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To the Trustees of \_\_\_\_\_

School Section, No. \_\_\_\_\_

In the Township of \_\_\_\_\_

# JOURNAL OF



# EDUCATION,

Province of

Ontario.

VOL. XXI.

TORONTO, NOVEMBER, 1868.

No. 11.

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## I. Papers on Education in Canada.

### 1. WHAT IS EXPECTED OF OUR COMMON SCHOOL SYSTEM.

*Hon. J. S. Sanborn's Opening Address before the Provincial Association of Protestant Teachers of the Province of Quebec.*

Its first object is to put into the hands of the rising generation facilities with which to educate themselves. The State recognizes the duty devolving upon it to provide common school instruction. That every individual in the community should know how to read and write, is for the common good. In an age like the present, when books are so numerous and so cheap, and periodicals and newspaper literature upon all subjects, circulate everywhere, ability to read and write opens to a man the avenues for self-education to any extent to which he has a desire and a will to improve himself.

It is only one in many who will have the energy and perseverance to make of himself an Elihu Burritt, a Hugh Miller, or a Horace Greeley, but whenever the elements of education are furnished to the masses, we find some of the leading minds of the age, with only common school instruction, thereafter educate themselves. To afford facilities for such spirits to develop themselves, is a powerful incentive in a public point of view to secure common school instruction to all. Another reason for common school instruction is the security it gives to property. Education in a Christian country cannot be entirely separate from moral improvement. It has been often questioned whether the mere acquisition of knowledge improves the heart. We will leave this point to the speculation of the curious. If a man

cannot read, he cannot know except by hearsay, anything of the written laws of the country. Ignorance of the law is no excuse for the violation of it. The least the State can do then, is to afford means for every man's knowing his duties to the Government. Reading induces reflection, and reflection strengthens a sense of public duty. It is a low, narrow view of a person's interest, in most cases, that leads to crime. When the mind is enlarged by information, even if the moral sense is weak, reasoning and reflecting upon causes and results tend to make one believe the maxim that honesty is the best policy. A proper comprehension of the moral economy of society leads every man to perceive that the observance of rules made for the common good is the best security of his individual rights. Another reason why society at large has an interest in general education is that it tends to the greater production of wealth. The more generally information is circulated, the greater are the facilities for individual material prosperity. The mind is stimulated to greater exertions.

The farmer acquires the knowledge of improved husbandry, the mechanic seeks out new inventions. Every improved machine that produces greater results with less labor, adds to the common wealth of the country. Every farmer who acquires the knowledge which enables him to increase the products of his farm, is thus contributing to the common granary of the community.

It is said that in parts of Mexico, at the present time, farmers cut their hay with a knife. Such a practice could not obtain where every person could read, and where even a common newspaper could find its way.

The common education of the whole community is indispensable to a proper appropriation of the people's franchises. In a country like ours, where the choice of their representatives is committed to the people, reading is the great safeguard of public rights. It is the only means of rendering this system a common benefit. Men who read and inform themselves, as every one who can read may do, cannot be led blindly. They exercise their political privileges with more or less of reflection. This measure of instruction is particularly necessary for the success of our municipal institutions. The principal reason why our municipal institutions in many localities have become a snare to the people is the prevalence of ignorance of even the elements of education.

In such cases the body of the people are placed in the power of one or two individuals, capable of transacting business; and if such persons are selfish and designing, the community is brought into difficulty and embarrassment. This would soon be remedied, if all persons interested had the means of watching and checking the designs of deceitful men.

The elements of education put into the minds of a generation will develop talents for practical business of a local and neighbourhood character, which, without these facilities would remain latent. It produces self-reliance and self-respect. Some say "A little knowledge is a dangerous thing." It inflates with conceit. It makes pedants. This is a sophism,—one of those maxims put forward as if self-evident, which require proof. Tom Hood calls them "Johnsoniana" from Dr. Johnson's positive style in putting them forward. He instances several, one is,—a mother is advising her promising son not to be good for a hope of reward but from a sense of duty, "Madam," says Johnson, "would you have your son good for nothing?"

There are narrow minds. In fact, a large portion of mankind have minds sufficiently so, and those who know little, will have more contracted views than if they knew more, but on the whole will be more useful, if not more agreeable than if they knew nothing. If a person is vain of a little knowledge, as a general rule, his vanity does not disappear with greater attainments.

Solomon says "if you bray a fool in a mortar among wheat with a pestle, yet will his foolishness not depart from him." If a man, by reason of having learned to read and write, reads of things that in his philosophy before he never dreamed of, and gains a superficial knowledge of many things which he supposes are new to the rest of the world because new to him, and sets himself to enlighten mankind by lecturing on the abstruse sciences, and makes himself generally more ridiculous than he has any conception of; if with all this he has obtained a knowledge of common things which, raises him a step in life, we can smile at his fantastic tricks, and approve the general result.

Facility to read and write prevents imposition and fraud. If a man cannot read or write he is dependent upon another to state his wishes correctly in a written agreement.

If a man who cannot read and write is a rogue, and wishes to evade a contract he has really made, he always has an excuse, he did not understand its purport. It is the common interest to have all men know what they agree to do, when they contract, that they may be held to it. The benevolence of the age provides instruction for deaf mutes. A man in our day who cannot read and write, to the great moving living world is a deaf mute. It is Government's first duty to give him hearing and speech. What then is expected of the common school system? It has its own place and sphere. It has not to do the work of colleges or grammar schools. It bears the relation to these that the number of small fountains from which trickle little threads of water, bear to the brooks that are made from an accumulation of these threads and rivers, made from many brooks ever flowing onward into the great ocean of knowledge. Common schools do not differ from higher schools merely in degree but in kind. The great majority of the people must be simply graduates of common schools. There should be then a completeness of education of a certain measure. The Prussian schools have been greatly admired for their many excellencies and particularly because all education there was gradatory, every person is educated upon the same pattern, put through the same curriculum in the same way. The common school is the first step in the ladder. This system has been very successful in making an educated people, its results in the production of moral power to the nation are apparent. Is it however desirable that such a perfect uniformity should exist in a system of education? You go into a foundry and see the pattern of Stewart's stove, it is admirable in its arrangements, very perfect as a stove, the mould always produces the same article, if there is a blemish in the mould you have always the blemish in the stove; one scarcely likes this foundry business applied to the mind. "The human form divine" is surpassingly beautiful, but its beauty is in its general similarity, and in its infinite diversity. If a person of great beauty and excellence had a mole on his face or a wart on his hand, you would not wish him repeated so exactly as to perpetuate the mole or the wart.

So far as relates to schools for superior education, I should deprecate this perfect uniformity of teaching or course of study. In a country like ours, where there is no despotic element, and the source of power rests with the people, variety in the modes of higher education, where a large majority of the leading minds must be educated, tends to induce more originality. Thoughts do not run in the same grooves, ideas become more cosmopolitan and less stereotyped.

With the Common Schools of a country it is otherwise. A good system of instruction should be adopted and it should be as far as

possible uniform. Schools will always differ, not so much from the difference in scholars as teachers. Some persons will find themselves at home in a school-room and will communicate instruction with very few facilities, and even with no facilities outside of themselves, they will, by their ingenuity, devise various modes of illustration from the objects around them without maps, apparatus, or even books, if driven to this extremity, while others never will think of doing any thing they have not seen done and in the way they have not seen it done. I once employed a man to put up a spring bedstead and I told him I wanted eight slats with springs, he looked at me with an expression of mingled astonishment and pity at my ignorance—"Why sir" said he, "they never put but six slats to a bedstead." "But," said I, "I want eight." "They never come so, they are never made so, I have sold many and never saw one with more than six slats." I then very solemnly asked, "do you know anything in the law that forbids eight?" "No sir." "Then if you think it would not be against the law, I should like eight." This mechanic brought to his art the same species of mind that many teachers bring to their profession. The object of Normal Schools is not merely to give sufficient instruction to qualify teachers to instruct in elementary education, but to teach them the art of teaching. Here the most approved methods of instruction in the common branches are taught by making the teacher pupils, examples to illustrate them. The value of discipline is learned by the painful ordeal through which they have to obtain it. The great secret of successful teaching is keeping children at one thing till they know it before taking the next. Never mind the time, it is not lost. If a pupil learns one thing and then a second, when he acquires the knowledge of ten things, you can count and measure with exactness his attainments. If he instead, superficially passes through, or rather over, in the same time, one hundred things or educational facts, he has no certain knowledge of any thing. These two modes lie at the bottom of good or bad education, and generally follow one as far up as he goes in learning. A careless teacher who has not sufficient love for his work to be painstaking with his scholars, will encourage his pupils to be inexact and superficial. A superficial scholar will make a careless man of business, and want of careful early training mars the prospects of many men in after life. The object of normal school teaching is to take teacher pupils over the road in the manner they are expected to train others to travel. It cannot give them mind, or heart or taste for the work, unless they have the natural adaptation for it, and when a pupil teacher ascertains that teaching others is to him a drudgery, the sooner he abandons the work of teaching the better for himself and for the cause of education.

Elementary education, unlike that of superior education, may be complete in itself. A person may perfect himself in reading naturally with proper expression, in writing a good hand and the principles of penmanship, in orthography, common arithmetic, English grammar or the grammar of the vernacular, whatever it may be, and in a knowledge of geography without proceeding farther in higher studies. There may be a perfect comprehension of these branches so as to be enabled to teach them well and properly without the absolute necessity of proceeding farther. It is fortunate that this is the case, otherwise our common schools could not be provided with a sufficient number of competent teachers at so moderate an expense as these can now be provided. Reading, writing and common arithmetic form the basis of all mental improvement.

The art of reading is indispensable to enable a person to enter the portals of the palace of recorded knowledge. The art of writing is the means by which we communicate our ideas to others, and, without it, the mind is shut up in a prison.

To whatever extent one proceeds in the higher mathematics, algebra, geometry, calculus, or the application of mathematics to philosophy, astronomy or mechanics, the processes, however varied or far pursued, are all accomplished by the four simple rules of addition, subtraction, multiplication and division. Hence the importance of thorough and correct teaching in our common schools. Good readers are as rare, if not more rare, than good singers. This should not be. All cannot become good singers, but all can, with perfect organs of speech, become good readers.

It is an accomplishment of the highest order, as well as a prime necessity. Writing is a mechanical process, but for this reason it should not be neglected.

That affectation which would despise good penmanship is not to be commended. Certainly one object of writing is that it may be of such a character as to be read. Sergeant Bell, an eminent barrister in England, is said to have written three hands, one which he could read himself, one that his clerk could read, and one that neither himself nor any one else could read.

None of these are suited to be taught in our common schools. What is desirable for our common schools is, that there should be

secured in the class of teachers permitted to take charge of them, a completeness of instruction in the elementary branches designed to be taught there; that they know to a positive certainty these things, not have a vague and misty vision of them; that they should have a knowledge by observation, of the most approved method of conveying instruction to pupils, and, above all, that they be alive, and have a heart for their work. Nothing is more trying to the nerves than to see a teacher going through a routine with the spirit of a martyr, like a soldier marching backward and forward on sentry, where no enemy ever appeared, or is even expected to appear. It makes school visitors feel much as the farmer feels who has placed a lazy man in his corn field, who is ever and anon looking at the sun, praying that Phœbus may hurry on, though he is by no means in a hurry. Our system of examinations, and the granting of diplomas, is calculated to meet one want here designated. It has done excellent service.

The influence of conventions, like this and of normal and superior schools must be relied upon to supply another want, the infusing of a spirit of life and intelligence into this large body of educators. They are the educators of the many, and they need to magnify their calling. To the elevation and perfection of our common schools must we look for the awakening of a proper interest in, and appreciation of the value of education. The higher schools and colleges will not thrive unless the common schools prosper. If the latter are doing their work well, we shall find many by their own energies pushing on higher. These, too, are the very best material with which to make strong men intellectual powers in society. I do not agree with those who would discourage young men or women from teaching while preparing themselves for higher or other stations, merely because they may not remain teachers for life. It is said that it is only used as a stepping-stone and a convenience. It may be so, in some cases, but, as a rule, you will find the brightest minds are those who are making this a means of helping themselves on to higher attainments. They are burning with a love for knowledge, and with such, the work of conveying instruction is generally a pleasure, because it is a stimulant to study in themselves. There is another truth, persons who acquire knowledge are not generally like persons acquiring property. Imparting, rather than hoarding knowledge, affords pleasure. Besides, young persons bring to their work the freshness and ardour of youth, which finds a sympathetic cord in the hearts of children around them. Another reason why I would encourage such teachers, is, that it helps on the work. It affords facilities in an honorable and useful calling for indigent youth to climb the hill of science.

To render our Common Schools what they ought to be, they should be free from all partial, local or sectarian influences. These schools, unlike the superior schools, are sustained by the property of the country almost without exception.

The only exception is that of scholar fees which fall upon persons in proportion to the number of their children. This is not always in the same ratio as the possession of property. This provision in the law seems to be in the interest of bachelors. The fact that the whole community sustain common schools under the law, shows that the object is one in which all are supposed to be agreed.

In a country like ours, where the people are divided by the double partition of creed and language, this becomes a most important and delicate duty of the system to manage.

I do not consider that the teaching of personal religion has any place in the common schools. Religious instruction, as such, must be provided elsewhere. Nothing will sooner bring Common Schools into contempt, than local favoritism, the government of neighborhood cliques or proselytism.

Teachers should be sought for their fitness, because the school wants them, not because they want the school.

While this is true, our schools should be christian, not pagan schools. The principles of christian morality should be inculcated. Our dissentient school law is a safety-valve to prevent the evil of sectarian schools becoming aggravated. It is however beneficial mainly as provisions in a contract and which are termed comminatory—threatening. This is right, like many other precious rights, that is all the more valuable for being rarely exercised.

No rules can be laid down to guide teachers in the discharge of their delicate duties, they must rely upon that forbearance and mutual confidence, which a larger acquaintance always engenders, with men of different races and creeds. Much of the dread of other's ideas is due to prejudice. This removed, we find ourselves wonderfully harmonizing upon matters where we supposed there was a world-wide difference.

These annual Conventions should do a world of good in enlarging the minds of teachers; in generating a liberal spirit and in removing prejudices by the supplanting of suspicion by confidence; and the cold salutation of the stranger for the cordial grasp of the friend.

In closing my responses to what is expected of our Common

Schools, I venture to remark that the principles of our civil polity should be taught in them—What are we, a monarchy or a republic? Are we under a despotic government? What is a limited monarchy?

The leading maxims and principles of our constitution should be taught, particularly those duties devolving upon jurors, and witnesses in courts of law. More than all, in importance, the nature and general features of our Municipal law should be taught. A hand book might be prepared, which, if used as a reading book, with occasional lessons and questions, would familiarize pupils with certain general principles of great use. An elementary education in this science is much needed. It tends to make a homogenous people—to generate national pride, and particularly it gives an introduction to society, so that when civil responsibilities are thrown upon a young man he may have some idea of where he is, what to do, and where to get information.

With Common Schools well sustained, well and faithfully managed, a generation of intelligence will grow up, our people will have a good comprehension of their privileges and appreciation of their wants. They will become better informed of the general progress of the world. They will improve in all the industrial arts. They will have more wants, higher tastes to gratify, but will have great facilities for supplying these new wants. They will enjoy more and have a higher order of enjoyment. Ignorance with the masses makes the literary atmosphere of a country cold and cheerless. Literary efforts of every kind find very little sympathetic response. It may do for a rude people in a semi-barbarous age to have an ignorant peasantry. It may contribute to mystery and poetry, but for a progressive, matter-of-fact, utilitarian epoch like this, we must have educated yeomanry. Our Common Schools are the agency by which this want must be supplied.

## 2. COMMON SCHOOLS IN ONTARIO.

The Report for 1867 of the Chief Superintendent of Education for Ontario, on the Common and Grammar Schools of the Province, has just been issued. The statistics given are very satisfactory. They show that external progress is still the rule, and that an ever increasing proportion of the young of the country are enjoying the advantages connected with our Common School system. No doubt very much remains to be done; but in aiming at a higher state of efficiency in our educational institutions, we are not to overlook the progress which has already been made, and the favourable contrast, in many respects, to be drawn between what is now and what was the state of things not very many years ago.

The Legislative grant for 1867 amounted to \$172,542, an increase of \$3,051 on the previous year. To secure this, as is well known, the municipalities must raise, by local assessment, at least an equal sum. Instead of being content merely to meet the conditions of the grant, they raised \$351,873, an increase of \$32,719, and an excess by voluntary gift over what was required by law of \$179,331.

This was altogether apart from the rates by Trustees on particular sections. The rate thus imposed produced \$799,708, or \$39,342 above that of 1866; so that the amount of voluntary self-imposed tax for educational purposes has, for the past year, been \$1,483,182, an increase of \$58,717.

In addition to this there has been, in certain sections, a rate bill imposed on each pupil. This yielded \$51,197, or a decrease of \$2,284, showing that the plan of Free Schools meets with increased favour. Nor is this all which has been devoted to Common School purposes. From the Clergy Reserve, and other available funds, \$280,401 have been added to the others. The total amount, then, raised for Common School purposes, not counting unexhausted balances and the legislative grant, \$1,670,335, an increase of \$62,364—with one exception, the largest increase of any one year since the system was placed on its present footing.

When from income we pass to expenditure, we find that \$1,093,516 were paid for teachers' salaries; \$31,354 for maps, etc.: for sites and building school houses, \$149,195. In short, on every item of expenditure there was a large increase.

According to the best estimate which can be formed, the school population, viz: that between 5 and 16 years of age, is at present 447,726. Of these there were at school for a longer or shorter time during 1867, 380,511, and of other ages 21,132. The increase in the number of pupils was 10,748. The total number of children returned as not attending school is 39,516. These numbers, we may remark, are only to be taken as approximations.

There were open during the year 4,422 schools, and 4,890 teachers were employed. Of these 2,849 were gentlemen and 2,041 ladies.

The religious persuasion of the various teachers may be marked. Presbyterians, 1,542; Methodists, 1,415; Church of England, 795; Roman Catholic, 552; Baptists, 266; Congregationalists, 65; and others in smaller numbers, making up the balance.

There were in 781 schools a change of teachers during the year, a very great, and not a decreasing evil. The largest salary paid to any teacher in a county was \$635; the lowest, with shame be it mentioned, was \$96! The average salary for male teachers was \$262; for females \$189. The highest salary paid in a city was \$1,350; the lowest \$225. The highest in a town was \$1,000; in an incorporated village \$560.

The whole number of school sections reported was 4,496—increase 39. The number of free schools, that is those in which all expenses were defrayed by rate upon the section, &c., was 3,838—increase 97.

The average time during which the schools were kept open, including holidays and vacations, was eleven months and three days—twice the average of those in Pennsylvania and Ohio, and three months above the average time in New York and Massachusetts. Throughout the year 2,993 schools were opened and closed with prayer, and in 2,996 the Bible was used.

As many as 342 Roman Catholic teachers were employed in the Common Schools, and 210 in the Roman Catholic Separate Schools. Not a single complaint has been made of the religious opinions of the pupils being tampered with during the year. The present number of Separate Schools is 161—increase during the year, 4. The Legislative grant to these schools was \$9,529, a decrease of \$289. The amount of school rates levied from local sources for these schools was \$26,781. From all sources the Separate Schools got \$48,628. The pupils attending them were 18,924—increase 349.—*Toronto Globe*.

## II. Education in various Countries.

### 1. THE REMOVAL OF GLASGOW UNIVERSITY.

On the 8th instant, the foundation stone of a new building for the use of the Glasgow University, was laid by the Prince of Wales, at Gilmore Hill. The procession was escorted by detachments of the Queen's Own Yeomanry Cavalry. The appearance of the Prince and Princess was the signal for a tremendous outburst of cheering.

The Prince and Princess seemed to appreciate the hearty reception accorded them and repeatedly bowed their acknowledgments. About one o'clock the Royal party entered, conducted by the Lord Provost, who ascended the platform followed by the Prince and Princess.

When the royal party appeared, they were greeted with the most hearty applause, waving of handkerchiefs, &c.—The whole audience rose to their feet, while the organist played the National Anthem. During the whole proceedings, we may say, the Prince and Princess remained standing, and their example seemed to be universally followed.

The freedom of the City of Glasgow having been presented with the usual ceremonies, His Royal Highness replied to the address of the Lord Provost as follows:

My Lord Provost and gentlemen,—I thank you sincerely for your address, and the Princess of Wales desires to join her cordial acknowledgment to mine for the hearty welcome we have received on our arrival in the city of Glasgow. For myself, it is a satisfaction to have become a freeman of so ancient a Corporation, and of a city whose loyalty to the Queen and Royal family has on this and previous occasions been so conspicuously displayed. The Princess for herself is truly sensible of your kind expressions. Nothing can be more valuable to her than the possession of the hearts and affections of the people of the country which she has adopted as her own. (Loud Applause.)

On arriving at the ground there arose a cheer from the gathering of 20,000, which sounded sublime, after which we had the National Anthem from the Choral Union, and the ceremony began. There was an address to the Prince of Wales read by Principal Barclay, and a reply from the Prince, and a prayer from Dr. Caird, and then his Royal Highness spread the mortar, and the signal was given to lower the all-important stone. The steam was put on, but unfortunately the handle had been turned the wrong way, for the stone, attached to a wire rope, rose into the air and began to whirl round, to the intense amusement of the spectators and the amazement of the men in charge. The motion was soon reversed, however, and the work was completed to the satisfaction of everybody present. Then the Princess stepped forward, trowel in hand, to lay the other stone, and at this stage of the proceedings the enthusiasm of the vast assemblage rose to its highest pitch. The men folks cheered and waved their hats, and the ladies made a free use of their handkerchiefs, while the young and beautiful mason, with a witching smile upon her face, laid the stone in famous style. Then the Choral Union struck up the "Doxology," which they kept up and continued long after a man on the platform had

given them several frantic signals to stop, but stop they would not until the music was drowned by the cheers of the audience, when the Royal party rose to leave the platform.

This concluded the ceremony, and after it was over I made my way outside, and from the eastern slope of Gilmore Hill I looked towards the West End Park, and the prospect was magnificent. People were dotted over its whole surface, and in some parts they were packed as thickly as they could stand, while from the top of Gilmore Hill to the eastern end of the Park there stretched the long serpentine double line of Volunteers, on the route to be taken by the returning carriages. Passing over the Kelvin I got into the Park, where I got on board a milk cart, and drove to the residence of the Lord Provost in Bath Street, where I was almost squeezed to a sandwich before I was rescued by a friendly policeman. At length the Royal party came, and an old wife standing beside me, on seeing the Princess held up her hands and exclaimed—"Oh! there she is sitting just like a swan!" Getting out of the crowd when all was over, I came upon a street ballad-singer, who was entertaining a numerous circle by a song made for the occasion, of which the following lines may be taken as a specimen:—

"The Prince with pleasure was received,  
And the people seemed to be all pleased.  
For some had got their throats well greased  
Welcoming the Prince this morning.  
They saw him off safe in the train,  
And good luck attend on land and main,  
They a visit soon may pay again,  
To Glasgow in the morning.

### 2. THE SCOTCH UNIVERSITIES.

Their doors are open to the wealthiest of the community and the poorest, even to the beggars. Go into any Scottish family in the country, a shepherd's, and the chances are that some member of the family has a University education. In Aberdeenshire it is stated that the greater number of small tenant farmers are Masters of arts, and not a few of their labourers have been in the class-room with them. Anecdotes without number might be related about the class of young men who attend these Scottish Universities, the hardships which they undergo in the prosecution of their studies, and the sacrifices made by their parents, in the hopes that, like the father and mother of Dominie Sampson, they may live to see their son 'wag his head in a pulpit.' The session of the Scottish universities lasts during the winter months, twenty-four weeks in all, when the poorer classes of students can do but little work at home, and those who are desirous of graduating, generally manage to earn during summer sufficient money to keep them at college in winter. Many of them teach at country schools during the vacation. A shepherd's son called on the Assistant Commissioners in the recent inquiry, and told them of his circumstances. His father had £20 a year of wages, in the West Highlands, besides his house, cow's grass and croft. He had sent his son to the parochial school in his native parish, where he had done well, and from thence, by dint of great sacrifice, to the high schools at Inverness, from whence he had gone to the Edinburgh University. He spent the winter session at college, lodging in a garret with another student, at three shillings and sixpence a week. His whole expenses for the winter, including his college fees, amounted to twenty-two pounds, and he earned the greater part of this by teaching a school in a remote part of the Highlands. But there are not schools for all to teach, and some are compelled to have recourse to less intellectual, if not less honourable callings during the summer months. Some of the wealthy students are not unwilling to act as golf club carriers or professional golfers on the links at St. Andrews, and it is related that a learned professor in one of the Universities recognized within it one distinguished student discharging the duties of 'gillie' on a Perthshire moor, and earning for the professor his fees for the next session's Greek classes.—*Fraser's Magazine*.

### 3. THE CITY OF THE ORPHANS.

It is not generally known that the life of a Prussian gentleman living at Bristol—Mr. George Muller—has been devoted for the last thirty years to the orphans of the poor. But his system has not before been brought so prominently under public notice, and his leading principles of conduct will strike with surprise the minds of thousands of readers who have not yet fully realized the elements of success contained in singleness of purpose and earnest sustained energy.

In March, 1836, Mr. Muller transformed his house in Wilson street, Bristol, into an asylum for orphans, twenty-six of whom he had received into it on the 18th May following. He was himself possessed of no regular income, being precariously supported as a

minister of a sect known as the Brethren, among whom no regular salaries are given. His enterprise possessed no worldly guarantee of success, and he seems to have started it much in the same spirit as Father Mathew opened upon intoxication—"In the name of God, here goes." His sole reliance was upon such public munificence as might reach him unsolicited, and the donations thus received, whether of goods or money, were never acknowledged in connection with the donor's name but only with initials. There was therefore no temptation to ostentatious charity, and no possibility of using the institution as an advertisement of private benevolence. Notwithstanding which, support came in so fast that a second house had before long to be rented for the accommodation of his expanding charge, and nurses and teachers were gradually engaged as, year by year, the numbers swelled. In 1837, Mr. Muller had seventy-nine orphans in his care, and on the 18th of August, of the following year, writes in his journal that he had not a penny in his house towards their maintenance. Still he struggled on, and the God of the fatherless never failed. When the last shilling was expended, a fresh donation was sure to drop from heaven. Day by day the mail brought gifts from strangers, of whom the manager had never heard, and though frequently at the bottom of his resources, he makes no mention of actual want having ever been experienced. And all this was effected, it must be remembered, by a system which excluded debt however trifling, and maintained itself from hand to mouth solely by the voluntary offerings that dropped in.

As these increased, most people would have thought it prudent to lay by their surplus as a fund of reserve. Not so Mr. Muller. His reserve was laid up in a higher Treasury, and his draft upon it never once dishonoured. As his means increased his views extended, the only application of surplus funds being to multiply the numbers of his little charge. Consequently the same want of money constantly presented itself, and consequently also, the same relief ever came forward to meet it.

At the end of July 1844, Mr. Muller had received £7,748 16s 4½d, without having applied to any one for a single subscription, and had then in his four houses, 121 orphans.

Finding, however, the need of occupying premises of his own, three years later he bought a field at Ashley Down, and laid the foundations of a new house, to accommodate 300 inmates.

This building cost £15,000, and is fitted with every appliance that the health or recreation of children can demand. But year after year this noble gentleman's sphere of usefulness became gradually enlarged, and to-day his houses number five, and contain 2,100 little ones, who have no dependence but upon him and on his master. These five buildings cost on the aggregate £100,000. The total sum that has been contributed thus anonymously within the past thirty-two years reaches £280,000. Mr. Muller now never complains of poverty. Single sums of £500, £1,000, £2,000, £4,000, and even as much as £8,000, have reached him at one remittance, and are acknowledged side by side with a penny from an errand-boy or some cast off clothing from a domestic servant. Last year his current expenses were £13,000, and his extension of buildings absorbed £21,000 more.

The future of his wards is earnestly cared for. The girls, well taught and trained to neatness and to industry, are in great demand as first class domestic servants, though many, who are delicate or otherwise afflicted, are apprenticed to some lighter business. The boys are all apprenticed to respectable callings, for which they are thoroughly prepared by the instruction they receive in the establishment. The children, young and adolescent, are supplied with every appliance of healthful merry recreation, and in their play rooms may be found all sorts of toys. They are, as may be assumed, hearty and healthy and happy, and although in large proportion of comparatively weak constitutions, present an average rate of mortality little over that of the healthiest city in the Kingdom.

All of which narrative reads almost as a romance, but is, thank God, literally true. We can never honor as he deserves this gallant christian gentleman who has taught us such a lofty lesson of philanthropy and of faith, but ours is not the honor he desires. We can never reward him for his life's toil and beneficence, but the merry laughter of the children, to whom he is so kind and wise a father, sounds hourly more gratefully upon his ears than the most elaborate acknowledgment that Parliament can ever pay.

#### 4. INTELLECTUAL STATUS OF SPAIN.

The intellectual status of the Spanish people is shown by the marvellous increase that has taken place in the number of public schools and of the pupils who attend them. In 1832 there was only 700 educational establishments. These had increased to 900 in 1839, and to no less than 22,207 in 1851. What the number is now we have no precise means of judging, but it is probably sufficiently large to afford two schools for every parish, the number of which is

18,871. The higher institutions of learning are equally numerous. Besides about 800 Latin schools, there are 8 royal gymnasia to prepare young men for the seminaries, 56 in number, or for the universities, of which there are 10, some of them possessing a European reputation, as for instance the universities of Oviedo, Salamanca and Madrid. In addition to these there are numerous commercial schools, with a school of engineering, a college for the deaf and dumb, a school for the blind, a higher veterinary school, and other institutions where special instruction is given. In 1851 the number of scholars in these schools was 839,182, and in 1861, the latest period to which we have statistics, it had reached 1,046,558, being more than one in sixteen of the whole population. This, to be sure, is not as large a proportion as in the Province of Ontario, but it is larger than many countries in Europe, and larger even than the proportion in some of the States of America. In 1864 there were upwards of 300 periodicals published in Spain, of which 60 were either scientific or devoted to special subjects neither political nor religious.—*Canadian Freeman*.

#### 5. PRINCETON COLLEGE.—INSTALLATION OF DR. JAMES M'COSSH AS PRESIDENT.

PRINCETON, Oct. 27.—The ceremonies were opened by Gov. Ward, in a brief address of welcome to the incoming President. An address of welcome on behalf of the Board of Trustees was then delivered by the Rev. Charles Hodge, D.D., LL.D., of the class of 1815. It was a very affecting address, and during its delivery Dr. M'Cossh was unable to restrain his emotion. On behalf of the Undergraduates, Mr. J. Thos. Finley, of the Senior Class, delivered an address in Latin, which was warmly applauded by the students. Ex-Gov. Pollock, of the class of 1831, responded on behalf of the Alumni in an eloquent address, closing with a tribute to the retiring President and his successor, and a fervid hope for the happy future for the College.

Dr. M'Cossh's inaugural was on the subject of Academic Teaching. It occupied almost two hours in the delivery, and was listened to with the greatest attention. He first considered the question "What university education ought to be," and pointed out many of the evils which incrust the system in Europe, to show that even where there has been the greatest opportunity for improvement, much still remains to be done to bring the system up to a proper standard of excellence. The study of the dead languages and the mathematics was carried to extremes. There were other things equally important which received much less than their share of attention. Physical culture, mental and moral science, and political economy, for instance, should be attended to. But out of these and other evils, or, rather, out of a knowledge of them, and an appreciation of their influence upon the human mind, will arise great improvements. I do not desire to revolutionize your American system, which so admirably combines the practical with the theoretical, yet which even your own educators admit is by no means perfect. I have visited your colleges. They are not institutions to be rashly meddled with. You have your opinions on the subject of education which can be changed only by time and experience. In your common school system you lead the world. Europe must look to you for a good system of elementary schools, but for universities, you must look to Europe. What is the idea or final cause of university teaching? Some, the realistic, think that its object is the fitting of youth for the practical business of life. The idealists believe that it is to educate the mind; to elevate it to the position which the Creator designs it to occupy. All studies and systems of study should be so organized as to meet the demands of mental, moral and physical nature. The university system should encourage art as well as literature, and teach aesthetics as well as mathematics. It should cultivate taste in form as well as in letters. It should train the eye and the heart as well as the mind. It should teach that there may be a higher end than the mere attainment of knowledge, which is not the only means of training the nobler part of humanity.

A knowledge of nature is an important means of cultivating the powers which God has given us, and this knowledge the great poets seem to have possessed in a remarkable degree. They also knew how to draw out the essential from the indifferent, and to make the result plain to the world. A great error among educators is that employment, no matter what, is good. This is a hurtful fallacy. The mental powers should be engaged only in profitable work. There should be some pleasant object in view, that the labor may leave a relish on the palate of the student. It is not necessary to resort to unprofitable studies when we have so rich a variety of useful as well as pleasant ones to attract and occupy the mind. Knowledge is not genuine unless it yield fruit. The study of the sciences not only gives nourishment to the mind, but gives it life as well, just as the sun supplies heat and force and life to all it

shines upon. It is well to study nature. There is beauty even in the skeleton, in the loathsome insect, that makes you shudder at its touch,—beauty that to the student calls forth admiration and wonder, and to the pious observer love for the Creator. It is not necessary that the College should come down from its high position to teach shop work. Whatever it teaches should be taught as science. There are factories and mills and laboratories in which the mere mechanical, the practical, may be learned; but the college must be the educator of young men destined to act in the higher walks of life. Language is an important element of education, and one which is much neglected. Children learn to speak without an effort. They love to ring their vocables upon the air the livelong day, and when they are brought to think, how pleased they are with every interesting or curious explanation or history of a word! Nature presents her objects in a complex form. Language enables the teacher to separate the parts, to analyze, and to make the peculiarities of each known to the pupil.

The clear and methodical Latin, which has given us a grammar, and the subtle, delicate, and expressive Greek, are tongues which should be studied; but no American boy should neglect the study of his own noble language, which has the strongest claim upon our love and esteem, the language so manly and massive, revolving around themes which never entered into the heart of a Roman or Greek to conceive. Let it be taught as a branch of science, and studied in all its various forms, to give a relish for its noblest works."

The speaker touched upon many other points which space forbids me to even mention. His address was carefully prepared and well read, with just enough of the Scotch accent to make it peculiarly interesting. It was a remarkable address in that the author's ideas on the subject of education were much more liberal than one would expect from a man bred without the sound of Webster's, Mann's, or Northend's voice. When he spoke of the subject of religion in English schools, he classed among the greatest mistakes the neglect of the inductive study of the mind, and created much merriment by hinting at "the sickly attachment to Ritualism among the weakly devout" as one of the natural results. He brought his very instructive address to a close by thanking the people for their kindness, and giving some excellent advice to the Trustees. I omitted to mention that in the course of his remarks he said that every student of the college, "be he of a white or of a dark color, shall be protected in all his rights,—the right to his own political and religious opinions among the rest—so long as he does not infringe upon the rights of others." At the close Dr. M'Cosh was greeted with tremendous applause. Thus ended one of the most memorable ceremonies in the history of time-honored Princeton.—*Cor. N. Y. Tribune.*

#### 6. THE PRESIDENT OF PRINCETON COLLEGE.

The Rev. Dr. M'Cosh, the new President of Princeton College, New Jersey, is to have his salary supplemented by the interest of \$60,000, subscribed by friends of the Institution—among others Governor Blair who gave \$10,000,—R. L. & A. Stuart, sugar dealers, \$10,000; Mr. Stuart, President of the United States Trust Company, of New York, \$5,000; Messrs. Stuarts, the bankers, \$1,000; Mr. Robt. Bonner, of the New York Ledger, \$2,500. After completing this \$60,000, a smaller subscription, amounting to between \$7,000 and \$8,000, was made up to refit and refurnish the house which has been set apart for the President, so that he enters upon his office under circumstances the most favourable.

#### 7. GYMNASIUM AT PRINCETON COLLEGE.

The Rev. Dr. M'Cosh, the newly elected President of Princeton college, in his inaugural address, a few days ago, said it was desirable to add a gymnasium to the College, Mr. Robert Bonner, of the New York Ledger reading the sentence in the newspapers, was impressed with its truth, and turning to his check-book, drew a check for \$10,000, which he remitted to the Rev. Mr. M'Cosh to aid in the erection of a suitable gymnasium.

#### 8. MR. CORNELL'S EDUCATIONAL BENEFACTION.

The benefactor, Mr. Ezra Cornell, has given the sum of \$1,000,000 in aid of the Institution to which his name has been gratefully assured. Nor was this the only act of this man's munificence.—He had previously endowed the city with a library worth \$70,000. In the University three hundred students had already been admitted, the total endowments already reaching \$1,800,000, and among the list of professors we find the honored name of Agassiz. A chime of nine bells had been presented to the University by a lady, and in

the presentation speech, delivered by the Secretary of the Trustees, we find some beautiful extracts which we quote:

"I think these bells will have a lesson for all of us. Young gentlemen of the University, they are the generous gift of a lady; therefore never forget to be gentlemen; not in the flippant society sense, meaning gloves, perfumes and idleness, but in the grand old meaning, blending honest and useful labour with spotless integrity, respect for age, kindness to the young, and charity to all. If a thoughtless word rises, if a hand is lifted in the haste of anger, if tempted to ungenerous deeds, let the daily voice of these bells remind you that she who gave them expects you will blend with your manly strength all these qualities which make up, as wealth, address or station of themselves cannot do, the true American gentleman. Gentlemen of the Faculty, these bells are a lady's gift to an institution, this day placed in your hands. Do not forget, when they summon you to duty, that she who gave them would have you rule the young men by love, rather than by law; by kindness more than by force; by genial, summer sympathy, and not with frozen awe and reverence. Let the wall of Arctic ice, which too generally separates teacher from scholar, for once be thawed and melted, and whatever the frozen dignitaries may say, believe me, the rule of kindly and genial intercourse, of unaffected sympathy and friendship, will prove better rules, and keep alive your memories in those young hearts when you yourselves have gone to your great Teacher to learn the lessons of eternity. Gentlemen of the Board of Trustees, these bells are a woman's gift to you; and do not think that while with unselfish purposes she seeks to aid and encourage this noble effort to bring the broadest and highest culture within the reach of the young men, she at all forgets, or ever can forget, the need and the longing of her sisters all over the nation for the same broad and liberal culture. A generous forethought has opened the door to the daughters of the wealthy classes, but the daughters of the poor will knock at your doors. Bid them be patient, until your new enterprise is consolidated, the time propitious, and the way clear. But, let them see and know, meanwhile, that your hand is on the lock of the closed door, waiting only the safe moment to throw it wide open that they may enter in, while the chimes their sister gave ring out clearer and sweeter on the air as they celebrate the mercy and justice done at last."

The bells bear the following inscription, in language we cannot too often hear:

"Ring out the old, ring in the new,  
Ring out the false, ring in the true;  
Ring out the grief that saps the mind,  
Ring in redress for all mankind;  
Ring out a slowly-dying cause,  
And ancient forms of party strife;  
Ring in the nobler modes of life,  
With sweeter murmurs, purer laws,  
Ring out false pride in place and blood,  
Ring in common love of good;  
Ring out the slander and the spite,  
Ring in the love of truth and right;  
Ring out the narrowing dust of gold,  
Ring out the thousand wars of old;  
Ring out old shapes of foul disease,  
Ring in the thousand years of peace;  
Ring in the valiant men and free,  
The larger heart and kindlier hand;  
Ring out the darkness of the land;  
Ring in the Christ that is to be."

—*Belleville Intelligencer.*

#### 9. STEVENS, THE EDUCATIONAL BENEFACTOR.

The recently deceased Mr. Stevens, of Hoboken, whose real estate in the place is believed to be worth \$26,000,000, and whose entire property is estimated at over \$50,000,000, has, by his will, directed the appropriation of \$150,000 for the erection of an institution of learning in Hoboken, and \$500,000 for its perpetual endowment, and he has also directed that \$1,000,000 be devoted to the completion of the Stevens Battery, which is to be the property of the State of New Jersey.

#### 10. THE PEABODY MEDAL.

The gold medal presented by the United States to George Peabody, is on exhibition in New York, previous to being sent to Kensington Museum, London. The *Sun* thus describes it:—The medal is about three inches in diameter, with the bust of Mr. Peabody on one side and on the other the inscription, "The People of the United States to George Peabody, in acknowledgment of his Beneficial Promotion of Universal Education." It is mounted on a golden pedestal six inches in length and two inches in height and width, with the United States coat of arms in the centre and on either side the words "Benevolence" and "Education." On the opposite face

are a globe, books and geographical instruments exquisitely carved in relief. The medal is supported above on the right by a figure representing the genius of Benevolence, with one hand pointing to Peabody, on the left are three palmetto trees entwined with northern ivy at the foot of which are two children, one black and one white. The entire design is about eight inches high, wrought of solid, gold at a cost of \$5,000, and in its beauty and conception is a fitting tribute of respect from this nation to its world-honoured citizen.

### III. Intercommunications and the Press.

#### 1. METHOD OF PRESERVING ORDER IN SCHOOL.

Order, as I take it, consists in attending to the old maxims of "Time and place for everything, etc.," and in no place can this be more scrupulously accomplished than in school. Time and place once established, you will, I think find no difficulty in maintaining order; that is, provided you are prepared to pay attention to it.

In the first place, then, I would advise appointing a certain time each day for hearing each lesson, and always insisting on the pupils being prepared at that particular time.

There must necessarily be a great deal of confusion attendant upon being suddenly called upon to repeat a lesson for which they are unprepared, by reason of its being unexpected. This you avoid by accustoming them day after day, to attend their classes in some definitely understood order. They also derive a certain benefit from knowing just exactly how much time they may expect to have for looking over their lessons; they are not necessitated to cause disorder by hurriedly looking for books, slates, pencils, etc., at the time they should be taking their places in their classes, while there is no room for that feeling of chagrin which is produced by being called upon to repeat a lesson out of time.

And last, not least, they acquire habits of punctuality; they are always ready, always up to time, this habit becomes part of their character, they carry it with them when they leave school, to exercise its beneficial influence on their future lives.

Secondly, I recommend to the Teachers to establish a "System of Rules" for the guidance of his pupils' conduct—a "code of laws," as it were, and to attach to the breach of each, or any rule, a certain definite penalty. In making rules, the Teacher must, of course, be guided by his own judgment, and the habits of his pupils, neither making unnecessary or superfluous rules, nor neglecting to make a new rule when experience proves it necessary; making no rule hastily or without consideration, nor ever neglecting to name the penalty. If you find a rule necessary and useful, you must not allow to pass unpunished its slightest breach; by so doing you weaken your own influence, and work against order instead of promoting it. Let your pupils thoroughly understand that your rules are not to be trifled with, that they are necessary to your comfort and theirs; that you feel them to be so, and that you have both will and power to enforce their observance.

There are several reasons why it is well to attach to each rule a certain penalty, which should be publicly made known to all the pupils.

First, it deprives the teacher of absolute power. We must acknowledge the necessity of this, when we remember that in inflicting punishment we are, all of us, more or less likely to be governed by our own mood; sometimes punishing severely an offence, which, at another time, we would be almost tempted to overlook entirely. By binding ourselves by a rule to inflict at all times a regular penalty, this difficulty is overcome. The teacher is obliged to punish according to a law which both he and his pupils understand; he is governed by reason and justice, independent of other influence; his pupils know this, and when unfortunate enough to merit punishment, they do not think of blaming their teacher, as is otherwise the case, but lay the blame where it belongs, on themselves. They, governed in this way, acquire an independent state of mind, because they know and feel that they are not merely passive objects of their teacher's temper, but responsible beings, suffering in their punishment the effects of a cause which they alone possess power to remove. They watch their own acts, and endeavour at all times to correct their failings, instead of watching, as I have often known them to do, whether the teacher be in good or ill humor, that they may govern their acts accordingly.

Secondly, the very fact of the teacher being bound to punish according to law, establishes a good feeling towards the teacher; not of cringing servility, but of respectful obedience and, if the love exists which is a part of school life, of determination to save him the pain of inflicting punishment which he cannot refuse to administer if they deserve it. Besides, it teaches them to avoid that great and prevalent evil of blaming others for their misfortunes, which some men carry with them from the cradle to the grave. Children

ought to know that they can secure happiness only by obedience to the laws, both in school and in their after lives; by teaching them this, you confer on them a lasting benefit, and make an impression which remains during their whole future career.

As you must employ punishment to prevent evil, so you must also use rewards to promote good. This is an absolute necessity of success in school. How would men work if they had no reward to encourage their industry? Is it in human nature to avoid evil or do good without fear of punishment or hope of reward? It surely is not; and yet some teachers will expect their pupils to be as energetic, and industrious, and active, and work as well, as if they had something to work for.

Of course, we know they are not working for nothing, since the ultimate reward of their work is of more benefit to them than any present reward their teacher could bestow, but they are scarcely expected to know this, and if they do know, they are not likely to remember at all times; and if they both knew and remembered, they would need to possess more determination than many adults are blessed with, if they could contentedly work on, day after day, because, forsooth, they hoped their present labor might possibly be of use to them at some indefinite future period.

It is an easy matter to furnish rewards for children. If you can obtain and furnish them with prizes, by all means do so; if not, then I would suggest at least that you keep a written account of the value of their labor, as an encouragement to them to work well. If you are, unfortunately, in such a position as to be unable to reward them with prizes, then at least let your pupils see that you do not ignore their work or think less of the importance of its being well done.

As an incentive to unremitting industry, as well as a guide for the distribution of prizes, I would recommend rewarding each lesson during a certain term, and, at the end of the term, giving your prizes according to the value of each child's work during the term. There are two or three methods of doing this, one is, paying for each lesson, in cards or tickets, worth each a certain number of good marks; one is, counting the value of a pupil's labor by his relative position in his class; another, allowing a certain number of marks as a payment for each lesson, and keeping an account of them in a book kept for the purpose. Any of the three will answer; I prefer the last, and use it, for several reasons.

If you use the first, giving tickets, and distributing your prizes according to the number of tickets each one has in his possession at the end of a term, unless you take the trouble of keeping also a written account of them, they may be lost, and they are likely to change hands oftener than the teacher has any idea of. I have known children who had a number of tickets, to increase their own number considerably, by buying from those who had so few as to despair of reward; and, by so doing, obtain a prize, which, in reality, they did not deserve.

I object to the second method on principle. You reward a child, not because he knows his lesson satisfactorily, but because he is able to obtain and hold a higher position in his class than his neighbour. Surely, this is unfair, and considering the variety of endowments displayed by different children, must have evil effects. Clever children are not necessitated to pay attention to their lessons, and employ their best efforts to excel, because they know they can easily surpass their fellow pupils without effort; children naturally dull become discouraged by seeing the result of their labor valued only in comparison with that of their more clever fellow pupil; they are sensible that their talents will not cope with his, and unless they possess an extraordinary amount of resolution and hope under difficulties, the result is, they cease work entirely, and withdraw from the contest in despair.

We avoid the trouble of both the others by adopting the third method, that is, setting a certain value on a lesson, and paying each child just as many marks for his lesson as he is able to earn. Take, for instance, a grammar lesson, suppose you are in the habit of giving four marks for a well prepared lesson, who misses one forfeits half a mark, missing two is able to earn only three. Any one who is so good for nothing as to miss eight surely deserves that he should go unrewarded. In this way, if all work well, all may gain the highest rewards; if no one knows his lesson satisfactorily, then no one is paid.

The children, working in this way, acquire a habit of self-reliance; each one feels that his success or failure depends entirely on his own labor, quite independent of that of the other members of the class. They feel that one need not sink in order to enable his neighbour to rise, and this consciousness promotes good feeling among them. They are quite sensible that there is nothing to prevent any one of them from succeeding as well as any one else; if all work well, they are all well paid; if any one fail, he has himself to blame and no one else; each one strives, not to do as well as his fellow pupil, but to attain the standard laid down for him; not to



rise by his neighbour's weakness, but to depend on his own individual strength for his advancement. The great necessity of school training, is as a preparation for after-life; to accustom children to what they must expect when they grow up and go into the world; and this method is admirably adapted to obtain this end. Men, as a general thing, are paid for their work according to its standard value; there must be, I admit, a certain amount of comparison; so will there be in school; still, it is only fair to judge each by the use or abuse he makes of his own talents, rather than as compared with conduct of his neighbour.

And last, but not least, I would say to teachers; if you want order in your school, set the example by your own conduct. Be consistent in your words and actions. If you want your children to be governed by rules, be yourself governed by them. Don't make an absolute monarchy of your school, if you want regularity. Be governed by reason and justice in your dealings with your pupils. Never allow your feelings to interfere with the performance of your duty. Never punish harshly or in anger. If it be possible that a child could anger you, I would sincerely recommend you not to forget yourselves so far as to allow your own want of common sense to cause disorder in your school. How is it possible to train children to feelings of self-control, if you yourself do not possess them? If a child commit as flagrant a breach of discipline as by his conduct to irritate you, control yourself, if you can, and punish him calmly and quietly, as the rule directs; if you cannot do this, then, by all means, let him wait for his punishment until you feel that you can administer it from a sense of duty, uninfluenced by passion or prejudice.

Don't be too severe in your punishments. Remember that "wide will wear, and tight will tear." Children are injured by being allowed to acquire the idea that the teacher has done, or is willing to do, his worst, on the slightest provocation. On the contrary, they ought to be perfectly satisfied that their teacher dislikes their punishment quite as much as they themselves do, and only exercises his power to punish because they compel him to do so.

Never attempt to show partiality to any of your pupils. By so doing, you wrong three parties; yourself, the children you favor, and the children who are observing your conduct, as well as causing more trouble and disorder than you can easily remedy.

Never neglect to give your rewards regularly and honestly; regularly, because, by so doing, you show that you appreciate their value; honestly, because doing otherwise discourages honest endeavours, while the fact of your being capable of dishonesty, lowers you in the estimation of your pupils. Never ignore any, even the slightest unusual act of any of your children, whether it tends to good or evil. A word of praise where it is due; an ungenerous or wicked act openly condemned; has sometimes more influence in preserving order than the teacher is himself aware of.

One word more, and I am done. It is necessary, absolutely necessary, to success in school, that there should be no question as to who is master there. The teacher who is not master in his own school, either does not know his place, or is incapable of performing his duty. If he does not know his position, the sooner he learns it the better; if, knowing it, he is incapable of maintaining his authority, then he had better leave the profession as soon as possible. I give only two reasons, of many, why it is necessary that the teacher should be master; first, because it is perfect nonsense to pretend to perform work without ability and power; secondly, because I consider unity as essential to order; in a government controlled by more than one power there must be inconsistency and disunion, and as a natural consequence, disorder.

AGNES O'LEARY.

Lindsay, Nov. 3, 1868.

## 2. GYMNASTICS IN SCHOOLS.

To the Editor of the "Journal of Education."

SIR,—In the last *Journal*, a brief allusion is made to the gymnastic exercises connected with the Adelphi Academy of Brooklyn, N.Y. From personal experience I would most earnestly recommend gymnastics to the careful consideration of teachers; not only as a means of sustaining the body in regard to the functions which promote perfect health, but in regard to the marvelous vigour which it imparts to the intellect. I shall ever be grateful for an accident which induced me to go into severe training for a period of three months. I could not see how I could spare the time from my studies, but my mind was made up. It was very hard for the first few weeks, after that it was delightful? But what amazed me was the extraordinary freshness, and energy with which a long period of severe and unremitting study could be sustained while training as much as the body could bear at the same time. I maintain that the amount of training should be proportioned to the intensity of study,

or the result will probably be a baffled life, certainly an unhappy one!

How can a teacher go on with his school and his studies, and keep his health good? This was a problem over which I had pondered unceasingly with painful perplexity. I stumbled upon the answer one day, when early morning was casting the long shadows of dawn over the beaming ground, and when I began to feel the vital tide coursing through my veins like what the imagination painted to the old philosophers, who spent ages in search of the wondrous elixir!

Gymnastics and physical training is the only legitimate refuge of the teacher who finds himself falling into that painful and puzzling state of languor and lassitude, which is so irksome and annoying, and which proclaims that the body is not equal to the occasion, while his sense of right tells him that he dare not give way! It is only in the lazy, listless, languid days that we work hard. On other days it is a pleasure—we feel the flow of the blood going on richly and unrestrainedly—we feel the nerve vibrating with a pleasant sensation—but in those dull days, when the eyes are dazed, and the skin irritable and dry, and the head is full of emptiness—we have to work firmly, mechanically, even blindly, else we may lose our self-respect by falling into helpless sloth.

CARL DALKEITH.

## 3. FEMALE TEACHERS.

A correspondent from Chatsworth sends us the following:—The Trustees of our Common Schools seem to be greatly prejudiced against female teachers. Why this should be the case we are at a loss to know. The majority of the officers can give but very poor reasons for such a feeling, while others advance such arguments as the lack of sternness of countenance, inability to impart useful knowledge, and the want of necessary patience. It is true that they have not the severity of manner to be found in the Male, but we would regard this as a gain rather than a disadvantage. It is evident that a face beaming with love for the work in which its owner is engaged will prove far more efficacious than where a stern countenance, indicating a discontentment with the noble and more than sublunary work of training and teaching beings, created in the image of their Maker, is employed. It is to be distinctly understood, however, that the above remarks are not intended to be applied to all Male Teachers. Of these, there are some in which all that is requisite is found. But a great many, if not the majority, are daily, by words and actions, displaying a detestation of the profession. They are using it merely as "a means to an end," and are looking forward to the time when they get rid of it and get at something higher as the time when all their toils will be over. Others of them regard it as "the meanest profession on earth," and as one from which scarcely enough can be made to keep soul and body together. Any person who is aware of such a feeling existing among some of even the best of our Male Teachers, can at once see why the School Master or *Domine* is looked upon rather as a tyrant than a friend. These faults are seldom or never found amongst Female Teachers, They do not look for anything above their present station. They are contented with their work and the consequence is, that, in most cases, they give reasonable and unexpected satisfaction. As regards inability to teach, we think the odds are in favour of the Female. The anti-feminine tendency displayed by the Romans of old is fast losing ground. Men are beginning to perceive that the opposite sex have abilities equal if not superior to themselves. Some of the old fogies are adhering to domination of the softer sex like a toper to his glass. But their clinging is in vain. The wheels of progress are not to be clogged by the selfish whims of such persons. Our first-class Universities are moving in the matter. In England, a Cambridge examination system has been established, the result of which proves, that where equal training is given, the capacities of girls have been proved to be equal, if not superior, to that of boys. In the higher branches, such as algebra and geometry, they proved themselves to be proficient, and obtained certificates, of which any person might well be proud. An institution for the superior education of females is about to be established in the vicinity of London, at a cost of thirty thousand pounds. A similar movement in France receives Royal patronage. Mr. V. M. Rice, Superintendent of instruction for the State of New York, recommends that women should be elected to the office of School district librarian and adds: "Women are now the most successful teachers of nearly all the district schools, and no reason is apparent why they may not share those district offices, for which, by nature and education, they are as admirably adapted as for the instruction of children. It is therefore suggested, that school visitors consisting of three women of proper age and intelligence, be selected and appointed annually for each district. He also adds that thirty thousand women thus clothed with official authority, would gratuitously accomplish more for the school,

and the redemption of idle and ignorant children than can be effected by any other machinery at a great expense." Other eminent educationists speak of the services of females in terms of equal approbation. For patience and forbearance with unruly pupils, we think that the gentler sex are more noted than their sterner brothers. The most noted men of modern times attribute all their most distinguished and noble qualities to watchful mothers. Their fathers, though respected and revered, are not regarded in the same light as the form of the sweet and gentle mothers, all solicitude for the welfare, both spiritual and temporal, of their offspring. If such heartfelt impressions are made by them in the household, we see no reason why their influences may not bring about equally as great results in the school-room. Are they as able to give a mild reproof as the male. Is this mild reproof needed? Have they an ability to draw out by putting in or *vice versa*? by questioning without preaching. Are they as orderly, neat and punctual as the male? Are they possessed of sufficient judgment to enable them to decide when and where to apply punishment or give advice? Are they desirous of teaching rather than cramming? Are they able to awake a spirit of emulation among their pupils? Have they the ability to concentrate their efforts in the profession of teaching? To each of these we would unhesitatingly answer: Yes! It is hoped that reasons for so doing have been given above. Then why do not all conscientious and right-thinking persons give them the credit which they deserve.

#### 4. TEACHERS AND THEIR SALARIES.

It may be affirmed without the least hesitation, that there is no office in general society more honorable or more important than that of an instructor of the young. The moral and intellectual improvement of the young has its basis laid on those who are selected as the moulders of the infant mind; and no class of men but those whose minds are furnished with a large stock of general knowledge is capable of undertaking such an important task. No man can communicate to others knowledge of which he is not himself possessed; and consequently whatever knowledge it is deemed necessary to impart to the great mass of society must first exist in the minds of those to whom the office of instructor is entrusted. To become thus accomplished, requires a considerable amount of time and expense; of time, because he should be intimately acquainted with both Sacred and Civil History, with physical and geometrical science, the phenomena of nature, the progress of the arts and sciences in domestic life. It is from these sources that he must draw his descriptions, illustrations and facts in order to interest his pupils. He requires such an extensive store of illustrations that he can apply one to every difficult matter that may arise, in order to make it so clear that even the youngest may understand it. To obtain such a store of knowledge requires not a few months as some suppose, but years, and with this time there is a corresponding expense. To prepare a man for the practice of law, medicine or the ministry requires years, and a corresponding amount of expenditure, but in each of these professions there is ample remuneration. To be an accomplished teacher of youth requires nearly as much time and expenditure as any of these professions, and why not as much remuneration? Because there is not sufficient remuneration, the labours of many giant minds—minds that would adorn the profession—are turned into another channel. It is an egregious mistake to suppose that an accomplished teacher can labour for the small salary usually given; yet there are some rural districts that will scarcely give more than \$16 or \$17 per month to lady teachers, and about \$20 to gentlemen. It may be truly said that such an amount of remuneration is an insult to education. It is true, a kind of teacher can be obtained for such a small sum, but what is gained for the district in a pecuniary point of view is more than lost in the intellectual and moral improvement. The accomplished teacher who respects his profession and values his attainments is the only one from whose labours a bountiful harvest of intellectual improvement is to be reaped. It is decidedly to the advantage of every district to engage an accomplished teacher, but to secure his services there must be an amount of salary that will induce him to devote his time and talents to the occupation. Many districts have found that it is in the end most advantageous to give a large salary. We believe the time is hastening when the mass of our population will become so much alive to their interests that they will endeavour to secure as teachers of youth persons endowed with high qualifications both intellectual and moral. Teaching will then be a profession that will draw into its ranks a class of individuals who will occupy a position in society far more respectable and elevated than they have ever yet attained, and be looked up to as the directors of the intellectual and moral faculties and the best friends and benefactors of the human race.—*Chatham Planet*.

### IV. Papers on Practical Education.

#### 1. A FIRST CLASS TEACHER—WHAT HE IS WORTH.

We copy a portion of an excellent address, by the Rev. Dr. Moore, delivered some time since in Brooklyn, in aid of the erection of a new building for the Adelphi Academy:

"Having spent some of the best years of my life as an instructor, I think I may, without egotism, claim some knowledge of what a first class teacher is worth. I think I know something about the difficulties of a teacher's profession. I know something of the delicacy of the material on which he has to work, and of the wonderful results which he is expected to produce. A rare combination of qualities it requires to be a good teacher. I believe it requires a rarer combination of excellences for a first-class instructor than for any other profession on earth, the ministry of the Gospel not excepted. And when you find a man who has a genuine sympathy with children—especially with boys; who has the ability to enter into their feelings, into their hopes and fears and aspirations, into their boyish pride and boyish sensitiveness, and into all the elements that go to make up a boy's life; who has the power to arouse the dormant energies in boys, and awaken their minds to healthful activity; and who has the power rightly to direct these energies when awakened; who has the ability to subject boys to a thorough intellectual discipline, while at the same time he is calling out all the finer qualities of the mind and heart, and cultivating their social affections, and inspiring them with noble aims and generous sentiments; who has the ability to lead out and symmetrically develop the powers of boys and make their student-life a delight, so that from day to day they shall go to their tasks with spring and alacrity and bounding joy as to the choicest recreation—when you find a man so endowed that he is able so to develop the minds of boys as to make them beautiful and gentlemanly in their deportment, the elements being so mixed that when they come to manhood all shall rise up and say they are *men*—when you find such a man, you will find one who is not only worth his weight in gold, but who is worth it ten times over—you will find a first-class teacher. And that community down in the midst of which is dropped such a teacher as that in the providence of God, ought to get on their knees and thank the Great Giver for such a treasure. Such a teacher lays any community under everlasting obligation.

"I speak as a practical teacher. I repeat again, that I know the difficulties which environ a teacher's work; I know how delicate that work is, and when you know the worth of a finely developed boy—when you know how his development is going to tell upon the value and wealth and blessedness of his life on earth and perhaps in eternity, you can in some measure appreciate the worth of such a teacher. Much as a community may appreciate, and well as they may pay him for his labor, they will forever remain his debtors.—*Pennsylvania School Journal*.

#### 2. TEACHERS TAUGHT—COUNSEL FOR TEACHERS.

Few things are so important in life as a just estimate of the value of time. Everything in a course of education should promote its attainment. It will be learned or unlearned, *practically*, every day. If a teacher is in his place at the minute; if he has every scholar in his place; if he has all the instruments and apparatus ready, down to the chalk, the pointer, and the blackboard wiper; if he begins at once; if he goes steadily on, without interval or hesitation; if he excludes all other topics but the one before him; if he uses his time up to the last drop,—such an one is teaching the true value of time as no sermon can teach it,

Gossip is the besetting sin of some good teachers. The thread of their association is *slack-twisted*. It is *apropos* to everything. Gossiping should be banished from every recitation room. Nothing can be more radically wrong, in education, than the attempt at false appearances. It rots the hearts of children, and makes them chronic hypocrites; and it fails of its immediate end. The children know and tell it. The teacher who has *crammed* his scholars for an examination—assigning this proposition to one, and that passage in an author to another—is like the silly bird that hides its head, and thinks it is not seen. In all good teaching, "*multum non multa*" is the rule—*not many things, but much*.

Teachers must not lose courage at slow progress. The best things come little by little, "*Gutta, non vi, sed saepe cadendo*." Teachers that are teachers cannot be paid, Alexander's conquest would have been no compensation for Aristotle's instruction. Their name is written in heaven. Irony, sarcasm, and the like, should never be employed with children. They only irritate. Oil softens better than vinegar. Teachers err by giving too long lessons at first. If necessary, occupy the whole hour with a single sentence or a single rule. The next hour you can take two or three.

Let nothing be passed that is not mastered. It will seem slow at first; afterward it will be fast. "*Festina lente.*"

There are teachers who say the lessons for their pupils. They learn the trick of it and lean on it. They have but to hesitate, and the master gives the word. It is partly from impatience in the teacher, partly from over-easiness. Such a master will spoil the best scholars. It is the office of a teacher to help his scholars, not to do their work. To be a teacher is either the most odious or the most delightful occupation. It is the heart that makes the difference. The years that Jacob served for Rachel seemed but a few days to him. The reason was—*he loved her.*

## V. Papers on Science and Natural History.

### 1. SIMPLE SCHOOL EXPERIMENTS.

We present below several simple experiments selected from the *Chemical News* and other sources:

Soap-bubbles, for experiments with hydrogen and other gases, are more durable if a little glycerine is added to the solution of soap. A very good experiment to shew the relative weight of air and carbonic acid, may be performed by making bubbles in the usual way and detaching from the pipe over a vessel filled with the latter. The bubbles will float on the surface of the acid.

A little decoction of logwood added to the water will show the presence of earthy or alkaline carbonates by the production of a deep purplish color.

The conducting power of metal is often shewn by melting some lead (usually a bullet) in a handkerchief. A better way is to melt some fusible alloy and pour it into an evaporating dish, and when cold, stretch a handkerchief over the smooth convex surface and melt it over a lamp. The metal will be entirely fused in a few minutes without injuring the handkerchief—*Michigan Teacher.*

### 2. THE LIGHTING OF SCHOOL-ROOMS.

There is every reason to believe that only a small proportion of diseased eyes is the result of inherited tendencies. Perhaps in nine cases out of ten it dates back to the first years of school life. Of the various causes tending to produce these evil results, defective illumination of the school-room is the most potent. A bad light compels the pupil to bring his eyes unnaturally close to book and slate, while he has to strain them to an equal degree in order to see distant maps and diagrams.

Of all the lights in a room, that striking the pupils full in the face is the worst. Not only are the eyes dazzled, and vision made difficult, but the black-boards and maps on the teacher's platform, being in shadow, increase the evil. A light coming from the right is nearly as objectionable, since it throws the shadow of the right hand upon the work. Cross lights are equally bad, because dazzling in their effects. The best light is that which falls from the left, and the next best, one which comes from behind or above the pupils.

Another element is the height from which the light comes. Should the source be too low, it is evident that the various rows of pupils will cast troublesome shadows upon their neighbors' desks. Windows should be high, and the main light received from the upper parts, since the higher the light the shorter the shadows, and the less chance that one pupil will obstruct the vision of another.

A considerable amount of the light in a room is the result of reflection from the walls. This fact renders their color a matter of no little importance. All dark colors, dark grey especially, absorb light freely, and should be avoided. On the other hand, the dazzling white of hard finish is not only injurious by its glare, but is furthermore in detestable taste. The best of all colors for walls is a cool, quiet, light grey, painted in panels of two tints, to avoid monotony.—*Mich. Teacher.*

### 3. NATURAL CHARACTERISTICS OF ANIMALS.

A young student of Natural History conveys to the *N. H. Farmer* some of his observations in the stock yard. He noticed that a horse in rising from a recumbent position, employed his fore legs as a fulcrum to raise his body, but that with the bovine tribe, the system is reversed. It was noticed, too, that fowls, in flying from one place to another, unless frightened or hardly pressed, light upon the top of the fence or wall and take a brief survey of the new field before dropping into it. There is another characteristic of the hen family not readily explained, and that is a propensity to steal away to some blind place when an egg is to be deposited, but making a terrible cackling when leaving, thus betraying what she seemed so anxious to conceal. A dog in seeking a place of repose is very apt to circle around two or three times before dropping down, even

though no bedding is there requiring this preparation.—A bird in seeking rest upon the limb of a tree almost invariably drops below the point selected, and rises to it by a gentle upward curve.

### 4. WINTERING BEES.

The honey season may be said to be over, and the question arises as to the best method of carrying the bees thro' the winter. Some colonies, strong in numbers and flush of stores, will probably take care of themselves without external aid, unless their location is greatly exposed to the sweeping winds of winter. Generally, however, it is regarded as essential in the Northern States to transfer stocks to the cellar, to pits in the ground, or to mask the hives in straw snoods on the summer stands. The last method seems the favorite with many, as involving less trouble on the whole, and being equally safe, especially if a broad break-wind screens the hive-stand from the driving winds and storms from the north and west. These snoods or caps for the hives should come down flush to the stand plank, enveloping them entirely, with the exception of the entrance apertures, which should be left open and free, to give the bees a chance to air themselves on the occurrence of fine weather, or when their necessities compel them to sally forth for a short time. Now is the time to examine the colonies, for the purpose of ascertaining whether any of them are too weak and destitute of stores to survive the winter alone, or without aid. If any such are found, let them be united with a vigorous colony, or put two weak ones together with their stores, as they will consume relatively less in their aggregated state than in the single ones. Some persons, for the purpose of saving stores where the supply is ascertained to be short, take out the bee frames and shake them, singly, over a tub of water, causing the old and inactive bees to fall into the water, while the young ones, by their superior strength, retain their hold and are saved. This depletion of numbers is no loss, for the old bees, if successful in withstanding the winter, will either die early in the ensuing season, or prove of little use should they chance to survive it. Such swarms should be carefully housed lest, being few in numbers and unable to generate much heat, they should perish outside. It sometimes happens that with the best care, and after depopulation even, the stores run short, and feeding becomes necessary before the honey season opens. In such cases aid may be readily supplied by the mixture of white sugar and water, made of such consistency as to be readily appropriated. This costs something, but it is less expensive than losing the stocks. If, from any cause, it becomes necessary to close the regular entrance to the hive for any considerable time, or for a day or two even, openings should be made elsewhere for the purpose of ventilation till the obstruction at the entrance is removed. During the occasional warm days of winter, free egress should be allowed, for, although some bees may be lost in consequence, the general health of the colony will be so much improved as to more than counterbalance the loss from the freedom accorded.

## VI. Papers on Literary Subjects.

### 1. WHAT ARE YOU GOING TO READ?

The long winter nights are coming. Towns and cities are full of young men whose education has been very limited,—young men of good manners, of fair business capacities, who are seeking their fortune, but who have not learned that intelligence and integrity are the indispensable conditions of influence, of happiness, and of success!

What plans have you, my friends, for this winter? Business will be attended to, of course. Perhaps, in addition, the prospect of several parties, a ball or two, the skating rink, give a cheerful perspective. Or you may be of a sober turn, and you have a winter laid out in which your leisure time is to be filled with meetings and benevolent labours.

In either case, what do you propose in regard to reading or study? Are you educating yourselves? Do you regard books as necessaries of life, or as luxuries?

A young man ought to arrange as systematically for reading as he does for eating. Every year there ought to be the account of books finished and mastered.

Newspapers and magazines have their own place, and indispensable uses—but they are not substitutes for books. And books themselves are to be classified and wisely chosen. Novels and light literature, taken sparingly, furnish wholesome recreation and sound knowledge. But history, travels, biography, works on science, criticism, art, mechanics, should be the staple of your selection.

It ought to offend the self-respect of a young man to spend a whole year without having mastered a single new book. He may be improving in business tact, and in that knowledge which comes

from mingling with men; he may be growing in wealth and skill to manage riches, but these things do not reach in far enough. They do not touch where manhood resides.

Now is the time to consider, resolve, and arrange. It will require a firm purpose and steady hand to carry you every week through an agreed amount of reading. But, if the plan is once arranged, begun, and carried forward a month, the execution of it will become easier every week, and the interest will increase at every step. Nothing increases self-respect in a young man more worthily, than the habit of sound reading.

Books are shields to the young. Temptations are blunted on them which otherwise would pierce to the quick. A man who draws sufficient pleasure from books is independent of the world for his pleasure. Friends may die. Books never are sick, and they do not grow old. Riches melt away. Books are in no danger of bankruptcy. Our companions have their own errands to execute, and their own burdens to bear, and cannot, therefore, be always at hand when we need company. But books need never go out from us. They are not sensitive to our neglect; they are never busy; they do not scold us, and they do welcome us with uniform and genial delight. 'What are you going to read this winter?'—*Beecher*.

## 2. EVILS OF READING WITHOUT REFLECTION.

It was a remark of Bacon's that, if we wish to commit anything to memory, we will accomplish more in ten readings, if at each perusal we make the attempt to repeat it from memory, referring to the book only when the memory fails, than we would by a hundred readings made in the ordinary way, and without any intervening trials. The explanation of this fact is, that each effort to recollect the passage secures to the subsequent perusal a more intense degree of attention; and it seems to be a law of our nature, not only that there is no memory without attention, but that the degree of memory is in a great measure proportioned to the degree of attention.

You will see at once the bearing of this fact upon that species of intellectual dissipation called "general reading," in which the mental voluptuary reads nearly for momentary excitement, in the gratification of an idle curiosity, and which is as enervating and debilitating to the intellectual faculties as other kinds of dissipation are to the bodily functions. One book, well read and thoroughly digested, nay, one single train of thought, carefully elaborated and attentively considered, is worth more than any conceivable amount of that indolent, dreamy sort of reading in which so many persons indulge. There is, in fact, no more unsafe criterion of knowledge than the number of books a man has read. There is too much reading even of good books. No one should ever read a book without subsequent meditation or conversation about it, and an attempt to make the thoughts his own, by a vigorous process of mental assimilation. Any continuous intellectual occupation, which does not leave us wiser and stronger, most assuredly will leave us weaker, just as filling the body with food which it does not digest, only makes it feeble and sickly. We are the worse for reading any book, if we are not any better for it.—*In the School-Room, by Prof. Hart.*

## 3. A PITHY SERMON TO YOUNG MEN.

You are the architects of your own fortunes. Rely upon your own strength of body and soul. Take for your motto, Self-reliance, Honesty and Industry. For your star, Faith, Perseverance, and Pluck, and inscribe on your banner, "Be just and fear not." Don't take too much advice; keep the helm and steer your own ship. Think well of yourselves. Strike out. Fire above the mark you intend to hit. Assume your position. Do not practice excessive humility, you can't get above your level. Water don't run up hill; put potatoes in a cart over a rough road and the small ones will go to the bottom. Energy, invincible Determination with a right motive, are the levers that move the world. The great art of commanding is to take a fair share of the work. Civility costs nothing, and buys everything. Don't drink. Don't smoke. Don't chew. Don't gamble. Don't lie. Don't steal. Don't deceive. Don't tattle. Be true. Be generous. Be kind. Study hard. Be in earnest. Be self-reliant. Read good books. Love God, as well as your fellow men. Love your country and obey its laws. Love truth. Love virtue. Always do what your conscience tells you to be a duty and leave the rest with God.

## 4. NATIONAL LIBRARIES IN SPAIN.

*The Annual of Public Instruction*, published at Madrid, contains some interesting details of the national libraries in Spain. The number of volumes contained in those establishments is 1,166,595, spread over the capital and the provinces. The library of Madrid alone contains 300,000; that of the Central University, 300,000;

of Barcelona, 136,000; and of Salamanca, 55,000. There are similar institutions, not only on the continent, but in the Balearic and Canary Isles; that of Palma and Majorca, contains 35,000 volumes, and that of Mahon nearly 11,000. As to the archives, the entire history of the country, of its customs, and political life, may be said to be represented in them; there are 70,278 packets of paper in the old palace of Simancas, 35,000 at Alcala de Henares, 34,000 in the archives of the Crown of Aragon, and 97,000 in the national historical record office. At Valencia, Corunna and Majorca, there exists an immense number of papers, manuscript volumes, account-books, and parchments preserved with care, and which shows the interest Spain has never ceased to take in written monuments and serious studies.

## 5. A LITERARY CURIOSITY.

The following remarkable poem is a contribution to the *San Francisco Times*, from the pen of Mrs. E. A. Deming. The reader will notice that each line is a quotation from some one of the standard authors of England and America. This is the result of a year's laborious search among the voluminous writings of thirty-eight leading poets of the past and present. The number of each line refers to its author below:—

### LIFE.

- 1—Why all this toil for triumphs of an hour?
- 2—Life's a short summer, man a flower.
- 3—By turn we catch the vital breath and die,
- 4—The cradle and the tomb, alas, so nigh!
- 5—To be is better, far, than not to be,
- 6—Tho' all man's life may seem a tragedy;
- 7—But light cares speak when mighty gifts are dumb,
- 8—The bottom is but shallow whence they come.
- 9—Your fate is but the common fate of all,
- 10—Unmingled joys are here to no man befall.
- 11—Nature to each allots his proper sphere;
- 12—Fortune makes folly her peculiar care;
- 13—Custom does not often reason overrule,
- 14—And throw a cruel sunshine on a fool.
- 15—Live well, how long or short permit to Heaven,
- 16—They who forgive most shall be most forgiven.
- 17—Sin may be clasped so close we cannot see its face—
- 18—Vile intercourse where virtue has no place.
- 19—Then keep each passion down, however dear;
- 20—Thou pendulum betwixt a smile and tear
- 21—Her sensual snares, let faithless pleasures lay,
- 22—With craft and skill, to ruin and betray;
- 23—Soar not high to fall, but stoop to rise,
- 24—We masters grow of all that we despise.
- 25—O, then I renounce that impious self esteem.
- 26—Riches have wings, and grandeur is a dream.
- 27—Think not ambition wise because 'tis brave,
- 28—The paths of glory lead but to the grave.
- 29—What is ambition? 'tis a glorious cheat!
- 30—Only destructive to the brave and great.
- 31—What's all the gaudy glitter of a crown?
- 32—The way to bliss lies not on beds of down.
- 33—How long we live, not years, but actions tell;
- 34—That man lives twice who lives the first life well.
- 35—Make then, yet while we may, your God your friend,
- 36—Whom Christians worship, yet not comprehend.
- 37—The trust that's given guard; and to yourself be just;
- 38—For, live we how we can, yet die we must.

1, Young; 2, Dr. Johnson; 3, Pope; 4, Prior; 5, Sewell; 6, Spencer; 7, Daniel; 8, Sir Walter Raleigh; 9, Longfellow; 10, Southwell; 11, Congreve; 12, Churchill; 13, Rochester; 14, Armstrong; 15, Milton; 16, Bayley; 17, Trench; 18, Somerville; 19, Thompson; 20, Byron; 21, Smollett; 22, Crabbe; 23, Massinger; 24, Cowley; 25, Beattie; 26, Cowper; 27, Sir Walter Davenant; 28, Grey; 29, Willis; 30, Addison; 31, Dryden; 32, Francis Quarles; 33, Watkins; 34, Herrick; 35, William Mason; 36, Hill; 37, Diana; 38, Shakespeare.

VII. Monthly Report on Meteorology in the Province of Ontario.

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations, for SEPTEMBER, 1868. OBSERVERS:—Barrie—Rev. W. F. Checkley, B.A.; Belleville—A. Burdon, Esq.; Cornwall—W. Taylor Briggs, Esq., B.A.; Goderich—John Haldan, jun., Esq.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—J. W. Connor, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. G. Mulholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes sub-tables for Monthly Means, Daily Range, Highest, Lowest, and Warmest/Coollest days.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS. Includes sub-tables for Monthly Means, Surface Current, Motion of Clouds, and Auroras.

\* No minimum thermometer at Simcoe this month. † Windsor observations imperfect in consequence of change of observer. ‡ At Stratford, at 1 p.m., 15th, direction of Clouds in Motion, North and South. § Where the clouds have contrary motions, the higher current is entered here. ¶ Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricanes. REMARKS.—On 3rd, lightning; fog 11th, 12th, lightning, thunder and rain. High winds on the 16th, 23rd, 28th, 29th, 30th. Frost on 20th. Rain on 3rd, 6th, 8th, 12th, 16th, 19th, 25th, 26th, 27th, 29th. BELLEVILLE.—Rain on 1st, 4th, 6th, 7th, 8th, 9th, 10th, 13th, 15th, 16th, 19th, 20th, 24th, 25th. SIMCOE.—On 3rd, thunder and rain. 8th and 14th, lightning, thunder and rain. 21st, ordinary meteor at 8.30 p.m. in S, 45° high, fell SW; same evening at 8.40 ordinary meteor in NW, fell SW, trail of 17th cloud-like wreaths of vapour, in shape like the threads of a CORNWALL.—Rain on 4th to 9th, 12th, 13th, 22nd, 23rd, 28th, 29th, 30th.

screw, observed at the intervals between the summits of the mountains on N side of the river; also condensed vapour like snow, on the lake. Wind storms also on 18th, 27th, 30th. Moderate gales, 19th, 22nd, 23rd, 29th. Frost, 16th, 17th, 24th, 30th. Fogs, 8th, 10th, 11th, 12th. Lunar halo on 26th. Rain, 4th, 5th, 6th, 8th, 10th, 11th, 12th, 15th, 16th, 19th, 20th, 23rd, 25th, 26th, 27th, 28th, 30th. First snow on morning of 30th; sudden and severe squall, with rain and hail, at 4 p.m. same day. Weather during latter half of month very cold and stormy. Several cases of small-pox, and four deaths in village, and cases also on Allumette Island.

PETERBOROUGH.—On 5th, a few slight and faint auroral streamers appeared for a short time at N H. 11th and 12th, lightning. 14th, first frost observed. 15th, auroral light apparently showing through breaks in clouds at N. 18th, between 9 and 10 p.m., two falling stars; the first falling perpendicularly over N part of H; the other, a bright blue ball, gliding rapidly in a SW direction along E part of Z, and illuminating the atmosphere, so as to cast shadows. 21st, ice first observed. 30th, irregular, scattered and arched patches of auroral light over N H, rather brighter at NE. Frost on 14th, 17th, 18th, 19th, 21st, 24th, 26th, 30th. Fogs, 8th, 11th, 14th, 19th, 26th. Rain, 3rd, 4th, 6th, 7th to 10th, 12th, 13th, 16th, 19th, 20th, 23rd to 25th, 27th, 29th.

SIMCOE.—Lightning on 8th, 11th, 12th. Lightning, thunder and rain on 4th, 6th, 9th, 15th. Frost, 17th, 18th, 20th, destroying vegetation. A gale, velocity 5, on 16th. Dense fogs 12th and 26th. On 16th, brilliant light at 10 p.m. in NW, sky overcast with nimbi and cumuli. 20th, fine aurora NE to NW, crest of arc due N, intense light, and streamers at NW 30° high, with a tremulous motion at right angles to their length. Rain, 4th to 10th, 12th, 15th, 16th, 18th to 20th, 22nd to 25th, 30th.

STRATFORD.—On 6th, thunder and rain. Lightning, thunder and rain on 3rd, 8th, 11th, 27th. 21st, gardens injured by frost. 28th, perfect primary and secondary rainbow at 5.15 p.m. Frost on 14th, 17th, 18th, 21st. Wind storms, 3rd and 15th. Fogs, 2nd, 8th, 12th, 22nd, 26th. Rain on 3rd, 6th to 8th, 10th to 12th, 15th to 17th, 19th, 20th, 24th, 25th, 27th, 28th, 30th.

WINDSOR.—On 7th, two meteors from Z to N. 10th, meteor from Z to W. 29th, meteor from Z to NW. 23rd, large faint lunar halo. Fogs 11th and 13th. Rain on 8th, 9th, 11th, 12th, 14th, 15th, 19th, 22nd, 25th, 26th, 28th, 30th.

## 2. THE METEORIC SHOWERS OF THE 13TH NOVEMBER.

The *Montreal Witness*, on Saturday, gave the following account of the meteoric display the previous night:

"Those who were observant of the sky last night were amply rewarded. Nothing could surpass the grandeur and beauty of the heavens as seen through the clear atmosphere. Not a cloud was visible. The weather, though cold, was most favorable for observations. Whether it was because we were more observant we cannot say, but we never have seen the great planet shine with more resplendency and brilliancy, or the constellations more clearly defined than last evening. We first noticed, about 11, an occasional meteor, but they increased in frequency until 1 o'clock, when they appeared in every part of the heavens, but almost without exception directing their course from east to west. Those in the east appeared straighter and shorter in their flight, because, apparently, coming towards us, while those in the west seemed to extend their flight to a much greater distance. In form, the meteors were like a rocket, with a head of fire and a long luminous train. Those in the east were pale blue; those coming within our observation in the west were a brilliant red. Some shot across the heavens; others appeared like a flash of light.

"A very brilliant meteor passed through the constellation of the Great Bear, having a very marked luminous train which remained defined, clear and straight for a space of half a minute. It then assumed an undulatory motion, which continued for three minutes. The western extremity curved upwards and assumed an angular form similar to the ring of smoke from the cannon or from that of the cigar. It slowly drifted through the constellation to the west, disappearing after being visible seven seconds. Another remarkable meteor left a luminous train, which remained eight seconds. There were intervals of a few minutes of cessation of the meteoric flight, then they seemed to appear with greater frequency and brilliancy. The writer remained from eleven until two o'clock closely observing, and during this time hundreds of meteors were visible, one of which, by its brilliancy and beauty, afforded ample reward for the vigil in the cold.

"Another observer, from twelve to one last night, describes the meteors as flashing out every few seconds, sometimes three or four almost simultaneously, and sometimes a cessation for half a minute or a minute. Though they appeared in all directions, the greater part came from the north-east, like rockets rising from near the ground, and proceeding in a curved line towards the west, terminating generally in a sort of ball of green or yellow light. Some small ones darted across the sky like a bullet. Larger ones, which were probably of softer materials, made much slower time. Every now and then a meteor descended nearly perpendicularly in some part of the sky. This day last year we had to chronicle a similar meteoric shower."

## 3. THE RECENT ECLIPSE.

Mr. Airy, the astronomer at the Royal Academy in Greenwich, publishes the following account of the observations of the solar eclipse, made by Major Temnaut, at Guntoor, India:

"I have to report a continuous spectrum from the corona, and one of bright lines from the protuberance. I conclude that the atmosphere of the sun is mainly of non-luminous or faintly-luminous gas at a short distance from the limb of the sun. It may have faintly luminous lines; but I had to open the jaws a good deal to get what I could see at first, and consequently think I should have seen them. The protuberance I examined was a very high narrow one, almost, to my eye, like a bit of the sun through a chink in brightness and colour (I could see no tinge of colour), and somewhat zigzagged like a flash of lightning. It must have been three minutes high; for it was on the preceding side of the sun near the vortex, and was a marked object, both in the last photoplate just before the sun reappeared, and to the eye. Captain Bramfill saw the protuberance, coloured, as did two other gentlemen, but one in my observatory (like myself) only saw it white. I should however, say that for a long time I never saw a Orionis markedly red, nor Antares; and I may not catch red soon, though I cannot conceive this being so. "In conclusion I may note that the darkness was very slight, and the colour not half as gloomy as in the eclipse of 1857, which was partial at Delhi, where I was then."

We hear from Bombay that the shadow thrown from the sun swept at the rate of two hundred miles and more per hour from the straits of Bab-el-Mandeb across the two Indian Peninsulas, over Borneo and Celebes, touching the northern extremity of Australia, passing out many hundreds of miles before leaving the earth upon the Pacific Ocean. Gradually increasing in size from the moment of first touching the earth, it was calculated that the shadow would attain near the Gulf of Siam the enormous diameter of 140 miles. Around it would have been spread a penumbra having a diameter of no less than 4,000 miles, so that the region actually thrown into shadow of greater or less intensity would include about one third of Africa, fully half of Asia, nearly the whole of the Indian Ocean and Australia, and finally one fourth of the Pacific Ocean. Such is the character of the great eclipse of 1868, the greatest which has taken place within the past 4,000 years or that will take place for many hundreds—perhaps for thousands of years to come. Several favourable circumstances,—the unusual proximity of the moon, the fact that the sun was not very far from his aphelion, and the low latitudes traversed by the shadow—combine to place this eclipse before any of the great eclipses of history. In duration of totality it surpassed by nearly a full minute the eclipse which brought to amity the contending armies of the Medes and Persians in 584 B. C., and by about the same amount it surpassed the eclipse which visited Scotland in 1433, and was long remembered in that country as the Black Hour. These two eclipses had until now been the greatest which had ever taken place.

## VIII. Biographical Sketches.

### 1. MRS. SECORD OF CHIPPEWA.

Those who have given any attention to the history of the last war between the colonists in America and the States of the Republic, will remember the name of Mrs. Secord. The history of her loyalty and presence of mind, and of her disregard of danger to sustain the cause of the struggling Canadians, is one of the brightest pages in the annals of this country. It will be remembered, that on the occasion of the visit of the Prince of Wales to St. Catharines, his Royal Highness made a special request to be introduced to this intrepid lady; and so charmed was he with her modest manner and simple recital of her brave conduct, that he induced the Queen to confer a special mark of favor on Mrs. Secord. The prominence thus given to Mrs. S. was on account of her being the means of the capture of a large body of Americans, and the story is thus given. Mrs. Secord was aware that Captain Fitzgibbon, with a small British force, occupied a very important position near what is called the Beaver dam, on the heights leading from Lundy's Lane toward Stony Creek. This post was eighteen or twenty miles from the residence of Mrs. Secord. Just as night was falling Mrs. S. heard the approach of troops, and as her husband had shouldered his musket and joined the army under Brock, her expectation was that she was to have a visit from her husband, and hear from him a recital of the heroic struggle then going on on the frontier. Her surprise was great, when, instead of friends, her house was to shelter the enemy, but with great presence of mind, her feelings were suppressed, and her intercourse with the officer in command of the American forces was as agreeable as circumstances permitted. During the evening she gathered enough to tell her that the intention

was to surprise Fitzgibbon and thus aid an attack on the advance British post. Mrs. Secord made pretence of retiring early to bed, and in the darkness escaped from the house. For some time she wandered, uncertain as to the direction to take; but, with an instinct peculiar to the old settlers, she was not long in settling in her mind what course was the right one. On she travelled, through the dense forest, over rugged rocks and across morass, every now and then terrified by the war whoop of the Indians, gathering to take part in the conflict of the morrow. Worn out with fatigue and hunger Mrs. Secord reached the little band, and her incredible story was soon told. With the promptitude and daring of a true soldier, Fitzgibbon determined to surprise and capture the American force, then at Secord's house, and he succeeded. Mrs. Secord lived to the advanced age of 93, and died near St. Catharines, peacefully, amidst her friends, on Tuesday last. It will be remembered that the Prince of Wales, as a tribute to Mrs. Secord's bravery, gave her £100 stg.—*Woodstock Times*.

An Ottawa correspondent of the *Montreal Gazette* thus refers to this heroic woman:—

In your issue of the 5th inst., a correspondent directs attention to the recent death, at the advanced age of 93, of a remarkable woman—Mrs. Secord of Chippewa, the heroine of the war of 1812. Feeling that such a woman should not be allowed to pass away without something more than a mere passing reference to the heroic and eventful act which has made her name famous in our history for all time, I send you an account of her walk through the forest at night to warn our forces of the advancing foe. The story is taken from Colonel Coffin's admirable *History of the War*, to whom it was related by the old lady herself not very long ago.

"The commandant of Niagara, chagrined by reverses, and anxious to reassure his own people, resolved to beat up the British quarters, to attack Deean's house, and destroy the depot of stores. The surprise of this outpost would have led to further surprises, and to an officer, inspired with half the enterprise of Harvey, would have opened the way to Burlington Heights. The outpost was within striking distance, and exposed. The adventure was promising. He ordered, therefore, Lieut. Col. Barster, of the United States army, to prepare for this service, rapidly and secretly. He was in command of the 14th United States Infantry, one 12 and one 6-pounder field guns, with ammunition waggons, &c.—a few cavalry and volunteers—amounting altogether to 673 men.

"In despite of all precautions, rumours of the intended expedition leaked out, and reached the ear of James Secord, a British Militia soldier, who resided at Queenston Heights, and was a cripple. He hobbled home to his wife with the news. The pair were in consternation; they were loyal Canadians—their hearts were in the cause. If the design succeeded; if Fitzgibbon was surprised; De Haren in the rear would follow. Burlington Heights might be carried, and their country would be lost. Mrs. Mary Secord, the wife, at the age of 88, still lives in the village of Chippewa to tell the story, and wakes up into young life as she does so. What was to be done. Fitzgibbon must be warned. The husband in his crippled state could not move, moreover no man could pass the line of American sentries. She spoke out, she would go herself. Would he let her? She could get past the sentries; she knew the way to St. David's, and there she could get guidance. She would go, and put her trust in God. He consented. At three in the morning she was up, got ready the children's breakfast, and, taking a cracker and a cup of coffee, started after day-break. To have left earlier would have aroused suspicion. Her first difficulty was the American advance sentry. He was hard to deal with, but she pointed to her own farm buildings a little in advance of his post; insisted that she was going for milk: told him he could watch her, and was allowed to pass on. She did milk a cow, which was very contrary, and would persist in moving onwards to the edge of the opposite bushes, into which she and the cow disappeared. Once out of sight, she pushed on rapidly. She knew the way for miles, but fear rose within her, in despite of herself, and what "scared" her most was the distant cry of the wolf. They were abundant in those days; and twice she encountered a rattlesnake,—they are not infrequent even now. She did not care much for them, as she knew they would run from a stick or a stone, and they did not wait for any such exorcism. At length she reached a brook. It was very hot, and the water refreshed her, but she had some difficulty in crossing. At last she found a log, and shortly after got to the mill. The miller's wife was an old friend, and tried to dissuade her from going on. She spoke of the danger; spoke of her children. The last was a sore trial, for she was weary and thoughtful, but the thing had to be done. So she was resolute, and having rested and refreshed, proceeded on. Her next trouble was the British outlying sentry, but she soon re-assured him and he sent her on, with a kind word, warning her to beware of the Indians. This "scared"

her again; but she was scared still more, when the cracking of the dead branches under her footsteps roused from their cover a party of red skins. The chief, who first sprang to his feet, confronted her, and demanded, "Woman! what you want?" the others yelled "awful!" The chief silenced them with his hand. She told him at once that she wanted to see Fitzgibbon, and why. "Ah," said the Indian, "me go with you," and with a few words to his people, who remained, he accompanied her to Fitzgibbon's quarters, which she reached about nine on the evening of the 23rd. A few words sufficed to satisfy him. He sent off, forthwith, to Major De Haren in the rear, and made his own preparations. She found friends in a farm house near, for in those days everybody knew everybody. She slept "right off," for she had journeyed on foot twenty miles, and safely, God be praised. \* \* \*

[As the result of this achievement, the American force, consisting of 542 men, with 2 field guns and ammunition waggons, and the colours of the 14th U. S. Regt. were surrendered to Fitzgibbon and his 30 men!]

"When the Prince of Wales was at Niagara, he saw the old lady, and from her own lips heard the tale; and learning, subsequently, that her fortune did not equal her fame, he sent her, most delicately and most gracefully, the sum of one hundred guineas. God bless you for that is the aspiration of every honest Canadian's heart. He is his mother's own son."

## 2. DR. PARKER, M. P.

Dr. Parker was educated in Victoria College, Cobourg; and afterwards went to Philadelphia to study medicine, where he graduated as an M. D. in Jefferson College. On his return to Canada he became a licentiate of the College of Physicians and Surgeons of Lower Canada, and finally settled down in Guelph, where he established for himself an enviable reputation, not only of a successful medical practitioner, but also as a good member of society. He was chosen Mayor of the town in 1861; and most of our readers will remember his being elected to Parliament for the North Riding of Wellington, at the general election in 1863, by a large majority over Dr. Clarke, the former representative. Under Confederation the County was divided into three Ridings, the deceased gentleman being returned for the House of Commons by the Centre one, at the last elections, by acclamation. In politics he always worked with the Liberal party; but his notions of reform were such as to meet with the general approbation of Conservatives as well, and he was about equally respected by both political parties—a fact corroborated by his being unopposed at the late election. Being a great reader and profound thinker, his views were generally well balanced, and had he lived, there is reason to believe he would have made his mark in the political world. His last address in Parliament was on the subject of Dr. Tupper's mission to England; and it may be remembered that the Hon. D'Arcy McGee's last speech was delivered in reply to Dr. Parker, about half an hour before he was murdered. What an illustration of the uncertainty of life, and warning to "have the lamp trimmed and ready," does the fate of these two men present! The deceased gentleman was a native Canadian, having been born in the township of West Gwillimbury, in the County of Simcoe, near Bradford, on the 3rd of April, in the year 1829,—and was in his fortieth year at the time of his death. His father is a native of the County of Limerick, Ireland, was a farmer, but has retired, and is now living in the village of Bradford, Ontario.—*Fergus News Record*.

## 3. CUSACK RONEY.

Sir Cusack Roney, whose name is intimately associated with railway history, both in the old and new world, died on 30th September, at his residence, in Cleveland Square, London. The deceased knight first became known as the secretary of the Eastern Counties line, an office which he filled while Mr. George Hudson was still the leading potentate of railways. He was afterwards closely connected with the Grand Trunk Railway of Canada, and with Irish and Continental railway enterprise, his long experience of all matters pertaining to railways rendering his services valuable when any new scheme had to be launched, or any grand plan of operations to be accomplished. A few months ago, Sir Cusack published a voluminous work relating to railways, in which an immense number of facts and anecdotes were presented in a readable form. Immediately before his death he spent a few weeks at Brighton for the benefit of his health, but unhappily the hopes of restoration were disappointed. In society and among all his associates, the deceased was a favourite, on account of his amiable temper and genial disposition. He died in the 60th year of his age, leaving a son and three daughters to lament a real loss.

## 4. DAVID BRIDGFORD, ESQ.

Mr. Bridgford came to this country from the city of New York, when a lad, and settled in this neighbourhood about the year 1800. He served his country as Sergeant in the 1st Regiment of York Militia, in the war of 1812-15, under Lieut-Col. Peter Robinson, and wore a Detroit Medal. He afterwards held a commission as Captain in the Incorporated Militia in 1838-9; and took an active part in the defence of British connection at the time it was threatened by the rebellion of 1837-8. Mr. Bridgford was one who accompanied the late Colonel Moodie down Yonge street, who was shot near Montgomery's Inn, by the sentry of the insurgent forces, then preparing to march on Toronto. Mr. Bridgford made good his escape across the fields, and arrived safe in the city, but was afterwards taken prisoner, on his way home. McKenzie detained him and some others, until the arrival of the Queen's forces from the city became the signal for a stampede by the rebel army. The deceased was elected several times to represent the Township of Vaughan in the District and County Councils. He was at one time a Magistrate of the County of York, but resigned in order to accept the office of Coroner, which he continued to hold until his demise. Mr. Bridgford was an active politician, and warmly attached to the old conservative party. He was an old Freemason, and knew the celebrated anti-mason, Morgan, who is said to have disappeared very mysteriously about forty years ago.—*York Herald.*

## IX. Miscellaneous Friday Readings.

## 1. AUTUMN THANKSGIVING.

[The following beautiful lines are from the pen of Kate Seymour McL., of Ingersoll, Ont., one of the sweetest singers that Canada has as yet produced.]

The purple hills are golden at the top,  
And rounded as a poet's silver rhyme;  
The mellow days are ruby-ripe that drop  
One after one into the lap of Time.

Dead leaves are reddening all the southern slopes,  
And gray and stark, the forest boughs are bare;  
No breath of wind stirs in their hazy tops,—  
Silence and peace are brooding everywhere.

O'er tents of orchard boughs, and purple vines,  
With scarlet flecked—flung like broad banners out  
Along the woodland paths, where low of kine  
Is heard, and echoed by the herd-boy's shout;—

Where the swart ploughman his last furrow turns,  
And whistles as he takes his homeward way,  
While high above the village church-spire burns  
A shaft of flame in the last beams of day.

The long day of the year is almost done.  
And Nature in the sunset musing stands,  
Gray-robed, and violet-hooded like a nun,  
Looking abroad o'er yellow harvest lands;—

Empty and folded are her busy hands;  
Her corn, and wine, and oil are safely stored,  
As in the twilight of the year she stands,  
Her looks of gladness seem to thank the Lord.

Thus let us rest awhile from toil and care,  
In the sweet Sabbath of this autumn calm,  
And lift our hearts to heaven in grateful prayer,  
And sing with Nature our thanksgiving psalm.

## THE QUEEN AND VISCOUNT BURY.

The English papers are loud in praise of Viscount Bury, who, at great personal risk, recently succeeded in saving the life of one of the crew of a small boat which had recently swamped at Mudeford, near Christchurch. In addition to other acknowledgements of his heroic conduct, Lord Bury received the following letter from the Queen, through Sir Thomas Bidolph:—"Balmoral, October 16—Dear Lord Bury—The Queen desires me to express to you the great pleasure which it has given Her Majesty to become acquainted with the details of your most gallant action, and Her Majesty congratulates you on the successful performance of a deed which you will remember with just pride as long as you live. Your companion in the enterprise also deserves the Queen's warmest commendation, and Her Majesty desires me to inquire what can be done for him. Perhaps you will let me know whether it would be desirable to have his name brought forward as you suggested in your letter." The person referred to was a fisherman, who was with Lord Bury.—*Montreal Daily News.*

## 2. EXTENT OF THE BRITISH EMPIRE.

The usual official returns from the British possessions were laid before the Imperial Parliament last session, and have since been printed for circulation. British India heads the list with its vast population of 150,000,000 souls. Its area, however, 988,901 square miles, seems almost small when compared with that of our North American or our Australian possessions. British North America indeed is returned as containing only 632,360 square miles, and a population in 1866 of 4,007,816; the Dominion of Canada, 376,987 square miles, with a population of 3,753,000; Newfoundland, 40,200 square miles and 130,000 people; Prince Edward Island, 2,173 square miles, and 90,000 inhabitants; British Columbia, 213,000 square miles, and 34,816 population in 1861. But this is without reckoning the vast north-west territory waiting to be occupied—territory that brings the extent of British North America up to, perhaps 3,000,000 square miles. Not far behind in extent is Australia, with its 2,582,070 square miles, and a population fast approaching 2,000,000, though only 1,662,063 in the year 1866, to which these completed official returns belong. The extent of Western Australia is 978,000 square miles, a territory nearly as large as British India, but with a population (in 1866) of only 21,065, less than a 7.000th part of that of India; Queensland is returned with 678,060 square miles, and a population of 96,172; South Australia, 383,328 square miles, with a population of 163,452; New South Wales 323,437 square miles, with a population of 431,412; New Zealand, 106,259 square miles, with a population of 208,682; Victoria has been so conspicuous by its great prosperity that many forget its comparatively small extent—86,831 square miles, but with a population of 643,912 in 1866, and now about 700,000; Tasmania comprises 26,205 square miles, with 97,366 inhabitants. The West India islands contain no more than 12,683 square miles, but the population in 1861 was 934,197; Jamaica has half the area, 6,400 square miles, not far from half the population, viz. (in 1861), 441,255. The Cape of Good Hope and Natal add 216,755 square miles, to British possessions, with a population of 759,261; Ceylon, 24,700 square miles, and 2,038,027 people; Mauritius, 708 square miles, and 310,050 of population; British Guinea, 76,000 square miles and 148,026 people (in 1861); Honduras, 13,500 square miles, and (in 1861) 25,635 people. The other colonies and possessions—the Straits Settlements, Hongkong, West African settlements, Labuan, St. Helena, the eight Falklands, Bermuda, Gibraltar, Malta—bring the extent of the possessions of this kingdom beyond sea up to 4,562,000 square miles, and their population to 161,486,000—a number which has increased since the date of these estimates or enumerations. Including the British North-West American possessions, and linking the whole to the mother country, the metropolis of this vast domain, the Queen's realm will be found to comprise territory of about seven millions of English square miles, with a population approaching 200 millions of souls.

## X. Educational Intelligence.

—LINDSAY ROMAN CATHOLIC SEPARATE SCHOOL.—A fine brick structure, now in course of erection. It is beautifully and centrally situated on the corner of Lindsay and Russell streets. The dimensions are as follows:—40 x 60 feet; two stories high; the first, 14 feet between the floors, second 13 feet, each in the clear. The foundation is composed of Bobcaygeon stone in rubble masonry, two feet thick; two course of rock-faced wall in front and north elevations, and capped with a cut stone plinth eight inches thick. The walls are of white brick, fifteen inches thick, laid in English bond. The appearance of the building will be much relieved by pilasters and a front projection two feet ten inches by twelve feet eight inches, which will be surmounted by a belfry, the sides of which will be closed in with venetian frame work, and the roof covered with tin. The great matter of proper ventilation has received much attention. There will be two flues in each side, and each end, four inches from the chimney flues, and eight inches in size, with registers. Hot air registers will also be supplied. The first floor, entered by the front door, will be devoted to the boys; the girls will occupy the second floor, entrance from Russel street. Both departments will be furnished with hard wood chairs and desks of the best style, along with black-boards, globes, maps, &c. Indeed the inside arrangements throughout will exhibit all the modern improvements and conveniences possessed by the best educational institutions of a similar character in the Dominion. For this happy result, the



Trustees are a good deal indebted for useful hints and suggestions, kindly offered them by the officers of the Educational Department, Toronto, and the principal of the Normal School. It is expected that the premises will be ready for occupation after the holidays. The contractor is Mr. Bell, jr., Lindsay; Mr. William Duffis is Architect and Superintendent; and the character of the work reflects much credit on both gentlemen. The building will cost \$4000. The Trustees, Messrs. John Kennedy, chairman, John Knowlson, A. Cadotte, C. L. Baker, Thomas Spratt, and George Gregory, deserve the thanks of their constituents for the satisfactory manner in which they have discharged the onerous duties connected with this important work. They have acted throughout in the most painstaking and business-like way, and the result cannot fail to be highly satisfactory to the taxpayers. It is but fair to add that the Rev. M. Stafford, parish priest, has given valuable assistance to the Trustees, and with characteristic energy he has urged the work on, so that in a few weeks he will see completed a building which will not only be creditable to the good taste and enterprise of our Roman Catholic neighbours, but an ornament to the town.—*Lindsay Post*.

—VICTORIA COLLEGE ENDOWMENT.—A meeting of friends of Victoria University was held at the Wesleyan Church in this town on the 10th inst. The object of the meeting was the devising of means for raising an endowment fund. We copy the following digest of the proceedings, which, at the close of the meeting was telegraphed to the *Globe*. We might merely add that the utmost cordiality and enthusiasm prevailed; that the Resolutions were, after full discussion, unanimously passed; and that every confidence was expressed in the final success of the movement. Moved by Mr. John McDonald, of Toronto, seconded by Mr. W. W. Dean, of Belleville, that this meeting pledges itself to do all it can to secure an endowment for Victoria College of at least \$100,000, to put it on a basis of permanent prosperity; and further approves of making provision for the training of candidates for the Christian ministry. Moved by Rev. Dr. Evans, seconded by Dr. Canniff, that a series of public meetings be held to make known the wants and claims of the institution at this stage of its history, and that an earnest appeal should be made for pecuniary assistance. Moved by Mr. Wm. Beatty, M. P. P., seconded by Mr. Jno. W. Kerr, of Cobourg, that in the judgment of this meeting, the educational necessities of the Province of Ontario, and a just regard for the convictions and feelings of all classes of the people, imperatively require that some comprehensive measure be adopted by the Legislature, whereby the several Colleges of the country may be aided from public funds—such aid to be determined by Statute, upon equitable principles of apportionment. A subscription was then opened towards the \$100,000, and \$12,715 was subscribed at once. Mr. John McDonald headed the list with \$2,000; Rev. Mr. Punshon gave his cheque for \$750, and promises to make it \$3,000, Rev. Dr. Ryerson, Mr. Gibbs, Oshawa, Mr. Kerr, Cobourg, each give \$1,000; Dr. Beatty, Wm. Beatty, M. P. P., J. W. Kerr, and J. H. Dumble, Cobourg, each \$500; and subscriptions from \$200 to \$25 made up the balance. The gentlemen present felt confident of raising the \$100,000, which, with what they expected to get from the Government, would secure a permanent annual income of \$12,000.

—VICTORIA COLLEGE ENDOWMENT.—In the *Christian Guardian* of last week we observe a circular addressed by the Wesleyan authorities to the membership throughout Canada, relative to the permanent maintenance of Victoria College. Impressed with the importance of freeing an institution so valuable from embarrassment, from dependence upon supplies which are precarious, and also from continual presentations, even to a willing constituency, of its necessities and claims—the following resolution was adopted at the late Conference in Kingston:—"That it is desirable to raise by voluntary subscription the sum of \$100,000 as a part of an endowment for Victoria College, with special provision for the general and theological training of candidates for the Christian Ministry; and that the Rev. W. Morley Punshon, M.A., President of the Conference, be requested to devote to this work as much of his time as his other duties will permit."

## XI. Departmental Notices.

### TRUSTEES' BLANK FORMS.

The usual supply of blank forms of Trustees' yearly and half-yearly returns, has been sent out to the County Clerks for distribution to the schools, through the Local Superintendents.

As already intimated, a department is always reserved in the *Journal of Education* for letters and inter-communications between Local Superintendents, School Trustees and Teachers, on any subject of general interest relating to education in the Province. As no personal or party discussions have, ever since the establishment of the *Journal*, appeared in its columns, no letter or communication partaking of either character can be admitted to its pages; but, within this salutary restriction, the utmost freedom is allowed. Long letters are not desirable; but terse and pointed communications of moderate length on school management, discipline, progress, teaching, or other subject of general interest are always acceptable, and may be made highly useful in promoting the great object for which this *Journal* was established.

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

☞ Catalogues and forms of Application furnished to School authorities on their application.

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

### FOUR KINDS OF LIBRARIES WHICH MAY BE ESTABLISHED UNDER THE DEPARTMENTAL REGULATIONS.

"The Public School Libraries are becoming the crown and glory of the Institutions of the Province."—LORD ELGIN.  
"Had I the power I would scatter Libraries over the whole land, as the sower sows his seed."—HORACE MANN.

Under the regulations of the Department, each County Council can establish *four classes* of libraries in their Municipality, as follows. City, Town, Village, and Township Councils can establish the first three classes, and School Trustees either of the first and third classes.

1. An ordinary *Common School Library* in each school house for the use of the children and rate-payers.
2. A *General Public Lending Library*, available to all the rate payers of the Municipality.
3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone.
4. A Library in any *Public Institution*, under the control of the Municipality, for the use of the inmates, or in the *County Jail*, for the use of the prisoners.

We cannot too strongly urge upon School Trustees, the importance and even the necessity of providing, (especially during the autumn and winter months,) suitable reading books for the pupils in their school, either as prizes or in libraries. Having given the pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.