paid to any male teacher was \$96, and the highest \$1,300. The average salary of male teachers, with board, was \$188; without board, \$357. The average salary of female teachers, with board, was \$124; without board, \$212. In Lower Canada, the number of primary school teachers was 3,315; increase 210.

The number of Roman Catholic separate schools reported in Upper Canada was 115; increase, 10. The amount of legislative grant apportioned to them was \$7,419.—*N. Y. Spectator.*

### III. AGRICULTURAL PROGRESS OF UPPER CANADA.

*Extracts from the Address of J. Barwick, Esq., President of the Agricultural Association.*

The Agricultural Association of Upper Canada, which was organized in 1846, has steadily advanced in prosperity and usefulness. In that year the sum of £220 only was awarded in Premiums—at the last Exhibition the Premiums had been increased to no less a sum than £3,750.

At a recent meeting of the Board of Agriculture, it was decided to erect an Agricultural Museum in Toronto. The building is to be proceeded with at once, and will be completed in the early part of next year. The Agriculturalist will then have a repository where samples of the various products of our country can at all times be viewed—an object of interest and importance, not only to the Canadian farmer but to foreigners and intending settlers.

His Royal Highness the Prince of Wales, while he attended the Exhibition of last year, expressed himself highly gratified with the progress of the Association, and with the display of Canadian products, on that occasion, and marked his approval of the organization of the Association, by becoming a member and contributing £200 to its fund, which sum has been invested, and the interest of it will be annually offered as "The Prince of Wales' Prize."

The products, manufactures, agricultural implements, and machinery of Canada, have now attained an excellence which has stood the test of a competition in the mother country, and at the same time has given Canada a most prominent position as a Colony which must be gratifying to every Canadian. The Association has exercised a strong influence in aiding this success and prominence.

In addition to our Agricultural products and the valuable timber in our forests, our mineral resources will eventually become a great source of wealth to Canada.

M. Dufrenoy, member of the Institute of France, and Inspector General of Mines in that country, thus alluded to the collection of minerals at the great Exhibition of 1851, made by our talented Provincial Geologist, Sir William Logan:

"Of all the British Colonies, Canada is that whose exhibition is the most interesting and the most complete, and one may even say that it is superior, so far as the mineral kingdom is concerned, to all countries that have forwarded their products to the Exhibition. This arises from the fact that the collection has been made in a systematic manner, and it results that the study of it furnishes the means of appreciating at once the geological structure of the mineral resources of Canada."

And it is noticeable throughout many parts of the country that the Canadian farmer is adopting underdraining—the making of drain tiles has now become a source of constant and profitable employment in the localities where the tiles are made—the perfect draining of the land will ensure a tenfold return with the early maturity of the crops, lessening the danger of attacks of rust and other injuries, to which the farmers' hopes are subject.

Great improvements have been recently made in many parts of the country in the construction of barns and farm buildings, for the housing and feeding of stock, and securing root crops. Many of these are models of good arrangement, and are constructed in the most substantial manner at a cost, in many instances, which would have been considered a few years ago, when the cultivation of fall wheat engrossed the attention of the Canadian farmer, as too large an expenditure for such objects.

The year 1860 will be noted as an epoch in Canadian history as being the first year during which our Exports exceeded our Imports.

The following table of importations and exportations from 1851 to 1860, inclusive, will prove interesting:

	IMPORTATIONS.	EXPORTATIONS.
1851	\$21,434,790	\$13,810,604
1852	20,286,492	15,307,607
1853	31,981,436	23,801,303
1854	40,529,325	23,019,190
1855	36,086,169	23,188,460
1856	43,584,387	32,047,017
1857	39,428,584	27,006,624
1858	29,978,527	23,472,609
1859	33,555,161	27,766,981
1860	34,441,621	34,631,890

Our aim should be to foster Canadian Manufactures, of those articles that we can advantageously manufacture. Every Canadian will concede that it is of great importance that our towns should be occupied by thriving mechanics and manufacturers, thereby giving to us a home market. How many of the youthful population of our towns and villages might be advantageously and economically employed in woollen and cotton factories who are now in too many instances a burthen on their parents, and at the same time it is to be feared are in a course of training to become vicious members of society.

The crop of wool for this year has been principally purchased for exportation to Great Britain; heretofore it has been exported to the United States, to be there manufactured.

An important communication was transmitted by the Duke of Newcastle to His Excellency the Governor General, being the "Address of the Wool Supply Association of the Bradford and Halifax Chamber of Commerce." This correspondence and address will be found in the July number of the *Canadian Agriculturist*, and well deserves the careful perusal and consideration of the breeders of sheep.

Flax and Hemp are certain and very productive crops in Canada, and might be advantageously grown for manufacturing purposes.

Our Legislature has done much to attract emigration to Canada, by making known her immense resources, but much remains to be done. Canada offers a more favorable field and greater inducements to the emigrant than any other colony of Great Britain—her easy accessibility, her great inland water communication, which is unsurpassed in the world, and her network of railways give ready access to the millions of acres of productive soil which are available on favorable conditions for settlement.

The able and scientific men who have lately explored the British territory between us and the Pacific, have reported favorably on the agricultural capabilities of that region, and also the existence of coal beds, and the feasibility of constructing a line of railway to the Pacific. Should their anticipations be correct, Canada must be enriched by being made the highway for the traffic of that immense territory.

The large fleet of shipping, both steam and sailing vessels, which are attracted to the St. Lawrence, must benefit the farmer by cheapening the transportation of our produce.

The recent arrival of the Great Eastern steamer (the largest vessel in the world) at the port of Quebec, demonstrates the advantages of that noble river.

During the present and past year several lake craft, of Canadian build, have successfully navigated the Atlantic, carrying full cargoes direct from our lake ports to Liverpool, and returning with full cargoes. Our enterprising neighbours in the Western States are also extensively engaged in the same commerce.

The climate of Canada is a healthy one. The following table gives the rate of mortality in various countries:

COUNTRY.	MORTALITY.
Russia .....	one in 26.68 per annum.
Austria .....	" 30.43 "
Prussia .....	" 35.47 "
Europe, mean of 17 States .....	" 37.93 "
France .....	" 40.92 "
Sweden .....	" 43.49 "
Switzerland .....	" 44.43 "
England .....	" 46.14 "
Norway .....	" 51.27 "
Upper Canada .....	" 102 — "

The system of *Common School Education* in Canada is placed within the reach of the most humble—and there is no bar to their advancement—the most eminent in the various professions in Canada have placed themselves in that position by their abilities and perseverance only; and when the youth of Canada have gone to the mother country to complete their studies for the various professions, they have acquired prominent positions not only in their examinations, but subsequently in their professions. It is worthy of note

that the "Victoria Cross" has been bestowed on several Canadians, for acts of bravery in India and other parts of the world.

As a colony of Great Britain we enjoy the protection of that powerful empire, while at the same time we have the entire control of our local affairs. May it be the aim of Canada to follow in the footsteps of Britain, whose Christian course has placed her in the van of nations.

#### IV. AGRICULTURE IN COMMON SCHOOLS.

We have previously advocated the establishing of agricultural colleges and the teaching of scientific agriculture in our common schools, and we are more than ever convinced of the necessity of a reform of the kind from the fact that not a hundred miles distant from Kingston the hollows of an uneven road have been filled up with marl dug from a field adjoining. The properties of this valuable material do not appear to be appreciated by the farmers of this locality; but in England and Scotland, and even in New Jersey, it is sold at a high price. Professor Johnston when he made his tour of the Provinces, was so impressed with the abundance of marl in this country that he said Canada would have enough for herself, and to spare for the British Islands. If our farmers would dig out the marl pits and apply their contents to the fields, they would discover a mine of hidden wealth. Nothing is so advantageous to light sandy and peaty soils as an application of marl. Such soils are improved both mechanically and chemically when mixed with marl, and many a worn-out wheat field might be restored to its original fertility by the use of this plentiful material.—*Kingston News*.

#### V. EDUCATIONAL INSTITUTIONS AS AN INDUCEMENT TO SETTLERS.

At the opening of the public school in Wellington Street, Kingston, on the 2nd of September, Professor Weir gave utterance to a highly suggestive remark. He said it was a matter of great importance to the settler seeking occupation in the cities of a new country like Canada, that he should locate himself where the best educational institutions were to be found, where his children would be surrounded by the best influences affecting their intellectual and moral culture. Judged by the test of educational institutions, the city of Kingston would stand high on the list of Canadian cities and towns. Here we have academies and schools of the highest order to be found in the Province. The University of Queen's College, with its faculties of art, law, and medicine, as well as of Presbyterian theology,—presided over by a Principal of old world reputation, and with a staff of teachers in every way competent to fulfil the duties with which they are charged, has won its way to a very eminent position, after years of struggling against the difficulties which necessarily present themselves in a new country. Students now flock to the College from all parts of Canada, East and West; from the Lower Provinces; and from the bordering portions of the United States. Some of its professors are more than ordinary college teachers. For instance, Professor George Lawson, of the chemistry and natural history departments, is a naturalist of extended repute. There can be no doubt that Dr. Lawson, by his researches in Canadian botany and entomology, will shed a lustre over this district of the country, and especially upon the city in which he resides. Dr. Lawson is known to Britain and to Germany, and by his efforts the savants of Europe will become better acquainted with Canada. Besides Queen's College, we have another seat of learning in Regiopolis College. Then there is the County Grammar School and the Queen's College Preparatory Grammar School,—both academies for youth, of the highest excellence. Last, but not least, our city is blessed with numerous well appointed free schools, wherein the child of the humblest citizen may obtain an education which may serve as the stepping-stone to any position in life. In fine, Kingston may well feel proud of her educational institutions; and as they are already a source of income to a numerous class of tradesmen, so also may we expect that they will continue to add both to the prosperity and reputation of the city. Settlers having a care for the physical, intellectual, and moral health of their children, could find no better city in Canada than Kingston in which to locate themselves. On the score of salubrity our city is unequalled on this continent. The reports of the surgeons of the British army show that this place is the healthiest of all the stations to which British troops are forwarded.—*Kingston News*.

#### VI. KINGSTON PUBLIC SCHOOL LIBRARY.

The new books ordered by the Board of School Trustees for the city public school library, from the Department of Public Instruction, Toronto, have arrived, and are now being classified and numbered, preparatory to being put in circulation, by Mr O'Loughlin. These new volumes will prove a valuable acquisition. They comprise a rich selection of poetry, a goodly number of volumes of travels and

adventures in foreign lands, historical, biographical and miscellaneous works of general interest and lasting merit. We may state an important fact in connection with this public institution, and one which shows the advisability of the late removal. Since the establishment of the library in the old Bacon Office, the issues of books have largely increased, and the reading portion of the community are reaping the benefit.—*Kingston News*.

#### VII. COBOURG PUBLIC SCHOOL LIBRARY.

Mr. Harrison, the worthy custodian of our Town Library, has favored us with a view of the new instalment of books which has lately arrived from the Educational Department, Toronto, some to supply the place of a number that have been lost or destroyed by frequent and rough usage, and others, forming a new and valuable accession to the library. The whole collection amounts to about 270 volumes, and a beautiful and well chosen set it is. We have been perfectly charmed with the botanical volumes, which are beautifully illustrated with coloured and other engravings. Our fear is lest, in a free library, as this is, these will not receive the careful treatment that their beauty and delicacy demands. The librarian informs us that in about a month they will be ready for issue.—*Cobourg Star*.

#### VIII. Papers on Practical Education.

##### 1. ON MENTAL ARITHMETIC.

*To the Editor of the Journal of Education.*

SIR,—That Mental Arithmetic is one of the most important, and at the same time one of the most neglected, of the various branches of study in our schools, I think all will be ready to admit. I therefore conceive that a few remarks on the manner in which a class may be advantageously commenced and carried on, may prove acceptable to many teachers who are readers of your Journal.

As I expect there are many teachers who have, at some time, commenced teaching Mental Arithmetic, but have eventually given it up, it may be well to allude to some of the probable causes of failure; and first, I will suppose that a teacher visits a school in which this branch is taught, and hears such questions as the following:—Take three times the cube of 7, add 71, divide by 11; to the square-root of the quotient add the square of 5, and twice the cube-root of 8, and divide by 13. The answers are readily and correctly given, whereupon our friend determines to have a similar class in his own school, and by way of commencement prepares a set of questions in the above style, and proposes them to the scholars. The result may be anticipated. Disappointed and vexed at their inability to answer, he concludes that Mental Arithmetic is a study beyond the capacity of his pupils, and so gives it up in despair. It may be that many do not go to such an extreme, yet doubtless, one of the principal causes of failure in teaching Mental Arithmetic is *commencing with too difficult questions*.

The remedy for this we should pronounce to be simple enough, did we not know by experience that it is not in Mental Arithmetic alone, nor is it a singular fault of the Common School Teacher. It is one of the besetting sins of all who attempt to instruct others, to rate too highly the capacity of their pupils. Preachers, teachers, parents, masters, are constantly falling into the same error. Nor can any set of rules be given for its avoidance; one thing alone will suffice—it requires *constant watchfulness*.

Let us suppose another teacher, who commences under more favorable circumstances. He has scholars who work with facility and correctness. But there may be some who are naturally quicker than the teacher. Occasionally they are ready with the answer before he has obtained it himself; or perhaps he finds, to his dismay, that he has refused a correct answer and accepted a wrong one. Mortified at appearing to disadvantage in the eyes of his scholars, he loses all taste for the study, and soon discontinues it altogether. In order then to carry on a Mental Arithmetic class, it is necessary for the teacher to *keep in advance of the scholars*.

And how is the teacher to act in such a case? It may be neither convenient nor advisable to obtain the assistance of a competent person. His only plan is to subject himself to a course of self-culture. Let him work out mentally, and commit to memory the Multiplication Tables from thirteen times upwards to an indefinite distance. Let him treat similarly the squares, cubes, fourth, fifth, &c., powers of various numbers; in fact, any exercise in which the questions suggest themselves, and the correctness of the answers is readily proved. And this he may do in his spare time, when he is alone, in his walks, in his sleepless nights, (of which a teacher who neglects Mental Arithmetic ought to have a large share,) in short, whenever he cannot be better employed. This will give him expedition in working and strengthen the memory, so that in a short



time he will be able to calculate correctly, and rapidly enough for all ordinary purposes.

A third cause of failure is, the lack on the part of the teacher of a well selected stock of questions. However large the class, and however wide the abilities of the scholars, there must be work adapted to the requirements of each; some simple enough for the dullest, and others calculated to excite the interest of the brightest. There must be sufficient variety in the subjects, or the interest of the class will soon abate. The scholars will become slow and careless, and the teacher dissatisfied.

A class of very young children might begin with the numerals, the scholar at the head of the class saying 1, the second 2, the third 3, and so on; then the even numbers, 2, 4, 6, &c., and in the same way the odd numbers. The addition of two numbers might come next, then three or four numbers, but they should not be required to use large numbers at first. As soon as the Multiplication Table is learned questions may be selected from it; this will remedy the evil of having to begin at the beginning of a table, whatever line is required. Division may follow, but its meaning should be explained. Children understand Multiplication more readily. At first give questions in which there is no remainder to the answer. Thus, fives in 25? Five times. Then fives in 26? Five times and one over. Fives in 27? Five times and two over. This will teach them the meaning of quotient and remainder. When they come to Tables of Weights and Measures, they may be taught to work problems from them. An illustration may be drawn from the Money Table. How many farthings in a shilling? Four times 12 are 48. How many pence in a pound? Twelve times 20 are 240. "Time" is one of the easiest tables to use, as children have no difficulty in understanding it. A variety of questions may be taken from the days of the months; such as, How many days from Jan. 4th to June 17th? or from the longest day to Christmas day? This exercise will fix in their memories the number of days in each month, give them an idea of the relative length of different spaces of time, and they will learn the dates of important days of the year.

The Reduction of Money from currency to dollars and cents, and *vice versa*, may follow; then the value of so many articles at a given price; then the same, with the answer reduced. The Squares and Cubes, from 2 to 10, may be learned, and a variety of questions similar to that quoted above, but of course, very simple at first, and gradually more difficult. The expressions "plus," "minus," "sum," "difference," &c., may be employed so as to familiarize the scholars with their meaning. Questions in Mensuration may now be given, such as, the length and breadth of a field being given, to find its area. The three dimensions of a room, to find its solid contents.

If the teacher is in the habit of explaining the various rules of Arithmetic in class, it is an excellent plan to make the Mental Arithmetic work with it as to subjects. Thus, the definitions, rules, and simplest examples may be taken in one class, and the more difficult problems with the slate in the other. As a preparation for Fractions, the prime and composite numbers, as far as 100, may be learned; then the factors of the composite numbers in pairs, thus, the factors of 24—2 and 12, 3 and 8, 4 and 6—three pairs of factors. Each pair of factors may be given by a different scholar first, and afterwards all by one scholar. The next exercise may be the Divisors of Numbers (omitting the number itself and unity), thus, the divisors of 24—2, 3, 4, 6, 8, 12. They may be given separately and then by one pupil. A class that has become expert in these last exercises, will find no difficulty when they come to cancelling, which is one of the most important operations in practical arithmetic. Measure, Common Measure, and G. C. M. may now be taken; then Multiple, Common Multiple and L. C. M. In Fractions, besides the definitions, simple questions may be given in Reduction, Multiplication, Division, &c. Interest is a favourite rule with teachers of Mental Arithmetic, and affords a variety of interesting problems, which may be made to include Insurance, Assessments, &c.

In conclusion, I need not urge the importance of the subject: I think that is admitted by all. There is, however, one fact which perhaps is generally lost sight of. It is a general complaint that children are badly provided with books and other school requisites. This difficulty cannot apply in the present case; for, wherever you have half a dozen children endowed with ordinary capacity, there you have all the materials for a Mental Arithmetic class.

VERULAM, SEPT. 17, 1861.

J. H. KNIGHT.

## 2. HINTS ON SCHOOL DISCIPLINE.

FROM THE GERMAN.

The teacher who has the good of the children sincerely at heart, will probably soon discover for himself what peculiar kind of praise and what peculiar punishment may, in each case, be most advantageously employed. This love for the children will prevent him from employing any kind of punishment which would be injurious

to them; but it will not prevent him from making use of every allowed and approved means by which the object of sound discipline can be best attained. The disciplinary means which we are now about to speak of, are means which have been devised as substitutes for corporal punishment. Whether when a fault has been committed, and punishment deserved, it should, in all cases, be corporal punishment, or whether other means of correction may be employed, is a point about which there is considerable diversity of opinion. Our own belief is, that inferior or secondary punishments, as they are sometimes called, may often be employed with advantage. Among this class of punishments may be reckoned—

1. *The removal of the children that have committed a fault, from the others.*—This may be effected either by placing the offender on a seat by himself, or removing him to a separate room. Such a punishment may be suitably employed in cases where the child has shown a violent or bad temper, and has quarrelled with his school-fellows; as well as in cases of confirmed carelessness and laziness. It may also be employed with a view to bring about a change in cases of very untidy habits, a want of cleanliness, &c. But in such cases, the teacher would do well to ascertain that the fault is entirely the child's, for the parents are sometimes in fault in this respect; and where this is the case, perhaps the best plan generally will be for the teacher to have an interview with them, and mention the circumstance to them in the least offensive way he can. Unless they are of a very unreasonable or hasty disposition, this will generally lead to an improvement. Should the children be removed into a separate room by themselves, they ought to be subjected to some oversight, otherwise more harm than good might arise from the arrangement.

2. *Detaining the children in school after the school hours.*—This, for several faults, is a natural and appropriate punishment. If, for example, the child has been idle and remiss in his school-work, either at home or in school, an opportunity is thus given him of repairing his neglect. Or if he has behaved disagreeably, and quarrelled with his school-fellows on their way home from school; by being detained after the others this will be prevented, and the child himself made to understand that by his bad conduct he has rendered himself unworthy of the society of the others. But in carrying this punishment into effect (and the same, indeed, may be said almost of every punishment), great discretion is required on the part of the teacher, and various circumstances are specially to be taken into account. For instance, the child ought not to be detained in school so long after the others that he cannot reach his home before it is dark. He ought not to be detained so as to interfere with his joining in the regular meals with his family; and the same may be said in cases where the parents require the services of the children after school, perhaps, for going necessary messages, &c. Besides this, it is a question whether the teacher's control over the child's time does not cease with the school hours.

3. *Excluding the children from play.*—This is an obvious and natural punishment for several faults. If the child has in any way misconducted himself, it seems but natural that he should be deprived of the pleasure and amusement which his school-fellows enjoy in the recess between the school-work, &c. Some children will feel an exclusion of this kind very much; on others, of a sluggish disposition, it will make but a slight impression, and will scarcely be regarded as a punishment at all: the teacher will naturally bear this in mind, and act accordingly. The children that are kept in school ought not to be allowed to run about in the school nor to idle their time away, but should have some work assigned them to do, and an oversight ought to be exercised over them to see that they do it.

4. *Solitary confinement.*—This punishment is but ill suited to our common elementary schools, and in such schools, indeed, is scarcely possible. The case is different in boarding-schools, where the child can be made to do his work, and yet pass the whole day alone in his own room. Shutting up the child alone, especially a young child, in a dark room, even for a short time, is a practice not at all to be recommended. In children of a timid disposition, it may excite a degree of terror in them which may be permanently injurious to their health. Confinement of this kind is a very different thing from a detention in the school-room, for a time, with work to do, under proper superintendence. To this latter kind of confinement we see no objection, where it can be conveniently put into practice.

5. *A conduct register.*—In many schools there is kept a register of moral conduct, either in a separate book by itself, or in a column appropriated to that purpose in the ordinary school register. Such a conduct register may be of service to the master himself, in assisting him to form a judgment of the individual's character; but it is not easy to see how it can be so managed as to be made to exercise a beneficial influence on the formation of the child's character. Conduct, regarded as a whole, is so complex—so many, and sometimes conflicting circumstances to be taken into consideration—that it is

not easy to form a satisfactory answer respecting it. Proficiency in studies and individual acts of praiseworthy conduct may easily be noted; but unhappily those may often be met with in boys whose entire conduct cannot be approved of—and hence the difficulty practically in keeping such a register. It is well known that in schools in which a prize is given to the boy whose conduct is best, the prize is one which is generally unpopular with the boys themselves, and which there is often difficulty in awarding in a way at once satisfactory to the teacher and to the pupil. An abuse to be guarded against in the employment of a conduct register, is, that the boy whose conduct is faulty, and is so marked in the register, should not be led to think, "that now he has a bad character with the master, it is no use for him to try to be better, or to do better." On the other hand there is a danger lest the boy who has obtained a good place in the register should become careless, and cease to act in the spirit of the apostolic caution, which is not less necessary for boys than for men: "Let him that thinketh he standeth, take heed lest he fall." With a view to avoid these evils, it ought to be understood by the pupils that the marks in the register are subject to a frequent revision.

6. *Conduct reports.*—These reports are of course drawn up from the conduct registers. The good marks, and also the bad, are added up, and a balance struck between them, and the child's character judged of accordingly. These reports are communicated to the parents, and also made known to the children themselves. It may be doubted, however, whether much good results from making the individual's faults of character known to the whole school, as is sometimes done. It seems more advisable that the teacher should speak to the individual privately of his faults: and that with regard to classes of faults which prevail in the school, he should speak in a general way, without naming any particular boy, and leave the culpable parties to apply the censure to themselves, without having the additional mortification of being pointed at. And where praise is due, those to whom it applies will not be slow in appropriating it to themselves, and may be thus encouraged to persevere in well doing. With the better disposed class of parents, some good may possibly accrue from informing them of the character sustained by their children at school; yet from the majority of parents whose children frequent our elementary schools, much good, from this source, is not to be expected.

7. *Deposing the children.*—This may be employed, with certain limitations, as a secondary punishment. It often happens that boys have a preference to certain classes or positions in school to others, and should the individual's conduct be faulty, it may, in some cases, be possible, without interfering with the general routine of the school, to prevent him from joining the desired class, or should he be already in it, to depose him until he has given evidence that he has amended what was wrong. The taking of places during the instruction, is a plan respecting which there is a great variety of opinion, and of course a corresponding variety of practice. Much of its value seems to depend upon the tact and spirit with which it is carried into effect, and these are things for which it is difficult to lay down special rules.

The ingenious teacher will be able to devise and employ various other secondary punishments, according to circumstances, and the matter is one not unworthy of his attention. One secret of success in discipline is, to avoid a too frequent use of severe punishment, and this may often be advantageously done by the employment of secondary ones. With children, it is the fear of punishment, much more than the infliction, or a familiarity with it, which is a terror to evil doers.—*English Journal of Education.*

### 3. THE TEACHER'S REWARD.—AN INCIDENT.

The teacher's lot is often called a weary, thankless one, and they who have braved the trials, difficulties and perplexities incident to the calling, know, that for their most earnest, unwearied efforts, they often meet with reproach and blame, and that, too, from those most benefited by their exertions. But if faithful, a sure reward awaits them, which, though at times, to the overtaxed sinking spirit, it may seem to tarry, sooner or later will crown their efforts. The soil may be dry and barren, the seed a long time in developing in some cases, while in others a quick and abundant harvest brings a present reward.

An incident that occurred under my own observation, may serve to cheer the heart of some weary toiler, while it forcibly illustrates the power of kindness in the school-room. John D—— had long borne the name of "the worst boy in the district," and his teachers all agreed that his title was well merited. Idle, wilful, the prime mover of all the mischief in school, he was a constant source of care and anxiety.

But a new term, with a new teacher was about to commence. As usual, John came loitering into school some half hour after it began, seated himself with an I-don't-care-for-any-one manner, gave a bold stare at the teacher, and then commenced his usual sly pranks upon

those near him. But the kind tones of the teacher, as she stated to her pupils her interest in their welfare, her desire for their improvement, and her earnest wish that the time spent together might be passed harmoniously and pleasantly, as well as profitably, arrested John's attention, and for the first time he felt that he should have a teacher that he would try to please.

None of this escaped the watchful eye of the teacher. She noted his defiant air, his mischievous pranks, the rapidly changing expression of his countenance, as he sat listening to her words. Nor did she fail to see the conclusion at which he arrived, and resolved to assist in strengthening those new-formed resolutions by every means that love and kindness could suggest.

But the habits of years could not be overcome in a moment; many an anxious hour, many a perplexed and sorrowful thought he caused her. Still she persevered, and as days passed, the same uniform kindness characterized all her words and actions toward him.

His writing had been neglected. She persuaded him one day to spend his leisure moments in making letters upon his slate, and to show to her the first sentence he should write. The idea pleased him and for a long time he applied himself, and then with a bright, happy look held up his slate for her inspection. In rude characters he had traced the words: "A good name is better than gold." It was a touching evidence that her labour had not been in vain, and as she read, a silent tear dropped upon the slate. John saw it—his own eyes filled. "Miss A.," said he, "I will deserve a good name." The victory was complete; from that day John became a "model scholar," studying earnestly and diligently from a sincere desire to obtain an education.—*Wisconsin Journal.*

### 4. PHYSICAL TRAINING IN SCHOOLS.

Among the Parliamentary Papers recently issued are two small volumes containing some information collected by Mr. Edwin Chadwick during the recent education inquiry. Mr. Chadwick shows in these papers that the present practice of long hours of teaching is a wide cause of enervation and predisposition to disease, and induces ill habits of listlessness and dawdling. The half-time system is found to give nearly, if not quite, as good education as the whole time; and common sense tells us that a boy who has acquired the same amount of knowledge in half the time of another boy, must have obtained a proportionately superior habit of mental activity. Good schoolmasters say about three hours a day are as long as a bright, voluntary attention on the part of children can be secured, and that in that period they may really be taught as much as they can receive; all beyond the profitable limit is waste. Hence it is urged that part of the present long school hours be devoted to gymnastic exercises or drill, as part of the system of education, or that the half-time system be more adopted. Drill is very strongly recommended by many eminent men, who give their testimony in these papers. It improves the health, the carriage, the manners, even the character; sharpens the attention, gives habits of obedience, promptness, regularity and self-restraint. Sir F. B. Head writes: "No animal, whether on four legs or two, can be of any use in the workshop of man until he has been sufficiently divested of that portion of his natural inheritance called a will of his own." What's the use of a cow, if she won't allow either man or maid to milk her?—what's the use of a horse, if he won't put his head into a collar or suffer a saddle on his back? A system of military drill in our schools would prove so beneficial that, if once adopted, an undrilled young man, like a raw unbroken horse, would be considered unserviceable. "I should consider a youth of double value," says Mr. Whitworth, "who has had the training of the nature of a drill; he attends to commands; he keeps everything he has to do with in a high state of cleanliness; defects are corrected, and special qualifications brought out." "We find the drilled men very superior," says Mr. Fairbairn. "They are constantly in readiness for the protection of the country," writes Lieut.-General Shaw Kennedy. "Men are frequently required," says Mr. R. Rawlinson, C.E., "to use their strength in concert, for which they must have confidence in one another; I have frequently seen trained men weed out unskilled men where heavy lifting has been required, because they dare not risk the danger arising from unskilled strength." Here, therefore, is a special advantage over and above the uses of education generally. "I would not," said an eminent manufacturer, "take less than £7,000 for my whole set of workmen in exchange for the uneducated, ill-trained, and ill-conditioned workmen of the manufacturer opposite. The steadiness of the educated men induces steadiness of work, and comparative certainty in the quality and quantity of the produce." "Why do you bespeak children from the infant school in preference to others?" an operative was asked. "Because they require less beating, and they are sooner taught," was the expressive answer. It is maintained in the papers that much more might be made of the existing means of education by a system of union and concili-

dation and gradation of schools, and a division of educational labor; and, with improvements of this nature, and contemplating the striking results of education in the district half-time industrial schools for paupers,—schools which are emancipating children from hereditary pauperism and crime by methods of training which might be so much more widely adopted,—“Men like us, past the middle period of life” writes Mr. Chadwick, addressing Mr. Senior, “might expect to see in a few years a change in the whole moral and intellectual condition of the population, as great as any change produced by improvements in physical science and art in our time.”—*English Educational Times*.

## IX. Biographical Sketches.

### No. 24.—ALEXANDER AIRD, ESQ.

Died, on the 11th September, at Pine Grove Farm, Madawaska River, Alexander Aird, Esq., at the venerable age of 82 years, 6 months, and 21 days. The following is a synopsis of his history: Was born in Montreal, January 21, 1779. Went to sea in one of the North-west ships, named the *Beaver*, Captain Arnold Boyd, in 1795, and sailed to London; in 1797, again sailed from Quebec for London in the *Ariadne*, of London, a North-west ship, which vessel was taken at sea by two French privateers, and carried into Bordeaux. After being detained there for fifteen months as a prisoner of war, was exchanged, and returned to London. Was in London at the declaration of peace in 1802. War being again declared with France, was “pressed” on board the British sloop of war *Sophia*, in the port of Lisbon; was sent around to Gibraltar, and joined His Majesty’s ship of war *Phæbe*, 36 guns, Capt. the Hon. — Capel. After two and a half years’ servitude, left the service at the Island of Malta. Was at Portsmouth at the time of the mutiny in the navy at the Nore, and served under Lord Nelson at Toulon.

### No. 25.—ISAAC MATTHEW DOLSEN, ESQ.

At Chatham, on Tuesday, the 10th September, Isaac M. Dolsen, Esq., one of the oldest settlers in that section of the country, breathed his last. For months past the deceased had been gradually failing, although until within a few days ago he could walk about. Mr. Dolsen was born in Detroit in the year 1786, at which time that town was held by the British. A few years later, when that place and the territory adjacent were ceded to the United States, young Dolsen, together with his father and the family—being U. E. Loyalists—came over to Canada, and were amongst the first settlers on the River Thames, in this county, two miles below the present location of Chatham, this being about the year 1794. Here he followed farming, which was afterwards connected with mercantile pursuits. In 1812, when war broke out between Great Britain and the United States, Mr. Dolsen joined the Canadian militia and served through the war as Lieutenant in Captain John Shaw’s Rifle Company. He was in the engagements of Mageau-gon, River Raisin, and was also in General Brock’s army when it crossed the Detroit River, at Spring Wells, and captured Detroit. As a mark of recognition he received in 1848 from Queen Victoria, a silver medal for his services in the war of 1812–14. At the close of the war he came home and settled down on the farm which he lived on until within the past two years. He leaves a large and respected family of sons and daughters.—*Chatham Planet*.

### No. 26.—JOHN WAUDBY, ESQ.

We have to record the death of John Waudby, Esq., Clerk of the Peace for the United Counties of Frontenac, Lennox, and Addington. Mr. Waudby expired at his residence, in Bagot Street, on Tuesday evening, August 27th. He leaves a widow and an only daughter to mourn his loss. Mr. Waudby was a native of England, though the last thirty years of his life have been spent in Canada, during a portion of which time he was connected with the newspaper press of this country. He was editor of the *Kingston Herald*, when that journal was under the proprietorship of Mrs. Thompson, from whom subsequently he purchased the proprietorship. He was also selected by Lord Sydenham, when Governor General of the Province, to edit a newspaper at Toronto, with a view to forward his lordship’s views respecting the union of Upper and Lower Canada. Mr. Waudby not only possessed literary talent, but was also a mechanic and inventor. In his lifetime he laid claim to the invention of angle-sided mail-clad ships and floating batteries. His paper on this subject will be familiar to most readers of the *Daily News*.—*Kingston News*.

### No. 27.—THE LATE BISHOP MACDONELL, OF KINGSTON.\*

In the year 1840, the Honourable and Right Rev. Bishop Macdonell died in Scotland, in the 88th year of his age. His visit to the land of his birth was made in the interest of the land of his adoption; and we can readily believe that if any reflection clouded the hour of the good man’s decease, it arose from the fact that Death had overtaken him when far from the people to whose interests he had devoted his holy and useful life.

To-day the men of Glengary and Stormont, have received with full hearts and grateful memories the mortal remains of their father, benefactor and friend. Born in Glengary, of a race famed in story; a race brave, chivalrous and highminded, and at a period when circumstances called forth the noblest attributes of human character, the future prelate’s childhood was familiar with instances of bold deeds, heroic endurance, and unwavering fidelity. To the moral and physical education acquired in his native fastnesses, a thorough intellectual training was added in one of the celebrated institutions of Spain; and he returned to Scotland, a priest of the Church of his fathers, with his heart overflowing with love for his kindred, and earnestly desiring to ameliorate the condition of his fellow countrymen.

We believe that the venerable bishop came to Canada in 1804, and settled at St. Raphaels, where he took the place of the Rev. A. Macdonald, Scotus, a good and pious clergyman who emigrated from Scotland with five hundred of his countrymen in 1786. For twenty years he performed the laborious duties of Parish Priest, with zeal and fidelity, deeply venerated by his flock, and loved and respected by christians of all denominations. His Christianity was too pure to endure the presence of sectarian prejudice, and his Catholicity too real and broad for the existence of bigotry. He lived with those who differed from him in points of faith, in charitable love and fraternal unity, and in his biblical schools he gave instruction to the children both of Protestants and Catholics.

How he devoted himself to the heroes whose services in Ireland were so valuable to the British Empire in 1798; how he followed his countrymen to their savage homes in the dark forests which girded the St. Lawrence, every child in these counties know. How faithfully he ministered to the necessity of his flock in the great wilderness, how he toiled and suffered, how many he helped to do right and guarded against wrong, how many his warm sympathies comforted, his manly sense directed, and generous hands assisted, none will fully know till that day when deeds performed in secret will be proclaimed on housetops.

In all his relations of life Bishop Macdonell maintained an admirable consistency of character. His co-religionists may well laud him in his sacerdotal relations. Men of all creeds quote him as an example of the patriot, the neighbour, the Christian gentleman. His prominent services to his country were gracefully acknowledged by the Sovereign. But, when in 1812 his burning words awoke the old heroic spirit in the boys of Glengary, and sent them forth in defence of the honour and glory of Britain, he did no more than he had done a thousand times in schools, in huts, and forest glade. It was always his object to cultivate and extend the spirit of manly patriotism and of love for rational freedom, and the empire of our island sires.

During the ceremonies connected with the removal of the Bishop’s remains to the vault of the R. C. Cathedral at Kingston, on the 27th of September, the Rev. Mr. Bentley thus referred to him:—He spoke of the time when the deceased led an humble life in the Highlands of Scotland, and at an early age, having shown talent and uprightness of conduct, he attracted the notice of many eminent persons. In 1762 he became a member of the College of Salamanca, in Spain, and graduated there with great success. In 1786 when the position of the Sovereign Pontiff was threatened by one of the potentates of Europe, the Right Rev. Bishop did his utmost in the service of his Holiness. At the outbreak of the American war, he also rendered important service to the British Government by organising a body of Catholic soldiers, to whom he acted as Chaplain, and who fought for the glory and honor of the British flag. In the Irish Rebellion of ’98 his services were likewise important to Government. Finding that his devoted body of Catholic warriors could not enjoy perfect security and happiness in Scotland, for the Bishop had with difficulty succeeded in establishing a small church in Glasgow, he applied to Government for a grant of land in some of Her Majesty’s colonies, upon which he and his followers might settle. The Island of Trinidad, at that period a most unhealthy one, was proposed by Government as a fit place for them to migrate to; but, although the Bishop was offered emoluments, and would have been enriched, had he complied with the premier of England’s request, yet fearing for the health of his beloved brethren,

\* From the *Corwall Freeholder*, written on the occasion of the transfer by the Right Rev. Bishop Horan, of the remains of Bishop Macdonell, from Scotland to Canada.



he refused to go to Trinidad. Finally, Bishop Macdonell succeeded in obtaining land for himself and followers in Canada, and hither they emigrated before the war of 1812. It was then, when the braggadocio Americans threatened destruction to Canada, and when the inhabitants of the latter country were prepared to resist the meditated invasion, that the devoted Highlanders, to a man, came forward to take up arms in defence of their adopted country. In the rebellion of 1837 they and their leader proved staunch supporters of the Government, and rendered important services in quelling the insurrection of the rebels. Bishop Macdonell, said the speaker, was ever ready at his country's call, and through much hardship, and many difficulties had still faithfully and ploddingly held his way.

#### No. 28.—DR. MORRIN, OF QUEBEC.

Dr. Morrin was a native of Dumfriesshire in Scotland, but was brought by his parents to Canada at an early age. He received his school education under the late eminent Dr. Wilkie. His medical education, begun in Quebec, was completed in Edinburgh and London. When scarcely of age he commenced to practise in this city, and gradually rose to the highest eminence in his profession, in some departments of which he was probably unequalled by any of his *confreres* in this Province, and in all, gave proof of a sound and sagacious understanding. He was indefatigable in his attention to the duties of his profession. Peculiarly kind and soothing at the sick bed of his patients, he never failed to gain confidence in his assiduity and skill. As a tribute to his professional eminence, he was elected the First President of the Medical Board of the Lower Province. He shared with Drs. Douglas and Fremont the honour of establishing the Asylum at Beauport, and conducting it on principles universally admitted to be beneficial to the patients, and economical to the public. Latterly, his long experience had rendered his opinion especially valuable, and he was called in, in every case of special difficulty and importance. His retirement from practice, some years ago, was felt like that of his distinguished *confrere* and friend, Dr. James Douglas, to be a public loss. With all his constant and unwearied attention to the duties of his profession, Dr. Morrin was an active and efficient member of general society. He took an interest in all public matters. He was to be seen in every important meeting of the citizens, secular or religious. He was a Magistrate and a City Councillor, and, more than is usual, earnest and assiduous in the discharge of the duties of either office. He twice presided over the city as Mayor, to the universal satisfaction of his constituents; and he was employed by the Corporation to plead with the Imperial Government in London, the claims of Quebec to be the Capital of the Province. A pattern in this respect, not only to the members of his own but of other professions, neither the pressure of public nor professional business ever prevented his attendance on Divine Service. Morning and evening he was regularly to be found in St. Andrew's Church, of which he was an attached and zealous member. Under the pressure of age and growing infirmities, his attention to religious duties is understood to have been warm and earnest, as long as his mind was capable of exertion, and to have afforded him the consolation which his circumstances required. We had occasion, recently, to record his munificent donation for the erection of a Protestant College in this city—under the charge of the religious body to which he had always belonged, and can only express again our desire and hope, that Morrin College may prove a worthy monument to his memory, and be, as he intended it, of general use to successive generations of the citizens of Quebec.—*Quebec Chronicle.*

#### No. 29.—THOMAS ATKINSON, ESQ.

Mr. Thomas Atkinson, the well-known Siberian explorer, died at his residence in Lower Walmer, England, on the 13th of August. The London *Athenæum* says:—"For about a year the great traveller had been failing; never having quite recovered from the waste of his long and arduous journeys in the wild country of the Amoor; but no immediate danger had been feared by his physician. Little or no suffering had accompanied his decline, and he passed away as in a tranquil sleep. Atkinson was born in Yorkshire on the 6th of March, 1799, and he was consequently in his sixty-second year when he died. He was in the truest and best sense, a self-made man. Left an orphan when a child, he began life for himself at the early age of eight; from which time he gained his own living, while training himself into a good scholar and a well-mannered gentleman. Those who met him in his later years in the drawing-room or the country-house were struck by the undefinable grace and bearing which are sometimes thought to be the monopoly of ancient race. He educated himself an architect, and a church built by him in Manchester testified to his skill as a builder; his instrument was a pencil, and his vocation that of a traveller. Owing to an accidental remark of Alexander Humboldt he turned his eyes to the picturesque land of

Oriental Russia. His pictures, which have been much exhibited at evening parties, and have been reduced for his book, are exceedingly clever, and he wrote with as much power and freshness as he drew. In person he was the type of an artistic traveller, thin, lithe and sinewy, with a wrist like a rock and an eye like a poet's; manner singularly gentle, and an air which mingled entreaty with command. The two great works which he produced on Siberia and on the Amoor have made the whole world familiar with his name, and with his extraordinary assemblage of qualities and accomplishments."

## X. Papers on Classical Subjects.

### 1. HISTORY OF EDUCATION.—THE CLASSIC NATIONS.

#### THE GREEKS.

The important relation which the culture of the Greeks and Romans sustains to modern education, the mighty influence which their literature exerts upon that of Europe and our own country, and the intense interest with which every man of liberal education must regard those nations, with whose great minds he has been in delightful intercourse, and cultivated an ever-growing intimacy, from the early days of his academic studies, demand that we should consider somewhat extensively the influences which produced their peculiar culture, so long the admiration of the enlightened world; or, in other words, that we should give as extended a view of their education as our limits will permit. While, therefore, we begin with the Greeks, we request the reader to impress anew upon his mind their history from the earliest times, as our limited space would, at best, admit only of a meagre outline of a great historic picture, which ought to be viewed in all its fulness of detail and freshness of colouring.

The ante-Homeric era of the Greeks presents to our view their culture rather in masses, like the confluent light of the nebulae; and we discern less the education of youth, than certain influences which operated on the whole body of the people, and on a grand scale; and among these, next to religion, music and poetry are prominent. We therefore turn to particular stars of that ancient world, whose light comes down to us from a distance less remote. These are framers of states, legislators, and at the same time educators; or they are distinct institutions, promotive of national culture; or they are entire states, in which we find the Grecian idea of education brought to a high degree of development, and offering instruction even to our age. In following the current of time, the following periods present themselves to our consideration. The Homeric era; the Dorians in their principal seats, especially the Spartans; the philosophic schools; Athenian education; the Athenian educators, and the Grecian culture of their and subsequent times. These cycles of culture will be classified under the names of men who are worthy to be placed at their head, as follows:—1, Homer; 2, Lycurgus; 3, Pythagoras; 4, Solon; 5, Socrates; 6, Plato; 7, Aristotle.

#### I. HOMER, ACHAÏANS, AND HELLENES.

Homer, acquainted with the manners and countries of the people dwelling about the eastern portion of the Mediterranean, shines, by his intellectual culture, which he probably acquired by travel, perhaps even in Egypt, as a great and brilliant star of that ancient time. The knowledge which he acquired, assumed with him a Grecian form. All his collected treasures were remodelled by the creative power of the genius of beauty. From the gods which he found, he formed the Grecian Olympus, and the world to which it was sacred, and his poems became the school-books of the Greeks. His mythology, his historical narratives, his moral precepts, his geography, and his ethnology, became the substratum of whatever was spoken or taught in the Greek language.

Glorious are the ideals of Homer, not only as subjects for the plastic arts, but also on account of certain moral power and grandeur: male and female characters of lofty conception, comprising the twelve higher divinities; and they have thus always exerted a powerful influence even upon our culture. For the history of education, Homer's works contain, in multiplied hints and portraits, a mine from which we shall offer a few gems. Achilles, his principal hero, was at a tender age intrusted to the care of the faithful Phoenix, who educated him, and was in his old age highly esteemed by his pupil.—(See II. ix. 485.) His friend Patroclus was educated with him, in the palace of Peleus.—(II. xxiii. 84, sqq.) Homer's second ideal is Ulysses, a man of refinement and extensive culture, which appears in his moderation and calm discretion, in his rigid self-government, and his comprehensive knowledge of the world and of men. In his son Telamachus we see a well educated young man, whose prominent traits of character, filial reverence, youthful ardour and enterprise, and artless modesty, are depicted with evident delight by our poet.—(See the *Odyssey.*)

Hector, who in our estimation is the noblest of the Homeric heroes, was humane, generous, and exemplary in his relations to gods and men, towards parents, brothers and sisters, wife and child. A beautiful repose characterizes this picture of the Trojan hero. There are many allusions in Homer to the educational practices of his time. From Od. xv. 262, it appears that persons of rank sometimes educated the children of others with their own. An aged man, Phylas, is represented as educating the orphan child of his daughter, as his son.—(Il. xvi. 191.)

Beautiful and instructive are the following passages: Il. xxii. 490-508; Od. ix. 34, sqq.; Il. xvi. 7-10; Il. vi. 466, sqq.; Il. xxiii. 588.

Homer's female characters are far from being destitute of knowledge and good culture: witness Penelope, Arete, and her admirably educated daughter Nausikaa.

From the time of Homer down to the period in which we behold the Grecian states in a clear historic light, various institutions of an educational character seem to have existed. Such were the medical schools: Asclepiades in Cos, at Crotona, in Magna Græcia, at Cnidus, and at Rhodes. No doubt there were other schools for boys, as they were instructed in vocal music, for which purpose they were necessarily in some way or other associated under a teacher. The common schools, which at the time of the Peloponnesian war existed even in Bœtia, lead us to infer that similar institutions were established at an early period. This inference is sustained by the traces found at an early period in Magna Græcia, and in other regions of Italy settled by Greeks. Nor was the influence of the gymnastic institutions, the several public games, unimportant in respect of mental and moral culture.

## II. LYCURGUS AND THE SPARTANS.

The peculiar culture of the Spartans, which was originated by Lycurgus, is less interesting or important to our age than that of the other Grecian states. For this reason, but also because there are many things connected with Spartan education, nay essential features of it, which would be offensive to the modesty of the reader, we shall forbear entering much into detail. The prominent characteristics of the culture of the Spartans may be readily ascertained from any good work in general history, as, for example, the larger work of Tytler, to which the general reader is referred.

It must be conceded that the idea of Lycurgus, though it embraced little more than the physical culture of man, was a grand one. It was clearly conceived, admirably developed, consistently carried out, and invested with permanent authority, by an extraordinary example, on the part of its author, of self-consecration to the attainment of some great purpose. The fundamental principle of the national culture which he originated, and of the education which, in subserviency to it, he established, was, that all children belong immediately to the state, and not merely because the parents belong to it.—*English Journal of Education.*

## XI. Papers on Physical Science, Geography, &c.

### 1. BOTANICAL SOCIETY OF CANADA.—ABSTRACT OF RECENT DISCOVERIES IN BOTANY AND CHEMISTRY OF PLANTS, BY DR. LAWSON.

#### THE AREAS OF BOTANICAL DISTRIBUTION THROUGHOUT THE CENTRAL PART OF BRITISH NORTH AMERICA.

James Hector, M. D., accompanied the late expedition sent out by the British Government under command of Captain Palliser. Dr. Hector is chiefly known as an able geologist, and the results of his observations have been, in part, published in the English scientific journals. But he is also sufficiently known as a botanist, and was chosen a corresponding member of the Botanical Society of Canada at one of its early meetings. On the 13th ultimo he read to the Botanical Society of Edinburgh an interesting account of the general features of vegetation in the central part of British America.

Dr. Hector's remarks were of course founded on the botanical results of the late Government expedition. It was accompanied by Mons. Bourgeau as botanist, and the collection made, as named and distributed from Kew, consists of 819 species of flowering plants and ferns, which is nearly one half of the total flora of British North America. An extensive collection of seeds and vegetable products were also obtained by Mons. Bourgeau, and from the former many interesting and beautiful plants have been raised for the first time in this country at the Royal Botanic Gardens at Kew. The country from which the collection was made extended from Lake Superior to the Rocky Mountains, and may be divided into four areas, each characterized by its peculiar vegetation. From Lake Superior to Lake Winnipeg is a low mountainous region covered by an extension westward of the characteristic forest vegetation of Canada.—This does not extend

far beyond the Red River Settlement, however, near which placethe oak, true sugar maple, cedar, ash, and plain trees cease to be met with, only a few of the ash leaved maple (Negundo) and the 'bastard elm' straggling west in the river courses to the Saskatchewan; but as far as the forest is concerned for the whole distance from Lake Winnipeg to the Rocky Mountains, the 'subarctic province,' in which the only trees are spruce, scrubby pines, with balsam and aspen poplars and birch, bounds the northern limit of the Central Continental arid track, which is characterized by the cactus artemisia. Between the northern zone, which is occupied by extensive morasses and sombre forests of worthless timber, and arid plains where the tough clay soil being without any vegetable to protect it, bakes under the heat of the sun in early spring, so that it only serves to support a sparse growth of wiry grasses and carices; there exists, however, a valuable belt of land from which the timber has been slowly cleared by successive fires. This has arisen from the edge of the woods, the favourite camping grounds of the Indian tribes who live by the chase of the bison; and the great fires which every year start from their encampments and sweep the country, have gradually carried the limits of the thick woods eighty to a hundred miles north of its original position, and thus there has been naturally prepared a valuable and continuous fertile track stretching across the continent, and adapted for easy agricultural settlement. This region is covered with luxuriant natural pasture, abounding in vetches and other nutritious plants, and having an undulating surface dotted with groves and clumps of aspen poplars, which, though worthless as building timber, are yet sufficient for firewood, and add greatly to the beauty of the country. The northern province and the arid track being the second and third areas, the fourth is that along the eastern base of the Rocky Mountains, where many of the plants of the western slopes of the continent are first met with, among which is the Douglas Pine and a few others of the pine group. The Alpine region in the Rocky Mountains is from 6,500 to 9,000 feet above the level of the sea, but it is very variable from their abrupt and craggy aspects. Of fifty plants collected at 8,500 feet, fifteen were common Alpine forms of the Scotch mountains.

Much of the paper was occupied by a description of the physical geography and meteorology of the region, with a view to show the proper position which its flora occupies in relation to the other botanical areas of the northern part of the continent, and Dr. Hector's views on this subject were explained by reference to a map on which the different areas were colored. The very marked representative similarity was alluded to between the Canadian flora and that of the Pacific coast, many of the forest trees having no well marked specific differences; and as there are no trees of any similar forest growth in the central part of the continent, intermediate in character and position, the inference was drawn that we must look for some other link between those two areas, and which is probably to be found by taking into consideration the oscillations in latitude of the vegetation at different periods, as recently suggested by Dr. Hooker.

### 2. CANADIAN BAROMETERS.\*

Mr. J. H. Dorwin, of this city, has shown us one of Wescott's Barometers, the manufacture of which has now commenced in Montreal, and we have no hesitation in saying they are eminently deserving of the patronage of the public. As they are quite a new branch of manufacture among us, and embody a new and improved adaptation of a principle for securing the mercury to make them readily portable, we think it right to direct the public attention to them in a particular manner. The improvement is in the means of locking up the mercury in the tube by turning a thumb screw. After the mercury is thus locked up the instrument may be carried anywhere and at any angle without any danger of injury, thereby adding much to its utility. Another important advantage which this instrument has over any other that we have ever seen is its cheapness. We have seen one of these barometers made by Mr. Wescott, tested by comparison with a standard barometer constructed upon Barrow's English patent, and found minutely and perfectly accurate. Drs. Smallwood and Hall testify to the same fact after careful trials, and this is all that it is necessary to say touching the accuracy of the instrument. We notice that the words Fair, Rain, Stormy, &c., which are usually placed on the scales of barometers commonly sold are left off this, and properly so, for they are very apt to deceive, the true weather test being the rising and falling of the mercury quite irrespective of the height to which it may stand when the atmospheric disturbance takes place—the rising indicating fair weather; the falling, foul. The use of this instrument may prove of the greatest importance to the farmer, and may give him a word of timely caution when other signs fail, or on the other hand, information when he may count on fair weather. It may

\* These Canadian Barometers, with many other kinds, are kept for sale at the Educational Depository, Toronto, at prices varying from \$10 to \$50 each.—(See list in this *Journal of Education* for March last.)

happen that while the sun is shining, the air clear, the sky without a cloud, the falling of the barometer may surely indicate a storm, when neither hay or grain should be cut, and when great haste should be made to house or protect anything that might be out and would be damaged by wet. On the other hand it may happen that when the sky is cloudy and the common signs foretel rain, that a steady rising of the mercury may give the farmer confidence to count on fine weather and govern his operations accordingly. Cases often arise when information of this nature is of great importance. The want of it might lead to damage of a crop which would pay for fifty barometers. A fact showing the great importance of barometrical observations to mariners, some time ago recorded in these columns, we find repeated in a little pamphlet accompanying this instrument containing particular directions for its use. Last winter Admiral Fitzroy, from his readings of the instrument, gave warning of a hurricane, which prevented many vessels sailing from the Western ports of England, and thus prevented the disaster which overcame those who did not heed the warning. To persons about to start on journeys, &c., and in truth in all the avocations of life, in one's homes and places of business the barometer will always prove useful and may prove greatly important. — *Montreal Gazette.*

## 2. USE OF THE BAROMETER.

(Extract of a Letter from the Rev. Henry Ward Beecher in the New York Independent.)

It is five o'clock. . . . A hundred birds, yes, five hundred, are singing as birds never sing except in the morning. A few chimneys send up a slow wreathing column of smoke, which grows every moment paler as the kindled fires below burn brighter. The clouds hang low on the mountain on every side. Their ragged edges comb the mountain side, and look as if they must sway the trees in their course,—yet they move with such soft and drowsy measure that not a leaf stirs. Will there be rain to-day? The heavens overhead look like it. The clouds around the mountain hang low as if there were rain coming. But the Barometer says, No. Then a few rounds with the scythe before breakfast. . . . We must make hay while the sun shines. . . . The day passes and the night. With another morning, and that Saturday morning comes up the sun without a single cloud to wipe his face upon. The air is clear and crystal, no mist is on the river, no fleece upon the mountain, yet the barometer is sinking and has been sinking all night. It has fallen more than a quarter of an inch, and continues slowly to fall. Our plans must be laid accordingly. We must cut the clover which is to be cured in the cock, and prepare to get in all of yesterday's mowing before two o'clock. Not till about ten o'clock is any change seen. Then the sun's light seems pale, and, though no cloud is before it, some invisible vapor has struck through the atmosphere. By-and-by the clouds begin to form, loose, vast, cumbersome, that slowly roll and change their unwieldy shapes, and take on every shade of color that lies between the darkest leaden gray and the most brilliant silver gray. While eating our hasty meal affairs grow critical. The sun is hidden. The noon is dark. All hands are summoned. . . . All the girls and ladies come forth to the fray. Delicate hands are making lively work, raking up the dispersed grass and flying with right nimble steps here and there, bent on cheating the rain of its expected prey; and now the long winnows are formed. The last load of hay from the other fields has just rolled triumphantly into the barn. . . . A drop pats down on my face, another and another. Look at those baseless mountains that tower in the west, black as ink at the bottom, glowing like snow at the top edge—what gigantic evolutions! They open, unfold, change form, flash lightning through their space, close up their black gulfs, and move on with irresistible yet silent march through the heated air. Far in the north the rain has begun to sheet down upon old Gray-Lock! But the sun is shining through the shower, and changing it to a golden atmosphere, in which the mountain lifts up his head like a glorified martyr amid his persecutions! only one look can we spare, and all of us run for the house, and in good time. Down comes the flood, and every drop is musical. We pity the neighbors, who, not warned by the barometer, are racing and chasing to save their out-lying crops.

## 3. GREAT ECONOMY IN THE USE OF A BAROMETER.

As great as the value of the barometer is acknowledged to be to the navigator, a little reflection and investigation will satisfy many that its common use will be of scarcely less importance to the tiller of the soil. Let us bring to our aid for a moment the omnipotence of figures, and see what revelations they will not unfold. The United States census of 1850 gives the valuation of the agricultural products of the country (but only including that portion of the crop which is easily damaged by getting wet while being harvested), at more than nine hundred and fifty millions of dollars! It is sup-

posed to be a fair estimate, by good judges, that there is an average loss of five per cent. on all the crops harvested in the country, because most crops that are injured by storms, or by a succession of damp and cloudy days, are injured much more than five per cent., so that the average on the whole may be fairly set down at that sum. If the value of the barometer in the hands of observing and intelligent farmers is not over-estimated by the most scientific men of this and other countries—such men as Dr. Arnot, Prof. Silliman, Dr. Dick, Prof. Henry, Prof. Maury, and others—it is fair to suppose that a large proportion of this loss might be prevented, and thus a gain made to the farming community of about fifty millions of dollars annually! Another item worthy of consideration is the increased cost of harvesting a damaged crop. If by the general use of the barometer this could be prevented, another sum of startling magnitude in the aggregate might be saved.

The little unpretending barometer, hanging in the saloons of our splendid ocean steamers, warns the watchful pilot of the approach of an impending iceberg, even amid the gloom of the darkest night! Why may not its admonitions be of equal value to as much property exposed to the elements on the land, and teach us to shun the losses which annually deprecate the profits of the farm.

The instrument manufactured here is the mercurial barometer, the most reliable as an indicator of the weather. The scale is without the marks pointing out fair and bad weather, as these cannot be absolutely fixed. The variations of the weather can be calculated more reliably by observing the fluctuations of the mercury according to the following rules laid down by Prof. Silliman:

1. The sudden fall of the mercury is usually followed by high winds and storms.
2. The rising of the mercury indicates generally the approach of fair weather; the falling shows the approach of foul. In sultry weather the falling of the mercury indicates coming thunder. In winter a rise indicates frost. In frosty weather a fall indicates thaw; a rise, snow.
3. Whatever change of weather follows a sudden change in the barometer, may be expected to last but a short time.
4. When the barometer alters slowly, a long continuation of foul weather will succeed if the column falls, or of fair weather if the column rises.
5. A fluctuating and uncertain state of the barometer indicates changeable weather. — *New England Farmer.*

## 4. THE MINERAL WEALTH OF GREAT BRITAIN.

The usual annual statistics of the mineral wealth of the United Kingdom—those for 1860—are of a very satisfactory character, and show that notwithstanding the general depression in commercial circles the progress of mineral and metallurgical industries has been continually onward. The value of the minerals raised in 1860 was £26,404,459, against £24,226,526 in the preceding year,—increase, £2,177,933. The value of the tin, copper, lead, silver, zinc, and pig-iron manufactured from the ores of those metals raised during the period, was £16,939,717, against £15,447,086—increase £1,492,631; of other minerals and metals £170,927 in 1860, against £95,000 in 1859; and of coals, £20,010,674 in 1860, against £17,994,941 in 1859, thus showing the aggregate value of the metals and minerals when brought into the ordinary commercial marketable condition, to have been £37,121,318 in 1860, against £33,537,027 in the preceding year—the increase being equal to £3,584,291.

## 5. DISCOVERY OF LEAD ORE.

A discovery of lead ore has been made in the township of Storrington, which may prove of the greatest importance to this locality. The spot where the metallic indications have been found is on a farm at Battersea, about two and a half miles from the Rideau Canal, and some fifteen miles distant from Kingston. The specimens of ore which have been brought to this city are very rich, and may possibly average 60 per cent. of metal. The ore is sulphuret of lead (galena,) and is embedded in quartz and heavy spar (sulphate of barytes.) The latter mineral, though of use in the arts, is not of much commercial value; it is used sometimes in the iron smelting districts as a flux together with lime: but its chief use is a nefarious one—viz: to adulterate flour and white lead. The great specific weight and cheapness of the mineral ensures a large profit when applied to these dishonest purposes.

A quantity of the ore has been forwarded to Montreal to be assayed, and we may be soon in a position to publish an accurate analysis. The persons to whom the specimens have been sent are sufficiently impressed with their value to have determined upon sending an expert to trace the extent of the lode. If the explorations of this gentleman prove favourable, it may lead to the formation of a company to work the mine, and benefit the adjoining lands of the township very much. The proximity of the mine to the canal, whereby its produce could be shipped and unlimited supplies of firewood obtained,

will prove a great advantage to any company that may be induced to commence operations.

This discovery will prove of value in stimulating further investigation. Of the immense mineral resources of the township of Bedford the general public have no proper conception. Every day is adding to our knowledge of the mineral wealth of this portion of Canada.—*Kingston News.*

#### 6. A NEW ISLAND IN THE CASPIAN SEA.

The Russian journals announce that a remarkable geological phenomenon has just occurred in the Caspian Sea, an island having risen from the water near Baku, on the western coast. The captain of the Turkman, who first discovered it, states that, except the upper crust, the soil of this new island was quite moist, and very warm, which shews that it was of a very recent formation. It is eighteen feet above the level of the water, and twelve miles from the island of Swinoj.

### XII. Miscellaneous.

#### 1. FAREWELL TO THE SWALLOWS.

BY THOMAS HOOD.

Swallows sitting on the eaves  
See ye not the gathered sheaves,  
See ye not the falling leaves?  
Farewell!  
Is it not time to go  
To that fair land you know?  
The breezes as they swell  
Of coming winter tell,  
And from the trees shade down  
The brown  
And withered leaves. Farewell!

Swallows, it is time to fly;  
See ye not the altered sky?  
Know ye not that winter's nigh?  
Farewell!  
Go; fly in noisy bands  
To those far distant lands  
Of gold, and pearl, and shell,  
And gem, (of which they tell  
In books of travels strange):  
There range  
In happiness. Farewell!

Swallows on your pinions glide  
O'er the restless rolling tide  
Of the ocean deep and wide;  
Farewell!  
In groves far, far away,  
In summer's sunny ray,  
In warmer regions dwell;  
And then return to tell  
Strange tales of foreign lands,  
In bands  
Perch'd on the eaves. Farewell!

Swallows, I could almost pray  
That I, like you, might fly away,  
And to each coming evil say—  
Farewell!  
Yet 'tis my fate to live  
Here, and with cares to strive.  
And I some day may tell  
How they before me fell  
Conquered. Then calmly die,  
And cry  
"Trials and toil—Farewell!"

#### 2. THE QUEEN IN THE HIGHLANDS.

It is a singular and cheering sight, in these modern days, to see Queen Victoria treading the heather, and wandering among the mountains and streams, where the people once rose *en masse* to resist that dynasty of which she is so illustrious an ornament. With highland chief and lowland laird she is still as popular as she is revered; and were her throne endangered, the shattered remains of once powerful clans would melt into one in order to crush those that would touch her crown with a rule, a hostile or impious

hand. Those white cottages that send the sun-rays across the Dee from their bright walls are the creations of the Queen. What is more, she personally visits her tenants, takes a lively interest in their comfort and well-being, and thus finds time to be a model laird's wife, as well as a model British Sovereign. On Sunday she appears, wet day and dry day, in the little parish church in the midst of her highland tenantry and subjects, and joins in the simple service of the sanctuary as devoutly as if it had been the accustomed worship of her childhood.

#### 3. ROYAL RECOGNITION OF MERIT.

It is stated that Sir Edward Coey, the mayor of Belfast, who was knighted the other day, entered Belfast a poor boy about forty years ago, seeking employment, without a shilling in his pocket. Now he is one of the wealthiest men in the community. He has purchased, at a cost of £80,000, the ancestral estate of the Earl of Antrim, and now ranks among the leading gentry of his native land. Another example for manly and noble-hearted Christian boys!

#### 4. THE EVENING FOR READING AND THINKING.

How admirably is this portion of time adapted to contemplation. When the cares and labours of the day are over, and the sable mantle of night is thrown around the earth, all nature is hushed to rest; it is then we call to mind scenes of pleasure which we have enjoyed, or of pain which we have experienced. And how often in the lone hour of evening do our thoughts wander back to the days of our childhood, and perchance to the old schoolhouse where we had many a hard task to perform, and to the social gatherings, which seemed like so many bright spots in our pathway. But oh, how soon the scene is changed! Some that were active and gay have been laid beneath the clods of the valley, and the wintry winds sigh a requiem over the graves of those we loved; others have sought a home in far distant lands, and are toiling amidst privations, which none but those who have experienced them can know. How few there are in this wide world, who, if they turn aside from the noise and bustle of life, ere they are aware, will not find themselves thinking of some friend that has gone to the spirit land; it may be a dear mother, or a kind indulgent father who provided for their wants, or a sweet and idolized child, whom they have watched over with all a parent's solicitude. Amid such reflections, how appropriate are the lines of Cox:—

"Silently the shades of evening,  
Gather round my lonely door,  
Silently they brink before me  
Faces I shall see no more."

But again, we not only reflect upon scenes that are past, but we form plans for the future; and if our hearts have been renewed by divine grace, our thoughts will not be confined to things of earth, but in the stillness of the evening, while we may be admiring the "heavens as declaring the glory of God, and the firmament as showing forth his handy work," we shall by faith view the Star of Bethlehem as infinitely surpassing in splendour the starry orbs which we behold with our natural eyes. And happy are we if its blessed light is shining upon our pathway through this dark world, and leading us to adore that Being who made all the worlds, and keeps them in existence, and to think of that one above all others, where they need not the light of the sun or of the moon, and where not one thought of separation from friends shall disturb the peace or mar the enjoyment of those who are at rest, in that world of bliss which has no evening, but where her inhabitants experience one eternal day.—A. T., in *The British Mothers' Journal.*

#### 5. ENGLISH LITERATURE.

It is astonishing how much substantial nutriment can be obtained from books. English literature presents to the hungry reader a rich variety of solid dishes. One can take a cut of tender and juicy *Lamb* or a slice of *Bacon*; nor are the *Greens* wanting. If he is not fond of smoked meat, there is the original *Hogg*, or he may choose a *Suckling* or a *Kyd*. He may have a *Boyle*, if not a roast; and if he is fond of fish, there's *Pollock*. Some like a dish of *Crabbe*—a little crusty, yet many prefer a poet still more *Shelley*. And what for desert? *O-pie*. To wash all these good things down there is plenty of *Porter*, and flowing *Bowles*, with a *Butler* to serve them. With such a feast before him, one may "laugh and grow fat" until he gets *Akenside*, and all *Scott* free.—What the *Dickens* can he want *Moore*?—*Home Journal.*

#### 6. FANCY TITLES FOR BOOKS.

In the year 1831, Hood became acquainted with the late Duke of Devonshire, who appears to have been a kind and useful friend to the poet all through his life, and to his family after death. At the

Duke's request, he sent a list of book-titles for what is called a "blind door" in the library at Chatworth, and nothing can surpass the wit and humor of some of these productions. For instance: "Dante's Inferno, or Description of Van Demon's Land;" "Lamb's Recollection of Suet;" "Lamb on the Death of Wolfe;" "Plurality of Livings, with regard to the Common Cat;" "On Trial by Jury, with remarkable Packing Cases;" "Boyle on Steam;" "Blain on Equestrian Burglary; or, the Breaking-in of Horses;" "John Knox on Death's Door;" "The Rape of the Lock, with Bramah's Notes;" "Peel on Bell's System;" "Johnson's Contradictory;" "Life of Jack Ketch, with Cuts of his Own Execution;" "Cursory Remarks upon Swearing;" "Recollections of Bannister, by Lord Stair;" "Cook's Specimens of the Sandwich Tongue;" etc.

### 7. CURIOSITIES OF NEWSPAPER LITERATURE.

Two newspapers lie before us, very different in language, in size, in pretension, in everything, except that they are both very remarkable and interesting. One is in Greek, the other in Chippewa; the former about three times the size of the *Nor'-Wester*, the latter about one half the size. Our tiny Chippewa contemporary is published in Sarnia, Upper Canada, and is edited by the Rev. Thomas Hurlburt, who was Mr. McDougall's predecessor in charge of the Rossville Wesleyan Mission. It is the first number and it is dated February. It is to be a monthly, and is set at 50 cents per annum. Its name is "Petaubun" (Peep of Day). The Cherokees and Choc-taws have periodicals in their own language; but this is something new for the Chippewa. And what of our classic contemporary? The name of the paper is "Ho Brettanikos aster." (The British Star) and is published in London. We are indebted to the Lord Bishop of Rupert's Land for a sight of this interesting newspaper. —*Nor'-Wester*.

### 8. THE WAR AND AMERICAN NEWSPAPERS.

The following newspapers have been suppressed or prevented from circulating through the post offices, either by the U. S. authorities or by mobs, within the last few weeks:—

Journal of Commerce—New York.	Dem. Standard (mobbed)—Concord.
Day Book—New York.	Bangor Democratic (do.)—Bangor.
Daily News (Wood's)—New York.	Jeffersonian (do.)—Westchester.
Christian Observer—Philadelphia.	Sentinel (do.)—Easton.
State Journal—St. Louis.	Essex County Democrat—Haverhill.
Missouri Bulletin—St. Louis.	True American—Trenton.
Missourian—St. Louis.	Stark County Democrat (mobbed)—
Herald—St. Louis.	Clinton.
Boonsville Observer—Boonsville.	Gazette (do.)—Wilmington.
Clinton Journal (mobbed)—Kansas.	Alleghanian (do.)—Cumberland.

### XIII. Short Critical Notices of Books.

— CATLIN'S LIFE AMONG THE INDIANS.—London: Sampson Low, Son, and Co.—To almost every reader of Indian life and adventure, the name of George Catlin is familiar. He has traversed a great portion of the North American Western Prairies, and more recently parts of South and Central America. His books have generally been highly popular in England; and the vividness with which he has sketched the Indian hunting, or predatory life, has given great interest to the subject, and has induced many English sportsmen to forsake the quiet moors and highlands for the exciting chase of the prairies. In order to afford boys the same pleasure as their seniors, in the perusal of Indian stories, Mr. Catlin was induced to prepare this attractive volume. It contains the cream of his sketches and stories, and abounds in entertaining details of personal adventures among the Indian tribes of the West and South-West, and of South America. There are fourteen illustrations, printed on tinted paper.

— ERNEST BRACEBRIDGE; OR, SCHOOL BOY DAYS.—London: Sampson Low, Son, and Co.—This is one of Wm. H. G. Kingston's entertaining books for boys. It is, we think, one of the best; and in its influence, one of the most salutary. It contains an animated sketch of boy life at a public school, and a detail of all the manly games and sports practised there. The characters of the various boys in the school, as developed in the book by these sports, present a most interesting subject of study for every school-boy—especially in our larger schools, where manly sports are (as they should be) introduced. We are sure, after reading this book, boys will seek to emulate the honorable and manly Ernest, rather than the coarse and brutal Blackall. There are sixteen illustrations, printed on tinted paper.

— JACK BUNTLIN: OR, LIFE ON THE OCEAN.—London: Sampson Low, Son, and Co.—This is another of Mr. Kingsten's stories for boys; but it differs entirely from the preceding book. It contains the history of an orphan sailor-boy, who early in life had the counsels of a pious mother but who afterwards was exposed to all the vicissitudes and privations of life before the mast, with bad companions and cruel captains. Afterwards, however, the seed sown by his mother brought forth good fruit, and at Greenwich he enjoyed a quiet old age.

— EVENINGS WITH JOHN BUNYAN. New York: R. Carter and Brothers.—So many expository books on John Bunyan's renowned allegory have been published, that we had supposed the subject exhausted. Mr. Large, the author of this book, thinks differently, and in this work seeks to "interpret the dream" and divest it of all ambiguity, by means of a conversational dialogue on each chapter. The plan of the book is a very good one and is well carried out. It represents the head of a family, gathering his children around him, and devoting each evening to reading a chapter, and illustrating it with a running commentary on each point of interest as it occurs. There are several illustrations in the book which add to its interest and value.

— CALKIN'S PRIMARY OBJECT LESSONS.—New York: Harper & Bros.—This book is designed "for a graduated course of development," and as "a manual for teachers and parents, with lessons for the proper training of the faculties of children." We look upon this book as a most useful manual for teachers. It embodies many of the practical suggestions on teaching which may be found in other works of the kind; but it also includes many new hints and suggestions of much value. We think it will prove of great service to teachers.

— GOSSE'S ROMANCE OF NATURAL HISTORY.—Boston: Gould and Lincoln. This is a reprint of an excellent English book. The name of Mr. Gosse, the author of this book, is a sufficient guarantee of its excellence. He is an indefatigable naturalist; and it is pleasing to read any one of his numerous books, with their beautiful illustrations. This book being the last is one of the most deeply interesting. In it, as the author states, he has "sought to paint a series of pictures, reflections of scenes and aspects in nature, which, in my own mind, awaken poetic interest." It abounds in anecdotes of animal life and adventure; and were it not that Mr. Gosse's statements are quite reliable, they would often appear to partake more of romance rather than fact. There are twelve excellent engravings in the book.

### XIV. Educational Intelligence.

#### CANADA.

— TORONTO CITY SCHOOLS.—A meeting of citizens was held in St. Lawrence Hall, August 2nd, for the purpose of publicly presenting the scholarships in the Grammar School, the prizes and certificates of honour awarded to the successful competitors at the annual combined examination recently held of the pupils attending the Common Schools of the city. There was a large attendance of people, the hall being well filled with the parents of the children and others interested in education. The Rev. Dr. Jennings moved that his worship the Mayor take the chair, which was unanimously adopted. The Mayor in opening the proceedings, said—I feel great pleasure in taking the chair on this occasion. I think that every public man should, as I have said, take an interest in education, and particularly should municipal councils take an interest in Common School education. The intellectual progress of the working classes is a matter to which the civic authorities should devote their attention and extend a fostering care. (Applause.) I visited one of the schools yesterday—the John street school—while the examination was in progress, and was delighted on witnessing the expert manner in which the pupils performed difficult problems and their readiness in answering the questions put to them by their teachers. I am sure that if I had had an opportunity of visiting the other schools, and embraced it, I would have found equal readiness in answering the questions. (Applause.) There is one question to which I wish to direct the attention of this meeting. It has been said that the Common School education of Toronto costs too much, that \$11 50 per pupil is too large a sum. Now, it must be remembered that the present system is only in its infancy in Toronto. We have expended \$80,000 in erecting school houses, and the interest on that sum with the sinking fund interest are added every year to the cost of maintaining Common School education. The whole amount expended last year was about \$25,000,



of which sum the interest of the sinking fund amounted to about \$8,000, the balance only being appropriated to educational purposes proper. In this city the children of school-age number about 10,000. Of these there are 4 900 names, on the registers of the different schools, but the average attendance amounts only to 2,260. Now, it is scarcely fair in estimating the cost per pupil to base it upon the daily average attendance, because you will find that accommodation has been prepared for the full number of 4,900, and although that number does not regularly attend, you are obliged to provide accommodation for them. If therefore you take this number as a basis, you will find the annual cost to be about \$5 per head, or one-half the sum now set down. However, take the larger sum of \$11 50, and if you contrast it with the cost in other cities, such as Buffalo and Oswego, you will find that Toronto compares most favourably in this respect. This, I think, meets the objections made to the school system in this city—objections which are participated in by a large number of our citizens, but are not valid. (Applause.) I do not intend to occupy your time any longer, as there are gentlemen present much more able to address you upon this subject. I will therefore conclude by calling upon the Secretary to read the report of the examiners.

The Rev. Mr. Porter, after a few introductory remarks, then read the following Report of the Examiners:—At the combined examination of the Common Schools, Toronto, held 22nd July, 1861, the total number of pupils present was 126. There were 48 from the first, 48 from the second, and 30 from the third or highest divisions. The behaviour of the pupils during the examination was highly creditable. As on former occasions the examiners derived great assistance in making their arrangements from the Rev. James Porter, the Local Superintendent. The examination of the first division was entirely oral. The examination of the second division was also oral, except in arithmetic. In the highest division, the answers were given in writing. In all the divisions, the answering was, on the whole, satisfactory.

*First Division.*—In this division there were two classes—the first consisting of George street, the Park, Victoria street, Louisa street, John street, and Phœbe street Schools, in which there is a full complement of teachers; the second of Palace street and Givens street Schools. The pupils in both were examined in reading, spelling, arithmetic, and geography. In the first class, the reading was good in all the schools; Mary Jane Berry, of Phœbe street, was the best reader. The spelling was also good; Park street stood first. Arithmetic was fair; Phœbe and George streets were the best. Geography was scarcely so good; George street and Park were the best. In the second class, the reading and spelling were good, both in Palace and Givens streets, especially in Givens street. The answering in arithmetic and geography was not so good in either schools.

*Second Division.*—The pupils in this division were divided into three classes, the first consisting of part of the Park and John street schools, the second of Palace and Givens street, and the third of George street, Victoria street, Louisa street, Phœbe, and part of the Park and John street. They were all examined in writing, reading, spelling, arithmetic, grammar, geography and history. The writing was fair; Palace, Louisa and the Park streets were the best. The reading was good in all the schools; Emma J. Gay, of George street, the best reader. Spelling was very good; Givens and John streets are the best in this division. In arithmetic there was great variety, some very good; Givens street and John street were the best. Grammar was good; George and Victoria streets were the best. Geography good; Victoria and George streets are the best. History was remarkably good in all the schools; George street was the best.

*Third (Highest) Division.*—The pupils in this division were examined in writing, reading, spelling, definition and derivation, arithmetic and grammar, geography and history. Nearly all the boys, and one girl (Lydia Smith), were examined in algebra, geometry, and mensuration. The writing was very creditable: the Victoria Street pupils were the best. Reading was also very good. Hannah Wilkinson, of George Street, and Henry Robinson, of the Park School, were the best. The spelling was very good: that of the Phœbe and George Street schools were the best. The definitions and derivations fair: Lydia Smith, of Louisa Street school, being the best. Arithmetic generally excellent; John Street and Louisa Street pupils being the best. Grammar, great varieties—some very good: John Street and Louisa Street pupils were the best. In geography there were also great varieties: John Street and Louisa Street pupils being the best. History generally very good: the pupils in John Street school were the best. The pupils who were examined in algebra, geometry, and mensuration, generally gave excellent answers: William Courtney, of

Louisa Street, and William Lewis, of George Street, particularly distinguished themselves.

WILLIAM GREGG, M.A. } Examiners.  
M. C. HOWE, LL.D. }

The following boys were then called up to receive the scholarships awarded to them: James Constable, William Dorothy, Thomas J. Coyne, William Courtney, William Lewis, Alfred Baker, and George L. Brighton.—The Mayor, in presenting the boys with their well-earned honours, said that in their successful competition they had shown themselves superior not only to the pupils of their own particular school, but also to those of all the schools in the city. This was an additional honour, and highly creditable to their industry, perseverance, and intelligence. They were now about to enter a school whose principal teacher was a man of much ability and great excellence, and if they persevered in the course they had entered upon, there was no position in the country to which they might not honourably aspire. (Applause.) The prizes and certificates were then presented by the Mayor to those scholars whose names are mentioned in the report given above.

The Rev. Dr. McCaul then addressed the audience. He said that this time last year he had the pleasure of being present at proceedings similar to those which they had now witnessed with such lively interest. He rejoiced to find that this meeting afforded another gratifying illustration of the benefits of competitive examinations, and it furnished another convincing proof of the advantages derived from the presentation of scholarships and prizes, and from inviting the pupils of the different schools throughout the city to contend in a friendly trial of ability and attainments for them. There were theorists, he believed, in education, who objected to the principle of offering prizes and rewards. They believed that it would be much better to persuade pupils to attend to their studies on account of the advantages to be gained from them, and from a conviction that they would thereby be discharging their duty. They also believed that disadvantages arose from these examinations, in producing ill-will and envy among those who competed for the prizes. He must say that his experience had not shown him that such was the case. He had never observed any ill-feeling amongst those who competed for the same prize; and he was satisfied that competitive examinations were of the greatest possible use, not merely stimulating the young to exertion, but also showing those who privately pursued their studies, and who may have formed an exaggerated opinion of their ability and powers, that they were not superior to others with whom they came in contact. He (Dr. McCaul) congratulated the successful candidates on the honours they had achieved; and their parents, guardians, and friends, to whom their success must indeed be very gratifying. He trusted that their success would incite them to further exertions, and that they would recollect that that part of the race they had passed over was very short indeed compared with that which remained; that the course yet to be run required greater exertion, and would more severely tax their powers. They had still to compete in the Grammar School, and in the higher University course; and in life they would have a yet wider area of competition, and be required to show that the knowledge they had acquired fitted them to occupy responsible positions as men, and qualified them to discharge the duties of those stations in which it may have pleased the Almighty to place them. (Applause.) He should be sorry if those who had not been successful—some of whom perhaps were present—would suppose that he had forgotten them. These were divided into two classes, with both of whom he sympathised, but especially with one of them. He meant those who had worked well and done their best, but in consequence of untoward circumstances of various kinds had been unable to secure prizes. To these he would say,—Despair not, despair not! “Try again” was an excellent motto in education as in everything else; “never give up” had led many to success in life. (Applause.) And if, notwithstanding every exertion, they ultimately failed to secure prizes and distinctions, they would still have that better reward of knowing and feeling that they had done their duty. (Applause.) He (Dr. McCaul) added some wholesome advice to those whose want of success was owing to a greater love of play than of study; and concluded an admirable address by impressing the value of cheerful contentment in every condition of life. His remarks were listened to with much attention, and at the close he was warmly applauded.

The Rev. Dr. Jennings next addressed the meeting. He joined very heartily with many happy hearts present that evening—the young who had received honours; their parents and friends who had witnessed with pleasure the rewards conferred upon them; and the teachers to whom, to

a certain extent, the credit of their success was due. He trusted that the young boys and girls who had received prizes that night for their attention, studiousness, and talents, would seek the highest prize of life—that prize which all competitors would receive from a righteous Judge, who would give it to believers for his Son's sake. (Applause.) He would like to have taken up a subject to which His Worship had alluded, with reference to the expense of our city schools, but as the weather was remarkably warm and oppressive, the meeting, he trusted, would excuse him from any lengthened remarks. After a few words respecting the high character of the teachers now engaged in our common schools, the rev. gentleman resumed his seat, amid loud applause.

The Mayor remarked that great credit was due both to the head-masters and the teachers of the schools, and he was sure that the citizens should be proud of all connected with the schools of Toronto.

After prayer by the Rev. Mr. Sanson, and the benediction, the meeting broke up.—*Abridged from the Leader.*

—**FRENCH PRIZE IN UPPER CANADA COLLEGE.**—The Rev. Henry Hope, LL.B., has kindly offered a prize of twenty dollars to the best French scholar in Upper Canada College, below the age of fifteen, in 1863. He has made this spirited donation with the view of directing more attention to the study of the French language in Upper Canada, and we doubt not that this handsome prize will incite the College boys to increased exertions.—*Leader.*

—**KNOX'S COLLEGE.**—The fall and winter session of Knox's College was opened recently by a lecture delivered in the hall of the institution by the Rev. Dr. Willis, Principal of the College. There was a large attendance upon the occasion, both of students and visitors, among the latter of whom were many ladies. There were also a number of clergymen of the Presbyterian Church of Canada present.—*Leader.*

—**MEDICAL DEPARTMENT VICTORIA COLLEGE.**—The general introductory to the course of lectures for 1861-62, was delivered by Dr. Rolph on Monday evening in the commodious theatre of the College in Yorkville. The place was crowded by an unusually large number of students, and their friends, as well as by the general public. On successive evenings, interesting addresses were delivered by the other Professors.—*Leader.*

—**TORONTO SCHOOL OF MEDICINE.**—This school was opened at the usual time. Several excellent introductory lectures were delivered by the Professors.

—**ST. MICHAEL'S ROMAN CATHOLIC COLLEGE, TORONTO.**—The course of study pursued in this College is divided into two departments, viz., one commercial, the other classical. The first—for such pupils as require only limited instruction, suitable to the ordinary occupations of life—comprises Reading, Writing, the study of the English and French languages, Arithmetic, Book keeping (by single and double entry), the elements of Algebra and Geometry, History, Geography, and the primary principles of Natural History. The second—adapted to those who wish to follow a learned profession—embraces the study of English, French, Greek and Latin, Mathematics and Natural Sciences, Geography and History (ancient and modern). In both departments pupils are exercised in Literary Composition, according to their age and class. If required by parents, they can receive, also, lessons in Drawing and Music. Religious instruction, forming as it does the principal, or rather fundamental basis of all solid education, commands, we need scarcely say, the attention due to its paramount importance. The Professors, in their character of clergymen, are most competent to inculcate, by word and example, the duties and practices of religion; while, having themselves no family ties, they maintain, at all hours, by day and by night, with all the zeal of their sacred ministry, a vigilant watch over the children entrusted to their care. The classes are small; each Professor, having thus but a limited number of scholars, can more easily guide the progress of the more advanced, and excite to emulation the inactive. The Directors of the College are devoted by profession to the training of youth. The Rev. Superior, many years resident in Toronto, requires no introduction to city readers: to our country friends we would merely say, that if the experience of twenty years, combined with profound learning and attractive manners, affords any guarantee for skill in teaching, that much-esteemed gentleman is eminently qualified for the arduous duties of his highly responsible position. During the nine years of its existence, the Directors have continually endeavoured to improve their establishment, by the addition of whatever could conduce to the comfort and amusement of the pupils. The buildings, of white brick, are beautifully situated on a gentle eminence, 125 feet above the level of the lake, nearly surrounded by shady groves, and commanding a delightful

prospect. The most desirable advantages of a college are here united—pure atmosphere, the quiet of solitude, the charms of the country, and convenience of the city. Two fine ball alleys have been recently erected: these are duly appreciated both by the pupils and their friends the ex-pupils of the city, many of whom during the hours of recreation renew the recollections of boyhood by sharing the sports of their juvenile acquaintance. A new gymnasium will be added in course of the present season, and extensive improvements in the grounds of the establishment are also contemplated.—The college is supplied with very neat philosophical apparatus sent from France by Bishop de Charbonnell, the founder and devoted friend of the Institution.—Already 300 youths have received within its walls the whole or part of their education; among these are several clergymen now on the adjacent missions; physicians, lawyers, and others, scattered throughout the Province and neighbouring States. The Faculty of the College consists of the following gentlemen:—Rev. J. M. Soulerin, Superior, and Professor of Logic and Natural Philosophy; Rev. C. Vincent, Treasurer and Professor of Divinity; Rev. L. Gibrat, French and Singing Master; Rev. M. Ferguson, 1st Classical Master; Mr. T. Dowling, 2nd Classical Master; Mr. Leon Cherrier, Elementary Class of Latin; Mr. M. Mulcahy, 1st English Master; Mr. Kenneth Campbell, 2nd English Master; Mr. T. McCarthy, Elementary Class of English; Mr. J. Cushin, Mathematics and Chemistry; Mr. T. Madden, Master of Discipline; Mr. S. Klingler, Music Master.—*Toronto Mirror.*

—**RETIREMENT OF REV. MR. CHECKLEY.**—Our Town and County is about to sustain a severe loss by the resignation of Mr. Checkley, as principal of the Grammar School. In a circular issued from the Department of Public Instruction, copied below, it will be seen that the Rev. gentleman has been called to fill a superior position in the educational system because it is desired by the department to secure that effective administrative talent which has made the Barrie school so pre-eminent during his incumbency. We are proud that the distinguished scholarly attainments of Mr. Checkley, and his successful methods of instruction, are thus acknowledged, even at the sacrifice our community is called upon to make in being deprived of his presence among us; and herewith congratulate him in the name of the Country at large. Although the new position may not be a pecuniary gain to the rev. gentleman, it will ensure a field for the exercise of abilities peculiarly his own, and which must result in placing him foremost in the educational ranks as a modeller and guide of our educational system. Mr. Checkley is not simply a student, but a man of large energy and force of character; while his amiable disposition and goodness of character has endeared him to all who have enjoyed his contact. As a private citizen, he is one of the most useful and honorable of men, and again we repeat an universal regret at the loss of so excellent an exemplar from amongst us.—*Barrie Advance.*

—**THE WESLEYAN FEMALE COLLEGE, HAMILTON.**—This institution was opened on the 19th ult., under the supervision of the Rev. Mr. Jones, the governor of the college. The building has been refitted and otherwise improved, so as to render it the best of its kind for the purpose. There has been but little alteration in the main building, as the hotel was admirably adapted for the uses of a college; but the rooms have been well arranged, and the space economised, in order to accommodate as many students as possible. On the first floor we observe no change, except the fitting-up of the old billiard-room for the preparatory classes. The large and beautiful dining-room remains as before, and it has no equal in the Province. In the upper stories, rooms are laid out for the officers and students—a fine drawing-room being afforded in the west wing of the building. The arrangements could not have been better than they are and all necessary accommodation is afforded both for teachers and pupils. The ventilation of the building is unexceptionable; and the space at the rear of the building, for a play-ground, will be ample enough. On the whole, everything is in the most excellent order, and we trust the patronage to be bestowed upon the institution will be commensurate with the exertions of the Board to establish the only institution of its kind in the country.—*Hamilton Spectator.*

—**UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.**—The 20th session of this Institution was opened on Wednesday, October 2nd, in the Convocation Hall. The introductory lecture, a very admirable one, was delivered by Dr. Litchfield, Professor of the Institutes of Medicine. The number of students present was upwards of seventy, but they had not all arrived in town. In addition to the Professors, who were nearly all in attendance, were a number of clergymen and other gentlemen. The Church of England was represented by the Right Rev. Dr. Lewis, the bishop elect, and other clergymen. The Wesleyan Methodist Church

was represented by the Rev. Messrs. Young and Jeffry; and the Presbyterian Church of Canada by the Rev. Messrs. Gray and Muir. The Chair was occupied by the Rev. Professor Williamson, who opened the proceedings with prayer. The attendance of citizens was hardly as great as usual.—*Kingston Daily News.*

— UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.—During the past few years, Queen's College has been rapidly gaining ground and rising in public estimation. New chairs have been established in all the departments, which are filled by gentlemen eminently qualified to impart instruction of a very high order; and last winter the University was rendered complete, by the commencement of a fourth faculty—that of law. We are glad to learn that private letters have been received from the Rev. Principal Leitch, in Scotland, announcing that he has commenced preparations for his immediate return to Canada. This is the more welcome to Dr. Leitch's many friends, as rumours had gained ground that he could not break the many ties which bound him to his native land, and that another appointment to the office of Principal would be necessary. The new Observatory, building in the Park, is rapidly advancing, and will be completed before winter. Dr. Leitch has purchased some very valuable astronomical instruments in Great Britain, which are now on their way out. The Kingston Observatory may therefore be expected to take up a position among similar institutions, and to render good service in promoting astronomical knowledge. The Botanical Society have commenced laying out a Botanical Garden, for which ample scope is afforded by the grounds in front of Queen's College. Near the new gateway on Arch Street, the first ground was broken only a few days since, and already a large collection of specimen plants has been placed in the ground.—*Kingston News.*

— NEW SCHOOL IN KINGSTON.—The new school house in Wellington Street, Kingston, was opened on the 2nd ult., for the purposes of instruction. The building is entered through a capacious play-ground for boys—the left door leading to the apartments for the girls, and the right door to those of the boys. The rooms have ample means of warming and ventilation. The furniture of all these apartments is of a superior kind, and speaks well for the liberality of the School Trustees. In the boys' rooms there are rows of desks with drawers and every essential. At each desk seats are arranged for two pupils. The desks are of black walnut, with iron feet. The chairs have circular iron feet, and are screwed to the floor. These articles are well adapted to their respective purposes. The opening proceedings were very simple and unpretending. At ten o'clock the children of the district, to the number of 80 or 90, under the charge of their teachers, were assembled in one of the upper rooms of the school-house, where were also present several members of the Board of School Trustees. W. W. Ford jun., the chairman, presided on this occasion. The proceedings were commenced with prayer, by the Rev. Professor Weir; followed by addresses to the children by the chairman and others. Mr. Ford strove to impress upon the minds of the pupils the necessity of proper attendance at school and attention to their duties whilst present therein. They were cautioned to take special care of the furniture of the rooms; and were warned of the consequence of expulsion which would attend any one of them who might be found defacing or injuring the desks and seats. The chairman said also a few words of encouragement and admonition to the teachers; and next directed his remarks to the parents and visitors, saying that such occasions as these were the times of reward for the members of the School Board. The pleasure to be derived from witnessing an assemblage of this kind, and of showing to parents that the rising generation were possessed of ample facilities for receiving the best instruction, in well ventilated and well appointed rooms, was more than a compensation for the taunts of those few grumblers and croakers who found fault with the free school system and the extra taxation it occasioned.—The Local Superintendent next occupied the attention of the scholars. His remarks were of practical importance, suited to the audience and to the occasion. He urged that not only should it be the aim of the common schools to disseminate an intellectual education, but, so far as our Protestant differences would allow, the teachings should be religious and moral as well. Notwithstanding their differences on many points, the Protestant sects were agreed upon one particular, and no objection would be urged against instructions of a religious and moral, though unsectarian character. He held it to be of the highest importance that children in the city schools should be taught ideas which would give them honesty of purpose, and induce them to love both God and man.—Mr. Paton addressed the children in a pleasing and familiar way, with language and matter suited to their young capacities. He recited two stories—one adapted for girls and the other for

boys—each inculcating some good habit and enforcing a moral precept.—The proceedings terminated after a benediction by the Rev. Prof. Weir. The names of the children were recorded, and they were dismissed for the day.—*Kingston News.*

— MOLSON HALL, MCGILL COLLEGE, MONTREAL.—PRINCELY GENEROSITY.—Under this most appropriate heading, the *Gazette* of Sept. 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 Cheerbyle—have commenced. It would be the means of educating and training the habits of industry the many houseless 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.*

## XV. Literary and Scientific Intelligence.

— THE FIFTH CONGRESS OF THE SOCIAL SCIENCE ASSOCIATION met at Dublin on Wednesday, 14th 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 Hennessy, "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.

— **WORMS ON SHADE TREES.**—Now is the time to destroy the next crop. Any person looking on our trees or fences will see what appear to be small bunches of cotton attached to them. On examination they will be found to be masses of eggs, which are to furnish a future supply of worms. By destroying the eggs now, we save our trees for future use and ornament, and ourselves from the annoyance of worm nuisance.

— **AURIFEROUS STEEL.**—Attention is being attracted in England to a very remarkable invention of Mr. William Longmaid, which proposes to improve the quality of iron and steel by a small actual tare of gold or platinum, or both. Different alloys of the same kind have been already attempted, but nothing has been accomplished, owing to the large quantity of the precious metals used. Mr. Longmaid finds that a half-ounce of one of the above-mentioned metals, or of the two mixed, can be made to penetrate a ton of iron or steel, materially improving its density, ductility and tenacity. A still smaller amount will be found very useful. For bells, Mr. Longmaid has employed as much as three ounces of the precious metal to the ton to great advantage in getting a very sonorous metal.

— **CHEAP INCOMBUSTIBLE DRESSES.**—Sulphate of salt or of soda, mixed in small quantities with the starch in which summer dresses or ladies' skirts are "done up," on the authority of Dr. Odling, of Guy's Hospital, London, will make them absolutely incombustible.

## XVI. Departmental Notices.

### NO PENSIONS TO COMMON SCHOOL TEACHERS

UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum." No pension will be granted to any teacher who has not subscribed to the fund, in accordance with the preceding regulations of the Council of Public Instruction.

### PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

### FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, SCHOOL PRIZE BOOKS, ETC.

[Insert Post Office address here.]

SIR,—The [Trustees, or Board of Trustees, if in Towns, &c.] of the ..... School being anxious to provide [Maps, Library Books, or Prize Books, &c.] for the Public Schools in the [Section, Town, or Village, &c.] hereby make application for the ..... &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to ..... for Public Schools. The ..... selected are *bona fide* for the ..... ; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the ..... , in terms of

the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the ..... Station of the ..... Railway, addressed to .....

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of ..... \*, this ..... day of ....., 186—.

Amount remitted, \$.....

Trustees must sign their own names here.

Corporate seal to be placed here.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the Trustees can be supplied, it will be necessary for them to have filled up, signed, and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit, made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

\* \* If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

☞ The *one hundred per cent.* will not be allowed on any sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

### PRE-PAYMENT OF POSTAGE ON BOOKS.

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

### ASSORTED PRIZE-BOOKS, IN PACKAGES,

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows:—

Pkge.	No.	Description	Price
No. 1.	Books and Cards,	5cts. to 70cts. each.....	\$10
"	No. 2. Ditto ditto	5cts. to \$1.00 each.....	\$16
"	No. 3. Ditto ditto	10cts. to \$1.25 each.....	\$20
"	No. 4. Ditto ditto	10cts. to \$1.50 each.....	\$26
"	No. 5. Ditto ditto	15cts. to \$1.75 each.....	\$30
"	No. 6. Ditto ditto	15cts. to \$2.00 each.....	\$36
"	No. 7. Ditto ditto	20cts. to \$2.25 each.....	\$40
"	No. 8. Ditto ditto	20cts. to \$2.50 each.....	\$46
"	No. 9. Ditto ditto	25cts. to \$2.75 each.....	\$50
"	No. 10. Ditto ditto	25cts. to \$3.00 each.....	\$56
"	No. 11. Ditto ditto	30cts. to \$3.25 each.....	\$60
"	No. 12. Ditto ditto	30cts. to \$3.50 each.....	\$66
"	No. 13. Ditto ditto	35cts. to \$3.75 each.....	\$70
"	No. 14. Ditto ditto	35cts. to \$4.00 each.....	\$76
"	No. 15. Ditto ditto	40cts. to \$4.50 each.....	\$80

☞ *Special Prizes*, in handsomely bound books, singly, at from \$1.05 to \$5.50. In sets of from two to six volumes of Standard Literature, at from \$3.00 to \$10.00 per set.

\* The Trustees of the Section; Chairman and Secretary of the Board of City Town, or Village Trustees; Warden, Mayor, or Reeve.

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

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