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## THE EVILS OF SEPARATE DENOMINATIONAL SCHOOLS, ILLUSTRATED IN THE HISTORY OF HUNGARY.

In no country in the world, ancient, or modern, has the population been so radically and perfectly divided in respect to religious faith as in Hungary. In no country have there existed more causes to render these divisions perpetual and bitter. Every Christian denomination, singular as it may seem, is the result of a religious quarrel. The Independent Greek Church quarrelled with the Roman, separated from it, and then established both itself and its hatreds, among the Wallachians and Sclaves of Hungary. The United Greeks, after raising a domestic feud, turned traitors to the Independent Church, and united with its rankest enemies. The Roman Catholics had a natural war with both these sects, and, though receiving the little band of returned prodigals with an ostentatious clemency, they have never granted them the affection and confidence, which had been promised and expected. The Protestants, whether Lutheran or Calvinistic, are the off-spring of the bloodiest of all religious schisms; and they look down with a most hearty contempt upon their co-religionists. The Jews, of course, despise all these rebels to the faith of Abraham, and are as sincerely hated or pitied by all the rebels in return.

Thus, the Hungarian races are rendered tenfold more inimical to each other, by their profession of inimical religious faith; thus these inimical religions, sufficiently opposite themselves, are rendered tenfold more opposite, by the quarrels in which they had their origin; and thus, from the beginning of its history, with increasing rather than abating turbulence, has the land of the Magyar been torn and rent, and sacrificed by its religious discords.

The Hungarian religions have also become woven into the political movements of the several adjacent countries, whose races are represented in the mixed population of this kingdom. The present governors of Hungary are Roman Catholics. They acknowledge the sovereignty of the Roman Pontiff. The Greek Catholics, on the contrary, have their own Pontiff, whose right of supremacy is not only maintained by them, but by the entire Sclavic family, over which Russia is now dominant. Russia has constantly tampered with the Sclavic tribes, sent political and religious emissaries among them, induced the priests and bishops to acknowledge the Czar, as the head of their ecclesiastical establishment, and turned their hearts against all the remaining inhabitants of the country, and particularly against the Magyars. In this way, Hungary has been made the common battle-field of Austria and Rome, and Russia, as well as of all the nations taking part in their respective projects. Three great races, three great religions, three irreconcilable and indomitable ambitions, have thus divided and distracted the inhabitants, as well as weakned the power of this most unfortunate but most interesting country.

These religious feuds have implicated, not only the politics of the kingdom, and the political designs of the most powerful and unscrupulous of the surrounding nations; but also the cause of popular education. Each race, each sect, each political interest, has made the most strenuous exertions to sustain itself by the agencies of schools and colleges. In many other countries, in the most enlightened and liberal portions of the world, sectarian seminaries have existed; but, in no part of Europe, or of America, is there one educational institution, which can be compared with the majority of similar establishments in Hungary. Every school is sectarian. In every one of them, not excluding the schools for the miners, some sectarian theology is forced upon the pupils. The great national Universities are Catholic; and no Protestant can send his sons to be educated in them, unless at the fatal risk of seeing them graduate as apostates to their paternal faith. In Colleges of the Protestants, on the other hand, at Debreczin, at Papa, at Posen, at Kesmark, at Oedenburg, are forbidden by law to the sons of Catholics. The few seminaries of the Greeks, independent and united, are equally under the ban of the other denominations. By this means, the educated men of the country are rendered rank partizans of their respective churches. Education, which, in many other parts of the world, is a bond of union among the more enlightened and powerful portion of the population, here serves as an instrument of separation. Sectarianism is formed within the hearts of the citizens from their earliest childhood. Their toy-books teach it to them. Their text-books engrave it into their souls. The authority of the masters, and all those tender and resistless influences, which are felt at school, so weave it

into the texture of their being, that it becomes and continues to be inalienable attribute of their personality.

The same spirit is also carried into social life. In city and in country, the people are divided into religious cliques, or circles, whose members hold intimacies almost exclusively with each other. Catholics associate with Catholics, Protestants with Protestants, Greeks with Greeks, Jews with Jews. All the little but important civilities of common life run in these separate circles. Trade is almost equally exclusive. Not only the aged, whose principles and prejudices are apt to be confirmed, but the youth, also, are so settled in their habits, or governed in their choices, that they seldom transgress this established regulation of Hnngarian intercourse. The consequence, is, that few friendships are formed, and few alliances take place, between the families of opposite religions. Intermarriages, in fact, have been legally discouraged, and sometimes positively forbidden, to young men and maidens of Catholic parentage. The government cannot see, at least with satisfaction, the formation of any social connections, which would serve to abate the zeal of its adherents. So watchful has it been to preserve the exclusiveness of its partizans, that, whenever any contraband marriage happened to occur, they have refused to give legal sanction to it, thereby throwing the question of inheritance, where there might be property at stake, into a troublesome and terrifying uncertainty; and the priests of the state church, always obedient to the religious prejudices of their Sovereign, because they were thus but giving succor to their own, have refused not only to perform the matrimonial service, but to have any further intercourse with the family and friends of the recreant party. The children of these mixed marriages are, by law, devided between the parents, the father having the charge of his sons, the mother of her daughters. Thus, this lamentable spirit of disunion, of separation, of hostility, begins its unholy business with the cradle. Mournfully indeed, in every way, is the social condition brought about by the religious intolerance of the Hungarians. The Magyars are the only people, who, consistently and perseveringly, have opposed the sway of this spirit within the limits of their country.—*From the Rev. Dr. Tefft's "Hungary and Kossuth." Third Edition*, 1852.

## THE UNIVERSITIES, COLLEGES, AND SCHOOLS OF CANADA.

In reply to a toast of "the Universities, Colleges, and Schools of Canada," at the recent anniversary dinner of the St. George's, Society in this City, the Rev. Dr. McCaul, President of the University College of Toronto, "expressed his gratification on finding this toast on the list for the evening. And the reason of this gratification was, that he regarded it as an indication of the increasing interest, which was felt throughout the community, in the welfare of their educational institutions—as a recognition of the importance of education as an element of national prosperity. Justly and appropriately does this recognition proceed from the Sons of St. George, who, as their thoughts fondly revert to "that blessed plot" the land of their birth, and as they recall the numerous and varied characteristics of her ancient renown, cannot but be reminded of the glorious educational institutions which have so materially contributed to place England in the position which she occupies, as foremost among the nations of the earth. It is, indeed, a just and honorable pride, which Englishmen feel in their Universities, Colleges, and Schools: for from them has proceeded, from age to age, a long line of illustrious men, who have benefitted their country in every department of public service—from them has sprung a noble succession of eminent individuals, distinguished in every branch of human knowledge, whose success gives additional lustre to the bright pages of English glory, and whose names will ever be as household words, associated, as they are, with the highest achievements in Science and in Literature, and with the fullest development of intellectual power. But the toast refers not to the time-honored institutions of the mother country, whose brows are decked with the clustering garlands, wherewith successive generations have bound them, but to the infant establishments of this the youthful land of our adoption, which have yet to win their laurels, and earn for themselves distinction. On the general subject of a toast, which takes so wide a range, he felt it to be unnecessary to speak. All must be sensible of the powerful influence of education in elevating the taste and reforming the habits, and of the advantage, or rather the necessity, of its diffusion in a free state, whose prosperity depends so much on the right exercise of political privileges by those to whom they are entrusted. Such advantages, he was happy to say, are now universally admitted, and all classes unite in acknowledging the obligation of providing instruction for the mass of the people. He would consequently confine himself to a few observations on the principal benefits of the higher departments of education, which, although more limited in the range of immediate application, yet are essentially necessary for the prosperity of the community at large, which are even more valuable to the poor than to the rich, to the humble than to the elevated, for through them is opened the avenue which leads to competence, to influence, and to distinction. Dr. M'Caul then adverted to the advantages conferred by Universities and Colleges, in supplying a sufficient number of persons, qualified for admission into the learned professions, or for the discharge of such public duties as might be confided to them—in rearing competent teachers of the higher branches of learning—in scattering throughout the country individuals of such information and habits, as might enable them to advance the interests of those around them, to raise the taste and elevate the tone of society in their neigh-borhood—in maintaining the cultivation of subjects of scientific and literary research, which but for their encouragement would languish and decay—in prosecuting such researches to the farthest point to which investigation can be pushed, and in rendering the results available—in furnishing a standard, whereby attainment may be measured—in assisting ability, when struggling with the difficulties of straightened circumstances, and securing equal chances of an honorable and useful career in life for the children of the humblest and the poorest as for the sons of those blessed with the advantages of rank or wealth. He hoped to see here, as he had seen elsewhere, advantage taken of the benefit of University education, not merely by those, whose object was to enter a profession or to devote themselves to the work of instruction, but also by those, who were influenced by the desire to attain such knowledge, as might be useful in whatever position they might by placed, and by those whose intention was to follow mercantile pursuits. Some within his own knowledge, who had obtained high academic distinctions, had passed from the College to the counting-house, and had maintained the same high reputation as men of business, which they had formerly held as scholars. In proof of this he referred to the encouragement of Science and Literature and Art in Manchester, and to the refined taste and extensive information, which characterized many whom he had known in that great manufacturing emporium. Instead of that all absorbing devotion to money-making, which some would expect to find there, instead of that engrossing application to business, which many might suppose necessary for conducting successfully her immense establishments, he found a just appreciation and active pursuit of the different branches of knowledge, theoretical as well as practical, a discriminating perception, and a liberal patronage, not merely of the useful but of the fine arts. And why may not similar results be expected here? What a wonderful improvement has taken place in Canada within a few years in the number and efficiency of her educational institutions! How great had been this improvement within his own memory in Toronto! Fifteen years ago, there were in this city but three or four Institutions sustained by public funds, and little facilities for instruction afforded by private means. Now Toronto not only retains the U. C. College, and District Grammar School, but has become the seat of two Universities. Collegiate and Academic Institutions have been founded, the Normal and Model Schools have been established, and Common Schools have been opened in every quarter of the town. To this, too, must be added private seminaries, and the ample means of domestic instruction, which are supplied by well qualified teachers of languages and of accomplishments.

"When he considered the advance of the country in this and in other important elements of greatness and of prosperity, he must say that he felt but little sympathy with those who indulged in mournful recollections of what they had left, or querulous complaints of their present position, instead of acknowledging the advantages which they enjoyed, or looking forward to the bright future which was before them. He could not agree with such disparaging comparisons as he had lately heard instituted between this and another of the colonies of Great Britain. Although Australia possesses auriferous regions unequalled in the richness and abundance of the precious metal, yet it must be remembered that history proves that such countries have not been ultimately the most wealthy or the most prosperous. Their fate seems to have been the realization of the classic fable of Midas, and whilst all around them blazed with gold, they have been not merely deprived of the comforts of life, but have been in danger of perishing from the very want of sustenance.—It would seem, indeed, as if the same hand which had torn the glittering treasure from the recesses of the mine, had, at the same time, unbarred the prison doors of some evil spirit, which were no sooner opened, than it sprang forth and set about the task of spreading desolation and ruin throughout the land. As it passes across the fields, the laborer drops his spade, the binder throws down his sheaf, the shepherd deserts his flock. As it sweeps past the factories and the mills, the operatives stop their work, the very wheels cease to revolve. As it rushes on through the towns and ports, servants quit their employments, sailors desert their ships, a miscellaneous throng crowd after the dazzling vision, which lures them from their ordinary occupations. Nor is this the worst that it accomplishes; for under the same malign influence, which dries up the stream of industry in its ordinary channels, and causes commerce to stagnate, education languishes, morality droops, and religion withers. Let us now consider what are the advantages, natural or acquired, which we enjoy here. A fertile soil, amply rewarding labor in the abundance and diversity of its produce; a salubrious climate, calculated to rear a hardy and vigorous race; water communication by noble rivers and vast lakes (or rather Mediterranean Seas), unequalled in the world; and millions of acres of

unoccupied land, able to support millions of additional immigrants. Let us add to these natural blessings, the results of the energy and enterprise of an active and intelligent population; our cities with all the conveniences and comforts of European towns of twice their population, and of twenty times their age; our villages springing up where lately were but dismal swamps or tangled forests; the remotest points of this extensive country soon to be connected by railroads, now either drawing to completion, in progress, or guaranteed; the facilities afforded for the education of our children by our common schools, our grammar schools, our private seminaries, our colleges, and our universities; the progress of knowledge, advanced by the scientific and literary societies and institutes established in our cities and towns; the solemn duties of religion inculcated by fixed ministrations or by the occasional visits of the missionary; the voice of prayer and praise rising each Sabbath alike from the stately piles in our towns, which rear their spires towards heaven, and the lowly shanty, which scarce lifts its humble head under the leafy arches of our backwoods; and all this with the full and free enjoyment of the blessings of civil and religious liberty. In his opinion, the language of dissatisfaction or complaint but little becomes those who enjoy such advantages. Thanksgiving was rather their duty—thanksgiving to Him from whom all blessings flow, for what in His abundant mercy He had given to them, and prayer to the same Almighty Being for contentment with what they had—for peace, wherein they might use and enjoy what His bountiful hand had provided for them. By peace, he meant not freedom from war—he meant not tranquillity undisturbed by aggression from without—of that he had no fears; but he did mean freedom from internal strife, from civil commotion, from the injurious influences of bickerings and contentions with each other. He did mean that peace which is produced by mutual forbearance—by laying aside national feuds and party differences, and by the union of all, casting aside their distinctions—whilst they still held fast to their principles—for the advancement of the welfare of their common country, the land of the Maple Leaf! He knew no more appropriate words in which this supplication could be offered, than those, which must be familiar to many whom he addressed, and in which he doubted not all would cordially join—that "they might live in the fear of God, in dutiful allegiance to the Queen, and in brotherly love and Christian charity each towards the other." (Applause.)

## Short Memoirs of Eminent Men.

### SIR ISAAC NEWTON.

Isaac Newton was born on Christmas-day, 1642, Old Style, at Woolsthorpe, a hamlet in the parish of Colsterworth, in Lincolnshire. His education was commenced at the parish school, and at the age of twelve he was sent to Grantham for classical instruction. At first he was idle, but soon rose to the head of the school. The peculiar bent of his mind soon showed itself in his recreations. He was fond of drawing, and sometimes wrote verses; but he chiefly amused himself with mechanical contrivances. Among these was a model of a windmill turned either by the wind or by a mouse enclosed in it, which he called the miller; a mechanical carriage, to be kept in motion by the person who sat in it; and a water-clock, which was long used in the family of Mr. Clarke, an apothecary, with whom he boarded at Grantham. This was not his only method of measuring time; the house at Woolsthorpe, whither he returned at the age of fifteen, still contains dials made by him during his residence there.

The 5th of June, 1660, was the day of his admission as a sizer* into the distinguished society of Trinity College, Cambridge. He applied himself eagerly to the study of mathematics, and mastered its difficulties with an ease and rapidity which he was afterward inclined almost to regret, from an opinion that a closer attention to its elementary parts would have improved the elegance of his own methods of demonstration. In 1664 he became a scholar of his college, and in 1667 was elected to a fellowship, which he retained beyond the regular time of its expiration in 1675, by a special dispensation, authorizing him to hold it without taking orders.

It is necessary to return to an earlier date, to trace the series of Newton's discoveries. This is not the occasion for a minute enumeration of them, nor for any elaborate discussion of their value or explanation of their principles; but their history and succession require some notice. The earliest appear to have related to pure mathematics. The study of Dr. Wallis's works led him to investigate certain properties of series, and this course of research soon conducted him to the celebrated Binomial Theorem. The exact date of his invention of the method of Fluxions is not known; but it was anterior to 1666, when the breaking out of the plague obliged him for a time to quit Cambridge, and, consequently, when he was only about twenty-three years old.

*A sizer in this University is next in degree below a pensioner; the name given to such under-graduates as support themselves entirely at their own expense.—*Ed.*

This change of residence interrupted his optical researches, in which he had already laid the foundation of his great discoveries. He had decomposed light into the coloured rays of which it is compounded; and, having thus ascertained the principal cause of the confusion of the images formed by refraction, he turned his attention to the construction of telescopes which should act by reflection, and be free from this evil. He had not, however, overcome the practical difficulties of his undertaking, when his retreat from Cambridge stopped for a time this train of experiment and invention.

On quitting Cambridge, Newton retired to Woolsthorpe, where his mind was principally employed upon the system of the world. The theory of Copernicus, and the discoveries of Galileo and Kepler, had at length furnished the materials from which the true system was to be deduced. It was, indeed, all involved in Kepler's celebrated laws. The equable description of areas proved the existence of a central force; the elliptical form of the planetary orbits, and the relation between their magnitude and the time occupied in describing them, ascertained the law of its variation. But no one had arisen to demonstrate these necessary consequences, or even to conjecture the universal principle from which they were derived. The existence of a central force had indeed been surmised, and the law of its action guessed at; but no proof had been given of either, and little attention had been awakened by the conjecture.

Newton's discovery appears to have been quite independent of any speculations of his predecessors. The circumstances attending it are well known: the very spot in which it first dawned upon him is ascertained. He was sitting in the garden at Woolsthorpe, when the fall of an apple called his attention to the force which caused its descent, to the probable limits of its action and the law of its operation. Its power was not sensibly diminished at any distance at which experiments had been made: might it not, then, extend to the moon, and guide that luminary in her orbit? It was certain that her motion was regulated in the same manner as that of the planets round the sun; if, therefore, the law of the sun's action could be ascertained, that by which the earth acted would also be found by analogy. Newton therefore proceeded to ascertain, by calculation from the known elements of the planetary orbits, the law of the sun's action. The great experiment remained: the trial whether the moon's motions showed the force acting upon her to correspond with the theoretical amount of terrestrial gravity at her distance. The result was disappointment. The decision was to be made by ascertaining the exact space by which the earth's action turned the moon aside from her course in a given time. This depended on her actual distance from the earth, which was only known by comparison with the earth's diameter. The received estimate of that quantity was very eroneous; it proceeded on the supposition that a degree of latitude was only sixty English miles, nearly a seventh part less than its actual length. The calculation of the moon's distance, and of the space described by her, gave results involved in the same proportion of error; and thus the space actually described appeared to be a seventh part less than that which correspond to the theory. It was not Newton's habit to force the results of experiments into conformity with hypothesis. He could not, indeed, abandon his leading idea, which rested, in the case of the planetary motions, on something very nearly amounting to demonstration. But it seemed that some modification was required before it could be applied to the moon's motion, and no satisfactory solution of the difficulty occurred. The scheme, therefore, was incomplete; and, in conformity with his constant habit of producing nothing till it was fully matured, Newton kept it undivulged for many years.

On his return to Cambridge, Newton again applied himself to the construction of reflecting telescopes, and succeeded in effecting it in 1668. In the following year Dr. Barrow resigned in his favor the Lucasian professorship of mathematics, which Newton continued to hold till the year 1703, when Whiston, who had been his deputy from 1699, succeeded him in the chair. January 11, 1672, Newton was elected a Fellow of the Royal Society. He was then best known by the invention of the reflecting telescope; but, immediately after his election, he communicated to the society the particulars of his theory of light, on which he had already delivered three courses of lectures at Cambridge, and they were shortly afterwards published in the Philosophical Transactions.

The next few years of Newton's life were not marked by any remarkable events. They were passed almost entirely at Cambridge, in the prosecution of the researches in which he was engaged. The most important incident was the communication to Oldenburgh, and, through him, to Leibnitz, that he possessed a method of determining maxima and minima, of drawing tangents, and performing other difficult mathematical operations. This was the method of fluxions, but he did not announce its name or its processes. Leibnitz, in return, explained to him the principles and processes of the Differential Calculus.

In 1679 Newton's attention was again called to the theory of gravitation, and by a fuller investigation of the conditions of elliptical motion, he was confirmed in the opinion that the phenomena of the planets were referable to an attractive force in the sun, of which the

intensity varied in the inverse proportion of the square of the distance. The difficulty about the amount of the moon's motion remained, but it was shortly to be removed. In 1679 Picard effected a new measurement of a degree of the earth's surface, and Newton heard of the result at a meeting of the Royal Society in June, 1682. He immediately returned home to repeat his former calculation with these new data. Every step of the process made it more probable that the discrepance which had so long perplexed him would wholly disappear; and so great was his excitement at the prospect of entire success, that he was unable to proceed with the calculation, and entrusted its completion to a friend. The triumph was perfect, and he found the theory of his youth sufficient to explain all the great phenomena of nature.

From this time Newton devoted himself unremittingly to the development of his system, and a period of nearly two years was entirely absorbed by it. In 1684 the outline of the mighty work was finished; yet it is likely that it would still have remained unknown, had not Halley, who was himself on the track of some part of the discovery, gone to Cambridge in August of that year, to consult Newton about some difficulties he had met with. Newton communicated to him a treatise De Motu Corporum, which afterwards, with some additions, formed the first two books of the Principia. Even then Halley found it difficult to persuade him to communicate the treatise to the Royal Society; but he finally did so in April, 1686, with a desire that it should not immediately be published, as there were yet many things to complete. Hooke, whose unwearied ingenuity had guessed at the true law of gravity, immediately claimed to himself the honour of the discovery; how unjustly, it is needless to say, for the merit consisted, not in the conjecture, but the demonstration. Newton was inclined, in consequence, to prevent the publication of the work, or at least of the third part, De Mundi Systemate, in which the mathematical conclusion of the former books were applied to the system of the universe. Happily, his reluctance was overcome, and the whole work was published in May, 1687. Its doctrines were too novel and surprising to meet with immediate assent; but the illustrious author at once received the tribute of admiration for the boldness which had formed, and the skill which had developed his theory, and he lived to see it become the common philosophical creed of all nations.

We next find Newton acting in a very different character. He was elected to the Convention Parliament, as member for the University of Cambridge. That Parliament was dissolved in February, 1690, and Newton, who was not a candidate for a seat in the one which succeeded it, returned to Cambridge, where he continued to reside for some years, notwithstanding the efforts of Locke, and some other distinguished persons with whom he had become acquainted in London, to fix him permanently in the metropolis.

During this time he continued to be occupied with philosophical research, and with scientific and literary correspondence. Chemical investigations appear to have engaged much of his time; but the principal results of his studies were lost to the world by a fire in his chambers about the year 1692. The consequences of this accident have been very differently related. According to one version, a favourite dog, named Diamond, caused the mischief; and the story has been often told, that Newton was only provoked by the loss of the labor of years, to the exclamation, "Oh, Diamond, Diamond, thou little knowest the mischief thou hast done!" Another, and probably a better authenticated account, represents the disappointment as preying deeply on his spirits for at least a month from the occurrence.

We have more means of tracing Newton's other pursuits about this time. History, chronology, and divinity were his favorite relaxations from science, and his reputation stood high as a proficient in these studies. In 1690 he communicated to Locke his "Historical Account of Two Notable Corruptions of the Scriptures," which was published long after his death. About the same time he was engaged in those researches which were afterwards embodied in his Observations on the Prophecies: and in December, 1692, he was in correspondence with Bentley on the application of his own system to the support of Natural Theology.

During the latter part of 1692 and the beginning of 1693, Newton's health was considerably impaired, and he labored in the summer under some epidemic disorder. It was not likely that the precise character or amount of his indisposition will ever be discovered; but it seems, though the opinion has been much controverted, that for a short time it affected his understanding, and that in September, 1693, he was not in the full possession of his mental faculties. The disease was soon removed, and there is no reason to suppose it ever recurred. But the course of his life was changed; and from this time forward he devoted himself chiefly to the completion of his former works, and abstained from any new career of continued research.

His time, indeed, was less at his own disposal than it had been. In 1696, Mr. Montague, the Chancellor of the Exchequer, and early friend of Newton, appointed him to the Wardenship of the Mint, and in 1699 he was raised to the office of Master. He removed to London, and was much occupied, especially during the new coinage in 1696 and 1697, with the duties of his office. Still he found time to superintend the editions of his earlier works, which successively appeared with very material additions and improvements. The great work on Optics appeared for the first time in a complete form in 1704, after the death of Hooke had freed Newton from the fear of new controversies. It was accompanied by some of his earlier mathematical treatises; and contained also, in addition to the principal subject of the work, suggestions on a variety of other subjects of the highest philosophical interest, embodied in the shape of queries. Among these is to be found the first suggestion of the polarity of light; and we may mention at the same time, although they occur in a different part of the work, the remarkable conjectures, since verified, of the combustible nature of the diamond, and the existence of an inflammable principle in water. The second edition of the Principia appeared under the care of Cotes in 1713, after having been the subject of correspondence between Newton and his editor for nearly four years. Dr. Pemberton published a third edition in 1725, and he frequently communicated about the work with Newton, who was then eighty-two years old.

Newton's life in London was one of much dignity and comfort. He was courted by the distinguished of all ranks, and particularly by the Princess of Wales, who derived much pleasure from her intercourse both with him and Leibnitz.

With the exception of the attack of 1693, Newton's health had usually been very good. But he suffered much from stone during the last few years of his life. His mental faculties remained in general unaffected, but his memory was much impaired. From the year 1725 he lived at Kensington, but was still fond of going occasionally to London, and visited it on the 28th of February, 1727, to preside at a meeting of the Royal Society. The fatigue appears to have been too great; for the disease attacked him violently on the 4th of March, and he lingered till the 20th, when he died. His sufferings were severe, but his temper was never soured, nor the benevolence of his nature obscured. Indeed, hif moral was not less admirable than his intellectual character, and it was guided and supported by that religion, which he had studied, not from speculative curiosity, but with the serious application of a mind habitually occupied with its duties and earnestly desirous of its advancement. He was buried with great pomp in Westminster Abbey, where there is a monument to his memory, erected by his relatives.

## CONSTITUENT PARTS OF ANIMAL AND VEGETABLE MATTER.

*From a lecture delivered by George Alexander, Esq., local Superintendant of Schools for East Oxford, before the Farmers' Association of that Township.*

It is my intention to bring before your notice what has been long established by chemical investigation; that the constituent parts of all matter, whether of the soil which we cultivate, of all animals and soils existing, or of the atmosphere by which we are surrounded, (for these all stand in immediate relation to each other) may be divided into two classes of substances or bodies. We find, for instance, with regard to wood, that it is combustible, and that under the action of fire, nine-tenths of it, as of all vegetable substances, will go off in the form of smoke, and become part of the atmosphere; but a certain part is indestructible, and remains. A grand division has thus been established. That part which burns away is termed the *organic* part of the plant; the part which remains, or the ash, the *inorganic*. But to give a more correct and definite meaning of the terms, the organic may be said to embrace all that part of the plant which is the product of life, and living organs. The atmosphere may be considered the great *reservoir* of organic food, acting upon, and combining with, the inorganic elements to produce fertility of soil, while it is constituted to nourish and sustain all vegetable growth and development. But we come to consider the nature of those *inorganic* substances in the soil which are indestructible, but which we find wonderfully interwoven with the organic, in the works of creation. The *inorganic* elements are sulphur, phosporus, potash, soda, lime, magnesia, iron, silica, chlorine and iodine. Their presence in the soil is indispensable to the growth of the grains and every kind of crop. What we term fertility is the existence of *organic* and *inorganic* matter in such relative proportions as produce the most perfect vegetable growth, the most perfect grain and roots. Those elements constitute the food of plants—they enter into and become the constituent parts of whatever is grown, and thus they may, to a great extent, be extracted from the soil by immoderate and indiscriminate cropping. One marked peculiarity has been discovered, to which it is important that I should call your attention, viz:—that the *inorganic* parts of one plant are very different from those of another. The relative and absolute quantities, even of mineral food, taken from the soil by the various crops, have been ascertained by a careful analysis of the ash. We find that the chief ingredient in the ash of the grains of wheat, barley, and oats, is phosphoric acid; of straw, silica, or flint; of turnips, corn, and potatoes, potash and soda; of peas, beans, and clover, magnesia, and lime, from which we can only draw one deduction; that without the presence of such mineral substances in the soil, our grains, roots, and clover, could not grow.

The discovery of these facts, will be found to have a marked bearing on many practical points, now to be considered. We observe that a great variety is necessary for the sustenance of man, and the domesticated animals. Nature has provided all the elements to produce this variety. Free power has been given to man to draw upon these, while he is endowed with understanding to husband them, so that they shall be preserved to minister to his abundance. We are thus enabled to understand why it belongs to good husbandry to raise such a succession of crops in rotation, as will bring out the full capabilities of the soil. But there is one point requiring further illustration, which is the restorative power of the atmosphere, in furnishing fresh supplies of inorganic food, by the disintegration and decomposition of mineral substances. Nature is always silently at work, reproducing all the elements which have been extracted by the husbandman. But it is a gradual process and the most beneficial rotation will be that which draws upon all the powers of the soil in regular succession, so as to prevent the repetition of the same species of plant within a given period.

## SCHOOL CONVENTIONS IN UPPER CANADA.

### PROCEEDINGS AND SUGGESTIONS.

*Continued from page 52.*

*From Mr. H. J. Moore, Trustee, School Section No. 4. Seneca.*

Qualification of Trustees in Incorporated Villages.—"Allow me to suggest what appears to some, as well as myself, to be a defect in the law as it now stands. Whilst the Act gives all power and control to the Board over the property of the inhabitants, it does not insure that the members of the board should be possessed of property at all. It is therefore desirable that there should be some farther qualification than being merely householders,—if not freeholders to the amount of ten pounds rental they should, at least, be subject to the same qualification as councillors. Some such regulation seems to be fairly requisite to keep something like a 'balance of power' between *property* and *votes*."

*From Peter Stirling, Esq., Ex-Local Superintendent of the Township of Caledonia, (near Caledonia Springs.)*

Free-School Compromise.—"School Section No. 1, in this township, which was among the first, if not the very first, in this county to adopt the free-school system, has this year adopted a modification of the measure which will, I apprehend, be found useful in places like this, where money is scarce. I think that it is necessary that you should be minutely informed with regard to this plan, as it is in effect adopted by many other school sections. The school is free to all of school age that reside within the school section, and an assessment is to be imposed to make up what is deficient of the teacher's salary, after the application of the apportionment from the School Fund; but a paper is subscribed providing for the teacher's board, lodging and the school fuel, to the following effect:*—

"'We, whose names are subscribed, agree to board and lodge the teacher or teachers which shall be employed in ——, according to the number of scholars attached to our names, and also to furnish half a cord of firewood, cut fit for the stove, for each scholar. The turn of boarding the teacher to be a week at a time for each scholar subscribed.'

"No farmer in comfortable circumstances, having children to send to school, will object to subscribing an agreement of this kind, though there might be great objections to promising money. It may appear strange to those who live near the great cities, where there is a regular cash market for farm produce, that an assessment for the small sum necessary to support a school should be considered a hardship, but it is so, and the passing of a law to do away with subscriptions entirely, as some of your correspondents seem to contemplate, would occasion much discontent, and the shutting up of a great many schools in remote situations, where they are most wanted; and for this plain reason, that people in such situations can much more easily furnish board, lodging and fuel, than pay one-third of their value in money.

"Now, although it is very important that all school sections which can afford it should have a good teacher, a good school-house and school library, with a play ground for the children, together with a schoolmaster's house and garden; yet it is of more consequence still, that no section, however poor, should be without a school. These sections may have young people in them of the right stuff, who are destined to act a prominent part in the future destinies of the country, and whose education should not be neglected. Subscriptions would naturally cease in school affairs as the system of barter was discontinued in common affairs.

"It appears to me that all that is necessary in order to introduce the free school system into every section, is to make it imperative that each school shall be a free-school, and that whatever sum is wanted besides the apportionment from the School Fund, donations and subscriptions shall be furnished by assessment imposed by the trustees, and levied either by their authority or put upon the collector's roll, as at present."

*From J. Kirkland, Esq., Local Superintendent of Schools, Townships of Puslinch and Guelph.*

Supplying Schools with Books.—"Although I do not coincide with the advocates of a poll-tax generally, still I think that a poll-tax might be levied for other purposes which would secure the object in view, viz. —an appeal to the *selfish* principle,—without being considered either burdensome or unjust of the parents themselves.

"The *parents* are *now* obliged to *buy* the books their children use. Some do so liberally, others neglect to do so, others buy any book which may fall in their way, without reference to uniformity with the authorised series, and thus create difficulties in the classification of the scholars. I am aware that the trustees *can* assess the section for books, but I think a very moderate poll-tax for that purpose would save them the unpleasantness of doing so, and without being objected to by the parents, furnish a sufficient fund to enable the trustees to always keep on hand a sufficiency of *authorised* books for the use of the school, and thereby *practically*, though not avowedly, prevent the introduction of others; and thus enable the teacher to classify his pupils to the best advantage; beyond which a surplus might remain from which to furnish the schools sufficiently with blackboards, maps, &c., and also for the gradual increase of the section library, without incurring the opposition which would be felt to an assessment on the property for these very necessary objects. All the burden would thus fall lightly on those who get the direct benefit."

*From the Rev. John Armour, Local Superintendent of Schools, Port Sarnia.*

The Office of Local Superintendent.—"My experience for the last three years in regard to the working of the law as at present existing, leads me to the conviction that considerable changes are necessary, in order to maintain the character and efficiency of the office of Local Superintendent. The following alterations have suggested themselves (after much intense reflection on the subject) as necessary to save the office in its efficiency and usefulness. I deem this office one the most essential in promoting popular education in Canada:—

1. I would beg leave to suggest that the Local Superintendents, instead of being appointed as at present and annually, that they be appointed by the Council of Public Instruction, and that they hold office during pleasure. This being the highest authority in the educational system of Upper Canada, it strikes me that this ought to be the legitimate source of appointing the Local Superintendents, as they do the teachers, &c., of the Normal Institution. I would further suggest that they be paid from Government funds, or funds raised by the authority of the Government for that purpose, like the Asylum tax.

2. That they devote themselves entirely to the onerous duties connected with the office. That that they have a circuit sufficiently large, so as to furnish a respectable and competent salary.

3. That there be a sufficiently high literary and moral standard required, without which they should not be eligible to hold the office. And one qualification I would further suggest, that they invariably be men of some knowledge of practical teaching. There are men at present

* We by no means approve of the system of "boarding round" for a teacher.—*Ed.*

holding the office who are behind in educational attainments even to many of our common teachers. I hope you will excuse me in making the above remarks. I do so with the most earnest desire for the prosperity and extension of general education."

*Address to the Chief Superintendent of Schools for Upper Canada.*

We, the Reeve and Councillors of the town of Chatham, avail ourselves of the opportunity which your visit to the County affords us, to offer you our congratulations on the gratifying results which are manifesting themselves in the working of our Common School system, under your able, liberal, and enlightened superintendence.

Fully convinced that the preservation of the civil and religious liberties, as well as the promotion of the happiness and prosperity of the country, cannot be effectually secured unless we educate our youth, we regard the institution, of which you are chief, as by far the most important in the Province; and we earnestly desire that the unwearied energy and perseverance which you display in the discharge of its duties, may continue to be attended with beneficial results, and be appreciated by all classes and denominations of our fellow subjects.

Looking on sectarian schools as alike prejudical to the best interests of Protestant and Catholic, we cordially agree with the views you entertain, and the course you have pursued in reference to such schools; and we have no doubt but tnat any prejudice that may exist on this subject will soon yield to a wise, liberal, and enlightened policy.

In conclusion, Sir, we hope that in the course of your tour through the Province, the fatigue of travelling at this season of the year may be compensated by your witnessing a lively interest in the cause of education amongst all classes of the community.

ARCHD. M'KELLAR, *Reeve.* R. STUART WOODS,
EDWIN LAVERILL, JAMES BURNS,
JOSEPH NORTHWOOD, *Councillors.*

Chatham, 5th Feb., 1853.

## OPINIONS OF THE PRESS.

### TORONTO UNIVERSITY AND UNIVERSITY COLLEGE.

[*From the Toronto Semi-Weekly Leader, April* 26.]

Among the Acts to which the Royal assent was given on Friday last, is that relating to the University of Toroto. The greatest change which this measure will effect is the separation of the College and University functions. Hereafter the University will in fact be only a Board of Examiners for degrees. In this respect it is modelled after the plan of the London University. Like its prototype, it will have attached to it a University College; so that the educational efficiency now provided for will be preserved.

A question of procedure, left open in several public bodies, is settled in respect to this University. For the decision of all questions there must be a majority of votes. The Chancellor or Vice Chancellor will have no casting vote. When the votes are equal, the question is to be declared lost.

Although an University College is to be kept up by the funds of the University, degrees may be conferred on the students of other colleges on proof being furnished of their having gone through in a prescribed course of instruction. The standard of scientific and literary attainments that will entitle candidates to degrees in Toronto University is to be the same as that required by the London University; which, in several respects, has been taken as a model in the framing of the present law. By this means a proper respect will be obtained for the degrees of Toronto University. It is well known that the degrees of different Universities in Britain are held in very varying estimation. London University stands high, and the adoption of its standard of qualification must have the effect of placing the graduates of Toronto University on a level with those of the pattern institution.

The number of Scholarships and the emoluments to be attached to each is to be determined by the governing body of the University; but practically the amount to be expended on this object will depend on the state of the funds at the disposal of the University. The founding of professorships, fellowships, lectureships, scholarships, exhibitions, prizes, and other rewards by individuals at their own cost is provided for. There is practically no limit to which this form of benevolence may be carried; unless, indeed, the possible disapprobation of the Crown should arrest the proffered devises and bequests. Real estate may be devised or bequeathed to University College, for the purposes mentioned. It is, of course, within the bounds of possibility that the resources of University College may benefit from this provision; Trinity College having but a few days ago received a valuable grant of land worth some £6000.

No religious test beidg required of the professors or students of University College, that institution will be in the highest degree national; attracting by its impartiality youth of all creeds. The College Council will, at the same time, be charged with the oversight of the morals of the students; and may pass regulations requiring their attendance at the churches or places of worship to which the students respectively belong. In the branches to be taught, the efficiency of University College will be quite on a par with Toronto Universisy as it exists at present. Indeed the change is one of name, rather than anything else, so far as this is concerned; for the present bill will not necessitate a single change in those professorships which are deemed sufficient for all purposes which may legitimately claim to be supported at the public cost.

[*From the Hastings Chronicle.*]

The subject of education is so closely connected with the future well-being of the rising generation, and consequent prosperity of our country, that it cannot be too often brought under the notice of the public. It is important that the public should know how the free system is working; from all we can gather, this system of education seems the best adapted to relieve the wants of our fast rising town and country. Those who have lived in Canada for a length of time, and contrast the present system of education with that pursued some 18 or 20 years ago, must see that the present system is at least a hundred per cent. in advance of those days. At that period we could only boast of bodily powers, and these were highly necessary; but we need not remind our readers that we live in an age characterized by the progress of intellect, when bodily powers require to be accompanied by a well cultivated mind; and if we wish to see the arts and sciences flourish, and our country prosper in every sense, we must educate the masses.

### FREE EDUCATION IN PRINCE EDWARD ISLAND.

[*From Hazard's Gazette.*]

No object of public interest so imperatively demands attention as that of Education. We have indeed a very high opinion of the strong sense and correct feeling of a great proportion of our agricultural community; but we are also well aware how much many of them are incapacitated, by the want of education, for the transaction of business and the proper exercise of their political privileges. We are decidedly in favor of *Free* or *State Education.* We have no faith in *Voluntaryism;* but we are the sincere friend of every form of educational training, by which we conceive the condition of the people can be elevated; and we are extremely desirous to see such schools in successful operation throughout the length and breadth of the island, as may afford us a reasonable expectation that in a few years, every youthful freeman in the community will be duly qualified to exercise his political franchise aright. The responsible system of government is one which "requires, on the part of the people," as Judge Story says of that of the United States of America, "more vigilance and constant exertion than all others. It demands from every citizen unceasing vigilance and exertion; because under it there is no guard against danger or ruin, *except the intelligence and virtue of the People themselves.* That, from this source, then—"the intelligence and virtue of the people"—we may derive adequate means for the averting of danger and ruin, let the public press unceasingly urge upon the government and the legislature the necessity of providing, at the least, *Common School Education for every child in Prince Edward Island,* and of affording all such training in their social and moral duties, as may fit them to become upright, intelligent, and useful members of a well-organized community. Towards the attainment of this great object one decided and important step has been made by the present Assembly, in the passing of the *Free Education Act;* and we freely accord to them the meed of praise which is their due for that measure, which defective and insufficient as it is, ought, we think, to be thankfully received. The quantity of *mental food* which it is calculated to afford, will, indeed, we feel certain, be found quite inadequate to supply the demand for it; still, however, be it remembered that "half a loaf is better than no bread."

### PUBLIC EXAMINATION OF PUPILS.

[*From the Dundas Warder.*]

Irregular Attendance at School—Modes and Subjects of teaching.—Norwithstanding the vast importance of this subject we doubt whether we can bespeak attention to it at present, in consequence of

the political excitement that now prevails. While, however, the male portion of our community have almost entirely neglected these examinations, it is exceedingly pleasing to see that the attendance of the ladies on these occasions has been most numerous, and the earnest attention they have paid to the proceedings, warrants the belief that we shall obtain a hearing from them at least.

During the recent examinations, Mr. Thornton, one of the masters of the public school, complained very much of the irregularity of the attendance of the children, and justly remarked, that no one could expect him to make good scholars of pupils who did not come to school oftener, perhaps, than one day in the week. This was the fault of the parents, and he earnestly urged upon them, and the Trustees, the duty of exerting themselves to remedy it. He also made some general observations on the subject of education, in which we entirely coincide; he said that in his younger days, the memory was the only intellectual power that was cultivated, and at public examinations it was considered a proof of wonderful proficiency if a child could repeat the hundred and nineteenth psalm without making a blunder, although it was probable it did not understand one word of it from beginning to end. This system having been found to be altogether wrong; a mistake in his opinion of equal magnitude had been committed in the opposite direction, by endeavoring to cultivate the reasoning faculties, by *objects*, and other means, without putting the learner to the trouble of committing any thing to memory. In both these systems there was much good, and it was only the excess that tended to evil. Memory was the storehouse of the mind, and unless there was something laid up there, the judgment had nothing to act upon. In his system, he endeavored as far as he was able, to judiciously blend the two together. How far he had been successful, it was not for him to say; it was a question that must be decided by the parents and Trustees.

There was one thing during the examination of Mr. Regan's school which struck us very forcibly, and that was the apparent subordinate place which the most important branches of learning (especially to a young country like this) were made to occupy. This is no fault of the teacher, however, but of the parents. Except to such young men as are intended for the learned professions, the time spent in acquiring the dead languages, is just so much time lost, or rather mispent, for it might have been devoted to the acquisition of something more useful —something that would fit them for the duties of the counting-house, the store, the engineer's office, or the business of every-day life. The satire of the "ploughman poet," on this subject, many know to be true, from painful experience, and we happen to know many *alumni* of the leading universities of Europe, now in Canada, who would gladly exchange all the Latin and Greek they ever knew for such a knowledge of book-keeping as would enable them properly to conduct their own business, or fill one of the many lucrative posts which almost daily open up before them. In saying this, we would not, for a moment, be supposed to under-rate classical learning, but we would be sorry to see it in our schools supplant the study of Arithmetic, Geometry and Algebra; and we do say, that in so far as we are able to judge from the present examinations, Dundas is behind many places of less pretension, in this important point.

Had time and space permitted, it was our intention to offer a few remarks on the necessity of a thorough School Reformation in Dundas, and urging the adoption of the free system, in so far as the younger children are concerned, and the establishment of Ward Schools, with one High or Central Academy, at which the higher branches might be taught to those pupils whose parents are able and willing to pay at least a large portion of the cost.

## INFLUENCES OF A DEFECTIVE OR NEGLECTED EDUCATION.

A good education among people of understanding will not lift them above their fellow men, who may perhaps be their superiors in some respects, but lacking in wealth or education. There are some with haughty and contracted minds who are elevated in their own estimation on account of being educated. I have remarked this among some youth under my tuition who are educated, but are surly, revengeful, headstrong, and if their parents are supposed wealthy, often try to exert some physical or domineering powers over those with whom they associate. No doubt, in my mind, this error prevails in consequence principally of a wrong education in early life; such children are left to govern themselves—when too late are reprimanded, but without effect. How many parents would be saved the mortification of seeing their children debased by all those low and pernicious habits had they been properly trained in early life.

There are some men and women who are educated, and are guilty of the most heinous crimes; but these are exceptions to the general rule. This is no reason why the multitude should not be educated, any more than that we should reject railways because an occasional accident happens which is destructive to life and property. It is an admitted fact that much of the crime committed in our land is confined to the ignorant classes of the community, and many of those who occupy our gaols, and labor in the Penitentiary are those who have never been taught the first principles of civilized life.

Much is expected from the rising generation; intellectual fame should be their motto; education consists not in riches or honor. For true fame is not found, as some have supposed, on the field of battle, where clashing arms, and dying groans, and mangled limbs are witnessed by conflicting armies, but in that which tends towards the elevation of our fellow men.

The youth of our country will occupy the places of those who now hold important stations; they will be our future legislators, our judges, our ministers, and our lawyers, and these will give the future character to our country, either for weal or for woe.

If education, then, is so necessary, what investment is most essential to fit our youth for the business affairs of life? I am sorry to say this question is thus responded to by many:—Give them a limited education, and make up in wealth what they lack in knowledge; but I am confident the most profitable investment which any parent can give his child is intellectual culture. Property is liable in a variety of ways; that devouring element, fire, may consume it; bad management in our affairs may strip us of all we possess; false friends may connive and ruin us in our worldly affairs: but the treasures of the mind remain permanent, and will always be our friends to aid and assist us under all circumstances as long as reason holds its reign. We now live in an age when nearly all the youth can be educated; in an age of improvement in the arts and sciences. Man at the present time can accomplish what would have been considered impossible but a few years ago. He can call forth lightning from above, and hold converse with persons thousands of miles distant, by means of electricity; the pathless ocean is readily traversed by the man of science, and the majestic steamship, with her intricate machinery, visits distant lands in a short space of time. If, then, so much is accomplished by education for our benefit, independently of the moral and religious influence which it exerts, it is our bounden duty, as philanthropists, as well-wishers of the rising generation, to do all in our power for the promotion of a sound and practical education among all classes of the community.—*From a School Lecture by L. Chipman, Esq., Local Superintendent, South Burgess.*

## VISITING CARDS.

Visiting cards consist of a common enamelled pasteboard card containing a person's name. These are used on various occasions, among which the following are some of the most common:

When calling at the residence of an acquaintance, a card is given to the servant to be taken to the person on whom the call is made.

When the person called upon is out, a card is left to inform them of your call.

Sometimes calls of respect are made by simply leaving a card, without waiting to see the person; this call is usually returned by the one with whom the card is left.

After a wedding, the card of the bride and bridegroom, or the card of each, is sent to their acquaintances, informing them of the wish of the newly married pair to continue their acquaintance. On such occasions enamelled envelopes are used, and these are addressed to those to whom the cards are sent.

When an individual or family, residing in a city, is about to be absent for some time, the fact is sometimes announced by leaving cards with their acquaintances, with the letters T. T. L. (*To Take Leave*) written upon it.

Families, on returning after such an absence, send cards to their acquaintances, informing them of their arrival at home again.

When a call is intended for two or more persons of the same family, as for sisters, a corner of the card is doubled or turned up. But when a visit is intended for a member of the family and a guest, separate cards should be used, and also for sisters, if either or both be married.

Sometimes the question is asked, "Should the residence be inserted on the card?" Though it is often omitted, we reply in the affirmative. This practice would save the receiver of the card much inconvenience should there be occasion to know the residence of the person sending it. It would also prevent the mistakes arising from different individuals bearing the same name. There are also other reasons for its insertion. The residence might be given in small letters, and placed near the right hand lower corner of the card.

In the cards of the young ladies of a family, it is proper for the eldest daughter to use the prefix, "Miss," without her christian name. But each of the younger daughters should use the christian name. However, on the death or marriage of the eldest daughter, it is proper for the second to drop her christian name from her card.

Visiting cards have been in use for at least a century. About the middle of the last century playing cards were used for this purpose—the name of the person was written upon the back.—*The Student.*

JOURNAL OF EDUCATION
Upper Canada.
SCIENTIA.

TORONTO: MAY, 1853.

## MUNICIPAL APPROPRIATIONS FOR PUBLIC LIBRARIES.

As the arrangements are now being completed for the introduction of Public Libraries into Upper Canada, we hope to be enabled, in the next number of the *Journal*, to commence the publication of the list of books which have been approved by the Council of Public Instruction, with short critical notices appended to each. These notices, with the names and prices of the books, will afterwards be presented in the form of a catalogue, to the Municipal Councils, together with a statement of the terms upon which these books will be furnished; and the regulations to be observed in establishing and managing libraries. Such Councils as wish will then have an opportunity of co-operating with this department in the introduction of Public Libraries into their locality. Some Municipal Councils have already, with great promptness, taken the necessary steps to provide funds for the purchase of such books as they may select from the catalogue when it shall have been furnished them. We hope that all the Municipalities will have sufficiently considered the important subject of Public Libraries, as to be enabled at once to take steps for the introduction and establishment of a Library before the close of the year, so that the long winter evenings of 1853–4 may be agreeably employed by all classes of the community in perusing some of the most interesting and valuable books in our language. This Department will require some time, after the selections have been made by the Councils, to obtain a sufficient stock of books from England and the United States, to supply the orders of each Municipal Council before the close of the navigation. We would therefore urge upon those Councils the necessity of completing, as soon as possible, any preliminary arrangements which they may deem it necessary to make, in raising funds and providing a suitable place for the Library, &c., so that, without loss of time, they may transmit their orders to the Education Office, for such books as they may select from the catalogue.

The following letters have recently been received on this subject:—

To the Rev. E. Ryerson, D.D.—Sir,—I have the honor, by command of the Council, to inform you that the sum of *one hundred pounds* have been levied, and will be collected and placed at your disposal, or subject to such arrangements as may be made for the establishing of a Township Library—exclusively for the purchase of books.

Your obedient servant,
Municipal Council Office, Isaac Denike,
Thurlow, 7th April, 1853. Clerk M. C. Thurlow.

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To The Rev. Dr. Ryerson, Chief Superintendent of Schools, C.W.—Sir,—The Municipal Council of the Township of Eramosa, being desirous of securing for said township the benefits likely to result from the establishment of Public Libraries in the several School Sections therein, have appropriated for that purpose the sum of *twenty-five pounds*. I have therefore respectfully to request that you will furnish me with such information in the premises as will enable said Municipal Council to accomplish the object they have in view.

Respectfully,
W. Oliphant,
Eramosa, April 20th, 1853. Township Clerk.

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Chas. Scarlett, Esq., Local Superintendent of Dawn, in a letter dated the 1st. March, states that "The Municipality of the Township of Dawn proposes raising the sum of *fifty pounds* towards the establishment of a Township Library, which will doubtless be a great auxiliary in the promotion of education throughout the township."

John A. Backhouse, Esq., Local Superintendent of Walsingham, in a letter dated the 8th of April, says, "I am happy to inform you that the Municipal Council of this Township have granted the sum of *twenty-five pounds* in aid of funds for the purpose of purchasing a Library under the provisions suggested by yourself, during your last official visit to this county; and I hope within a few weeks to be able to apprize you of a much larger sum, raised by subscription for the same purpose."

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## THE NECESSITY OF INCREASED EDUCATION AND INTELLIGENCE IN UPPER CANADA.

In an admirable address, recently delivered by his Honor, Judge Armstrong, of Bytown, he forcibly insists upon the importance and *necessity* of increased intelligence in Upper Canada, in order to give effect to the free Municipal institutions established among us. The quality and amount of education with which the pioneers of Canada were compelled to rest satisfied will not answer now. And for this important reason:—"The institutions of our country are so far changed that the people are not governed and legislated for as formerly they were; now every city, town, and township, and many of the villages, are so many separate and distinct communities, each invested with the power of enacting such laws as may be best suited to their own immediate condition, and for the peace, welfare and good government of each commonwealth, so that there is much more need for education and intelligence than formerly existed; as ignorant and uneducated men cannot be expected to frame and carry into effect all the laws and discharge all the duties and obligations imposed upon them for the management of the affairs of the several municipalities in which they reside. Therefore it is necessary that every man should know something of those general laws of civil polity which should form the basis of every public institution."

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THE TEACHER'S MANUAL: by Thomas Urry Young, Master of the "Infant Model and Training School," Dublin. 12 mo. pp. 284, with Engravings. Sanctioned by the Commissioners of National Education in Ireland, 1853. Toronto, *Depository, Education Office*. Price 2s. 6d.

We have examined this work with great care, and find it to be one of rare excellence of its class. The author thus explains the object of the work: "During the fourteen years that this School has been in operation, the want of some treatise on the methods of instruction therein pursued, for the guidance of teachers trained in the establishment, has been much felt. To supply this deficiency, the writer has been authorised by the Commissioners to prepare the following pages. They contain as much of the theory and practice of teaching as is needed for the proper management of Infant Schools; and the same mode of training, lessons, and

apparatus, are equally applicable to the junior classes in male and female schools. * * * No new theory is attempted to be set forth in the present work; such plans only being given as have been tested by experience, and found to promote the happiness and improvement of children."

In this spirit, and with admirable success, has Mr. Young performed this task assigned him. His "Manual" presents a complete panorama of a really *Model* School,—its daily duties and its varied employments. In a most agreeable manner it gives a number of specimens of the "Lessons" usually taught in the schools, such as "Developing Lessons," "Lessons on Objects," "Sacred History, Natural History, Reading," &c. &c. It also gives several pieces of Poetry appropriate to children, together with a variety of School songs set to music. It is in every respect a most complete "Manual" for a teacher; and as the system of instruction adopted in the Normal and Model Schools, Toronto, is identical with that adopted in the Dublin National Schools, this work would be found to be very valuable to our Common School teachers. Its hints upon "First Principles," "Moral, Intellectual and Physical Education," "Qualifications of a Teacher," "Rules and Regulations," "Time Tables," &c. are conceived in an excellent spirit and expressed in an easy, agreeable style, characteristic of the amiable author. We can most cordially recommend the Manual as a work of great practical ability.

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THE OXFORD GAZETTEER; *Containing a complete History of the County of Oxford, &c. 8vo., pp. 216. By Thos. S. Shenston, Woodstock. Price, 5s.*

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To the Warden of the County of Oxford are we indebted for this admirable compilation. An excellent likeness of the Hon. Inspector General Hincks is prefixed to the volume. The publication evinces great industry on the part of Mr. Shenston (who has recently been appointed Registrar of the County of Brant, at Brantford,) and is a most valuable addition to our local colonial annals. It is from such works as this, and even much more defective ones, that the *Documentary History of the State of New York* has been recently compiled and reprinted by the Legislature of that State, at great expense and labour. As a specimen of the work, we select an extract relating to the history of Common Schools in the County of Oxford:—

"The first Common School Act passed in Canada West, was in the year 1816, (56, Geo. III, chap. 26.) It provided that the inhabitants of any Town, Township, or Village, might meet on the first day of June, in each and every year, and as soon as they should unite and build, or provide a school-house, engage to furnish twenty or more scholars, they might appoint three persons to be trustees of such school, "*who shall have power and authority to examine into the moral character and capacity of any person willing to become a teacher, and nominate and appoint him teacher of such school.*" Trustees could not "*remove such teacher from his school for any misdemeanor or impropriety of conduct,*" unless the Board of Education of the District sanctioned such removal.

The trustees were given "*power and authority to make rules and regulations for the good government of the school,*" but "*they are hereby required to report such rules and regulations, and the books used, to the Board of Education once in every three months;*" and "it shall be lawful for such Board to order and direct such books, or any of them, not to be used, and to rescind the said rules and regulations, or any part of them, if it shall deem it expedient."

The Governor was authorized "to appoint not more than five fit and discreet persons to compose a Board of Education in each district."

Any teacher "producing a certificate, signed by the trustees, stating that he has well demeaned himself as teacher, for six months, with the number of scholars educated in the said school, being not less than twenty, the District Treasurer shall pay him his proportion of the Legislative School Grant."

Treasurers required to make an annual return to the Governor.

The first "*Return*" we have been able to find of this County, is for the year 1829, at which period there was ONE such school, and that was in the Township of Norwich. The teacher, Nathan Town; the trustees, William Cowan, Adam Stover, and James Barker; the number of months taught, six; the number of scholars, 19 boys and 6 girls.

In the year 1839, we find that Messrs. Mark Burnham, Alex. Ross, and John B. Askin, composed the Board of Education for the London District, of which the County of Oxford then formed a part.

In 1818, Mr. Gourlay reckoned that the Statutes of Upper Canada up to 1817, (230 in number,) cost £50,000, of which number the School Act above alluded to, was one, with respect to which he remarks:—"One Act I must particularly notice, for it is worth all the money and more; (meaning the £50,000 which all the Statutes had cost;) I mean the Act for the establishing Common Schools." This, be it recollected, is the opinion of an *ultra* Reformer of that age. We think there would be but few trustees now willing to submit their "rules and regulations and school books" every three months to a Board of Education in London, appointed by the Governor. We think that if any of our readers will take the trouble to compare the *first* with the *last* School Act, they will admit that we have made some "*progress.*"

In 1830, a select committee of the House of Assembly, (of which C. Duncombe, M.P.P., for Oxford, was chairman,) on Schools, reported as follows:—"That the Common Schools of this Province are universally in so deplorable a state that they do not deserve the name of schools, and the amount of money annually expended from the smallness of the amount and mode of application, is rendered almost useless."

It is quite foreign to the nature of this work to intrude our own views upon the reader, but we cannot resist the temptation, as we are a very great admirer of the present School Act, of recording our opinion that it is the best Act Canada ever saw, and that it has the most efficient officer to carry it into effect.

The School Act in existence at the formation of the District Councils, (1842) was 4th and 5th Victoria, chap. 18. It was principally worked by "School Commissioners," appointed at the Township meetings. It was repealed by 7th Victoria, chap. 29, (1843–4.) By this Act, the District Councils were to appoint one Superintendent for the County, and one Township Superintendent for each Township, during its continuance. Repealed by 9th Victoria, chap. 20, 1846.

The next School Act, 9th Victoria, chap. 20, (1846) repealed the above Act, and abolished the office of Township Superintendents, but continued that of County Superintendent. The Rev. W. H. Landon filled that office until the repeal of the Act by 12th Victoria, chap. 83, (1849, but not to come into force till 1850.) By this Act the office of County Superintendent was abolished and that of Township Superintendents substituted.

Previous to 1844, but little was done by either the Council or Government in the support of Common Schools.

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## THE POET MOORE AT THE FALLS OF NIAGARA.

In the "*Memoirs, Journal, and Correspondence of Thomas Moore, edited by Lord John Russell,*" (who has given an eloquent and beautiful delineation of the character of the Poet), we find the following account of MOORE'S visit to the Falls of Niagara, in a letter to his mother:—

"NIAGARA, July 24th, 1804.

"MY DEAREST MOTHER,—I have seen the Falls, and am all rapture and amazement. I cannot give you a better idea of what I have felt than by transcribing what I wrote off hastily in my journal on returning. 'Arrived at Chippewa, within three miles of the Falls, on Saturday, July 21st, to dinner. That evening walked towards the Falls, but got no further than the Rapids, which gave us a prelibation of the grandeur we had to expect. Next day, Sunday, July 22d, went to visit the Falls. Never shall I forget the impression I felt at the first glimpse of them, which we got as the carriage passed over the hill that overlooks them. We were not near enough to be agitated by the terrific effects of the scene; but saw through the trees this mighty flow of waters descending with calm magnificence, and received enough of its grandeur to set imagination on the wing; imagination which, even at Niagara, can outrun reality. I felt as if approaching the very residence of the Deity; the tears started into my eyes; and I remained, for moments after we had lost sight of the scene, in that delicious absorption which pious enthusiasm alone can produce. We arrived at the New Ladder, and descended to the bottom. Here all its awful sublimities rushed full upon me. But the former exquisite sensation was gone. I now saw all. The string that had been touched by the first impulse, and which *fancy* would have kept for ever in vibration, now rested at *reality*. Yet, though there was no more to imagine, there was much to feel. My whole heart and soul ascended towards the divinity in a swell of devout admiration, which I never before experienced. Oh! bring the atheist here, and he cannot return an atheist! I pity the man who can coldly sit down to write a description of these ineffable wonders; much more do I pity him who can submit them to the admeasurement of gallons and yards. It is impos-

sible by pen or pencil to convey even a faint idea of their magnificence. Painting is lifeless; and the most burning words of poetry have all been lavished upon inferior and ordinary subjects, We must have new combinations of language to describe the Falls of Niagara."

NIAGARA FALLS AND LAKE ERIE.—Professor Silliman, the eminent geologist, discredits the opinion advanced by some, that the gradual wearing away of the rocks of Niagara Falls may possibly result in draining Lake Erie. In a recent lecture he remarked:—

"They will not halt at their present station, but retreat slowly and surely about two miles further, where they will stop again for an unknown period, and probably for ever, since at this place the hard limestone will form both base and top of the falls, and thus stop the rapid destruction of the rock. Some have thought that they would finally reach Lake Erie, and that then the lake would be completely drained. Such an event is impossible. At the point already mentioned, the torrent will gradually wear away the surface of the limestone, forming a rapid, and henceforth Niagara will be one of the lost wonders of the world."

## Miscellaneous.

### "THEY THAT HONOUR ME, I WILL HONOUR."

"That's right, my boy," said a merchant, smiling approvingly upon the bright face of his little shop boy.

He had brought him a dollar that had lain among the dust and sweepings of papers.

"That's right," he said again, "always be honest; honesty is the best policy always."

"Should you say that?" asked the boy, timidly.

"Should I say what? that honesty is the best policy? Why it's a time honoured old saw—I don't know about the elevating tendency of the thing—the spirit is rather narrow, that I'll readily allow."

"So grandmother always taught me;"—replied the lad; "she said we should do right because God approved it, without thinking what men would say about it."

The merchant turned abruptly to his desk, and the thoughtful little fellow resumed his duties.

In the course of the morning, a rich and influential citizen entered his store. While conversing he said, "I have not a child of my own, and I fear to adopt one—and my experience is that, a boy of twelve, the age I should prefer, is fixed in his habits, and——"

"Stop, do you see that lad," said the merchant.

"With that noble brow? yes, what of him?"

"He is remarkable——"

"Yes, that is what every body tells me who has boys to dispose—no doubt he'll do well enough—before your face—I have tried a good many and been deceived."

"I was going to say," replied the merchant calmly, "that he is remarkable for principle. Never have I known him to deviate from the right sir——never——he would restore a pin—indeed"——the merchant colored—"he is a little too honest for my employ; he points out flaws in goods, and I cannot teach him even prudence in that respect —— common prudence you know, is—is—is common prudence."

The stranger made no assent, and the merchant hurried on to say—

"He was a parish orphan—taken by an old woman out of pity when a babe. Poverty has been his lot: no doubt he has suffered from cold and hunger uncounted times—his hands have been frozen and so have his feet. Sir, that boy would have died rather than to have been dishonest. I can't account for it, upon my soul, sir, I can't account for it."

"Have you any claim upon him?"

"Not the least in the world, except what common benevolence offers. Indeed the boy is entirely too good for me."

"Then I will adopt him, and if I have found one really honest boy, I will thank God."

The little fellow rode home in a carriage, and was ushered into a luxuriant home—and he who sat shivering in a cold corner, listening to the words of a poor, old pious creature, who had been taught of the Spirit, became one of the greatest divines that England ever yet produced.

"They that honour me, I will honour."

E. A. D.

—*Boston Olive Branch.*

### GOOD MANNERS.

I was glad to see an article in a late number of your paper on the subject of "Manners in Public Schools." I fully agree with your contributor "T." in the opinion that the teaching of good manners should be made a branch of instruction in our common schools, and have thought so for many years. But how is this to be brought about? Good manners can only be acquired in perfection through the influence of example and by associating with those who practice them. They cannot be communicated through precept alone. Books can only give as it were, their first rudiments. It is true a code of rules may be drawn up to guard against the grosser breaches of good breeding, but its unexplainable perfection and polish can only be acquired by an intimate intercourse with persons of refined minds and manners. To teach good manners, every school teacher should, therefore, be perfectly well bred. It would require no effort for such to communicate good manners to their pupils. Their every word, motion, and look, would unconsciously beget their like in the minds and manners of their scholars, and they would insensibly acquire the indescribable charm that attaches to good breeding. But how are we to obtain a body of teachers who are uniformly possessed of good manners? It must be a work of some time to do so, it is true, but it, nevertheless, may be accomplished. The Normal School may be made to contribute greatly to this end. The social position of our school-teachers should be elevated. They have never taken that stand in society which their vocation *should* entitle them to occupy. Next to that of parents, their relation to the community in every respect—religious, moral, civil, and political—is more important than that of any other class among us. It is easier to bend a thousand twigs in a right direction than one full-grown tree. Teachers of schools should be aware of the immense responsibilities attached to their calling.—*Rhode Island Educational Magazine.*

DISTRIBUTION OF WEALTH IN THE UNITED STATES.—The census return exhibit the fact that the wealth of the Union is nearly equally distributed throughout the states. The average for each inhabitant of the states is $356. In the states the distribution is as follows:—

| | | | | | |
|---|---|---|---|---|---|
| Alabama | $532 | Kentucky | $391 | Oregon Territory | $381 |
| Arkansas | 215 | Louisiana | 857 | Pennsylvania | 313 |
| Connecticut | 475 | Maine | 211 | Ohio | 255 |
| California | 239 | Mississippi | 732 | Rhode Island | 546 |
| Delaware | 260 | Massachusetts | 517 | South Carolina | 1,017 |
| Florida | 475 | Maryland | 450 | Texas | 341 |
| Georgia | 640 | North Carolina | 391 | Tennessee | 254 |
| Illinois | 184 | New Hampshire | 326 | Vermont | 294 |
| Iowa | 128 | New York | 316 | Virginia | 411 |
| Indiana | 205 | New Jersey | 475 | Wisconsin | 138 |

STATE DEBTS.—The debts of the different States are as follows:—

| | | | |
|---|---|---|---|
| New York | $24,000,000 | Texas | $11,000,000 |
| Maine | 850,000 | Arkansas | 3,850,000 |
| Massachussetts | 6,000,000 | Tennessee | 3,338,000 |
| New Jersey | 670,000 | Kentucky | 4,497,000 |
| Pennsylvania | 40,000,000 | Ohio | 17,000,000 |
| Maryland | 15,000,000 | Indiana | 6,520,000 |
| South Carolina | 2,300,000 | Illinois | 16,600,000 |
| Georgia | 1,800,000 | Michigan | 2,800,000 |
| Alabama | 8,900,000 | Missouri | 156,000 |
| Mississippi | 7,970,000 | Iowa | 55,000 |
| Louisiana | 16,288,000 | California | 650,000 |

New Hampshire, Vermont, Rhode Island, Connecticut, Delaware, North Carolina, Florida and Wisconsin, are free from debt at present.

### ORIGIN OF FOOLSCAP.

Every boy knows what foolscap paper is, but we doubt whether one in a hundred that daily use it can tell why it was so called.

When Oliver Cromwell became Protector, after the execution of Charles I., he caused the stamp of the cap of liberty to be placed upon the paper used by the government. Soon after the restoration of Charles II., having occasion to use some paper for despatches, some of this government paper was brought to him. On looking at it, and discovering the stamp, he inquired the meaning of it, and on being told, he said, "Take it away; I'll have nothing to do with a fool's cap."

Thus originated the term *Foolscap*, which has since been applied to a size of writing paper, usually about 16 by 13 inches.

### WEST ROXUBURY, (MASS.) THE BANNER TOWN.

It is believed that this town stands at the head in this Commonwealth, in the matter of liberality in the compensation of teachers. Recently, Miss Breed, who has charge of the female department of one of the Grammar Schools in this enterprising village, was offered the place of first assistant in the Boston Normal School, with the salary of $600 a year, but her salary was immediately raised high enough to retain her services. The two principals of Grammar Schools receive $1000 and $900 respectively, and the principal and assistant in the High School receive $1200 and $800 respectively. The natural consequence of this enlightened policy is, that the schools in this town are of the highest order.

# Educational Intelligence.

## CANADA.

MONTHLY SUMMARY.

A protracted discussion on Free Schools has been going on for some time in the Guelph papers, between J. Kirkland, Esq., Local Superintendent, and various other parties in Guelph. In the rural sections, generally, the question is discussed with equal warmth, but with much less publicity. Animated Free School discussions of this kind clearly indicate that a healthy, active tone pervades the public mind, and that the torper with which it had been so long enthralled, has been succeeded by vivacity and life.—Steps are being taken to establish a College in London, U. C, as well as in Hamilton.—Mr. D. Buchan has been appointed Bursar of the Toronto University, under the new University Act.—Dr. Hill, in his inaugural address as President, upon the recent recusitation of the Bytown Mechanics' Institute, in speaking of the advantages which Bytown should bestow upon its fast increasing population, remarked, "Educational establishments must be looked to, and put on so excellent a footing that every advantage that Education can confer shall be obtained in Bytown; that there shall no longer exist the necessity of exporting, as it were, our children to Montreal, Toronto, or the States, for a first class Education, but that we shall find it at our doors, where we can still have our eyes on our children, and minister to their wants and to their health."—The following are the salaries fixed by the Toronto Board of School Trustees for the teachers of the new schools which have been recently erected:—For the principal male teachers, £120 per annum; assistant do. £110. Head female teachers, £70 per annum; assistant do. £60. The salaries for the teachers of the other schools were also agreed to, and likewise that of £125 for the Secretary, and £150 for the Local Superintendent.—The Chairman of the Board of School Trustees in Brantford, has presented Richard Broughton, one of the pupils of the High School of that town, with a gold pencil case, as a reward for his diligence and skill in executing in writing an excellent Time Table for the school. The Table has been framed and hung up in the school.—The recent examination of School Sections No. 6, Canniff's Mills, and North School No. 2, Gainsboro', are highly spoken of in the local papers.—The monthly meetings of the Teacher's Association of the Township of Southwold, appear to be productive of much interest and value among the members. Subjects of instruction are discussed, "and the teachers form themselves into classes for the purpose of acquiring a uniform system, and of adopting the most approved methods of teaching."—From a statement recently published, it appears that the estimated resources of the Toronto University amounts to £304,500,—its annual income at about £1,200, and its expenditure at about £1,100.

University of Toronto.—On Tuesday of last week, a Convocation of Toronto University for the admission of students to Degrees, was held in the Hall of the Legislative Assembly. A large assemblage was present to witness the ceremonies. The Vice-Chancellor, in the absence of the Chancellor, Doctor Widmer, presided on the occasion, and conferred the Degrees. Subsequently, an English Essay, the subject of which was Palmyra, was read by A. M. Clark, B. A., and a Greek Poem was read by E. A. M. Crombie, and also, an English Poem on "Jerusalem," by H. W. Peterson. 23 students were matriculated. The ceremonies and exercises were concluded by an address from the President of the University, Dr. McCaul, in which he stated, that out of 180 matriculated students, there are 33 scholarships. The Doctor also dilated at length, and in an eloquent manner, on the advantages derivable from such an Institution as the Provincial University; and concluded with a warm eulogium on the youth of Canada.—*Examiner.*

University of Victoria College, Cobourg.—The annual examination of the students was held on Monday, Tuesday, and Wednesday last. On Wednesday evening the commencement took place in the Weslsyan Church, and went off admirably. About 120 students and pupils were in attendance. On Tuesday evening the Rev. Dr. Ryerson delivered a lecture to a crowded audience, upon the subject of "The Young Men of Canada and the Bible," which displayed very great ability, and was listened to with the deepest attention. If government would do what they intended to do, divide the endowment of Toronto University amongst the different colleges throughout the country, they would confer a great boon upon the people, as very few are able to bear the expense of sending their children to Toronto.—*Cobourg Star.*

University of Queen's College, Kingston.—The annual examination and distribution of prizes in this University, took place on Wednesday and Thursday. The appearance made by many of the students was highly creditable to them; and on the second day a number of interesting essays were read. After the prizes had been distributed, the Rev. Dr. Machar, the Principal of the University delivered an Address; and the Rev. Mr. Urquhart, of Cornwall, having engaged in prayer, the session was closed with the benediction.—*Toronto Patriot.*

Opening of the New Central School, Hamilton.—This spacious building was opened on Monday morning, the 2nd inst., for the reception of pupils, and we are happy to learn that nearly *seven hundred* names were enrolled. The institution certainly opens under the most auspicious circumstances, in so far as superior arrangements and superior teachers are concerned; and from the numbers that have already come forward, we are warranted in believing that our citizens are willing to appreciate the enterprize of the Board of Trustees, and have been anxiously waiting for an opportunity to show their readiness to support the experiment. At three o'clock in the afternoon, a very respectable meeting assembled in the large lecture room of the Institution, for the purpose of hearing Dr. Ryerson and Mr. Robertson of the Normal School, deliver their views on the cause of popular education and the improved methods of teaching. These gentlemen, however, were unable to get forward at the proper time. Mr. Distin, Chairman of the Board of Trustees, gave a suitable explanation of the cause of the absence of Dr. Ryerson and Mr. Robertson, and, after announcing that these gentlemen would lecture in the Hall of the Mechanic's Institute in the evening, he made a few excellent remarks on the intention of the Board of Trustees in erecting the Central School, on the necessity for such an institution in this city, on the benefits and advantages to be derived from it, and on his full confidence in its success. The Chairman then introduced the Rev. Mr. Goldsmith, who spoke for a short time—and spoke exactly to the point, and was well received. Mr. McQueen also addressed the audience. In the evening a large meeting congregated in the Hall of the Mechanics Institute, and listened attentively to truly interesting lectures on the subject of popular Education, and the Normal School system of teaching. Mr. Robertson and Dr. Ryerson are both full masters of the subject, and certainly communicated a large amount of interesting and practical information on the important subject of popular instruction. We cannot, at present, enter into the merits of the views enunciated by the learned gentlemen, but may have an opportunity of remarking on them in our next. The sentiments which both gentlemen delivered in reference to the Central School, and the character of the teachers were of the most gratifying description.—*Canadian.*

EXAMINATION AT ZONE MILLS—ITS GOOD EFFECTS.

A public examination of the Common School in the Village of Victoria, or Zone Mills, 27th March. I was very much pleased indeed with the evidence exhibited of qualifications, not of an ordinary kind, on the part of the Teacher, Mr. J. Mills, and of proficiency on the part of the scholars. I beg leave to say that though I am not a resident in that locality, yet I have been often there, and have seen the school in it's every day operations, apart from any preparation for a public examination, so that I can thus testify with full confidence in the matter. And I have no hesitation in saying that the school is in superior working order. One proof of this which may be stated, is that several young persons, laudably anxious for improvement, have come from some distance to board near the school, that they may attend it. The examination was well conducted. The pupils were fully tested on some of the scientific parts of the 5th book of Lessons, and evinced an acquaintance with the topics which was highly pleasing. For this superior knowledge among our young people now, thanks to the excellent school books in use, and the great improved methods of teaching which is being rapidly extended, through the Provincial Normal School, and other means connected with it. The Trustees and active friends of the school at Victoria have supplied it with a set of large and excellent maps; and although they had not been long in use, the pupils showed themselves to be already familiar with them. By means of the black-board they also displayed an expertness in arithmetic. In short, the examination was exceedingly gratifying to all who had the pleasure of being there. The exercises were now and then lightened by the singing of the scholars. The ladies, much to their praise, had provided an abundant supply of good things as a pic-nic. The exercises continued for about six hours, when the assembly separated, in a state of mind which I have no doubt made them feel desirous that there may be many such school gatherings among them. And taking into consideration the vast importance of education, nothing should call forth more interest *in every locality* than the periodical examination of the schools. Were this the case over Canada,

the hearts of the teachers would be sustained and encouraged under their arduous and but indifferently remunerated labors; proper feelings between them and their employers would be cultivated; and the young would be stimulated to progress and excellence. As I am one of those who earnestly desire that the Word of God may retain a place and a most beneficial influence in the schools of Canada. Mr. Mills is in the habit of devoting a short time daily to a Bible lesson in his school. Thus, under the divine blessing, our country will rapidly advance, intellectually and morally; and ere long stand eminent among the nations; for knowledge, piety, and goodness.—(*Communicated.*)

SCHOOL EXAMINATION IN LOUTH.—FREE SCHOOLS.—The quarterly school examination of school section No. 1, of Louth, took place on the 9th April, in presence of a respectable audience, who seemed to take an unusual interest in the proceedings of the day. The examination opened with singing "The Happy School Boy." After the forenoon examination, the school was dismissed for an hour, and a cold collation served, prepared by the mothers and sisters of the pupils. The examination was then resumed. The answers and explanations in all of the branches taught showed a degree of application, industry, and mental capacity in the teacher and pupils of a high order. The examination was then closed by reciting some appropriate pieces, and singing "Leave not the Plough, my noble Lads," which called forth a unanimous burst of applause from all present. You are aware that I am an advocate for Free Schools, and you may imagine what my feelings were, on seeing the rapid progress that the pupils in attendance were making, but had the saddening fact before my eyes, that at least three-fifths of the school population had not been in the school for the last six months, and it would be no presumption to believe, were growing up in ignorance, the sure road to vice Many of them, no doubt, of high mental capacities, and all capable of improvement, such as we had just witnessed. All might be trained to be useful members of society for the same amount of money that is paid to educate the two-fifths that do attend. You cannot do too much to try to bring about the Free School system; it is the only one that will work in harmony with our advancing liberal institutions, and the only sure way of leaving our country better than we found it.—(*Communicated.*)

*To the Editor of the Journal of Education.*

SIR,—We herewith send you a programme of the late examination held in the academy, Village of Newburgh, Township of Camden East, as also a number of the "Index," which contains some observations made by a "spectator," and which we hope you will transfer to the columns of your Journal.

As there were several pupils belonging to the institution who wished to become teachers of Common Schools, the undernamed members of the Board of Public Instruction, met in the academy, at the commencement of the examination, and continued in sitting during the whole time, to witness the progress and qualifications of all, but particularly of those who solicited to be examined for the office of teacher.

As you are not personally acquainted with the parties, it could give you no pleasure to mention names, and it might seem invidious to particularize any, when all behaved so well; yet, notwithstanding this, we cannot refrain from noticing two young ladies who distinguished themselves above any of their age, Miss Eakins, 13 years old, and Miss Vroman, 14. These had all the requirements necessary to entitle male teachers to a first class certificate, besides a knowledge of the French and other accomplishments which adorn the lady.

There were twenty-four examined for the office of teaching. Six of whom obtained first class, ten, second, and eight, third class certificates.

From year to year, the blessing and advantage of the institution have been realised, but the late examination called forth more interest than any previous one.

The United Counties of Frontenac, Lennox, and Addington, are fully aware of the benefits conferred on them by the academy, in sending so many well qualified teachers to instruct the rising generation; they have, therefore, testified their sense of gratitude by granting fifty pounds this year towards the support of the institution, that is, twenty pounds more than the last.

R. F. HOPE, Chairman.
CEPHAS H. MILLER.
ISAAC B. AYLWORTH.
PAUL SHIRLEY.

Newburgh, April 8th, 1853.

*Extracts from the remarks of "Spectator," in the Index newspaper, referred to in the foregoing letter.*

The late examination of the students of the Newburgh Academy, was certainly an important affair. It was gratifying to see the principal, Mr. Beach, in addition to the classes in Astronomy, Natural Philosophy, Algebra, Book-keeping, Latin, French, and Greek, bring out a class in vegetable Phisiology and another in animal Physiology. In addition to the regular classes in Geography, each one of the class, nine in number, had each prepared a map of some portion of the Globe. Those maps were made with pencils. Among them were one of Africa, one of South America, &c. They were of a respectable size and exceedingly well executed. To show they understood the subject, and that those maps were of their own execution, three or four of the class went to the blackboard and re-produced some of them with chalk, laying down the outlines, without copy or compass, in a few minutes, the rivers, mountains, political divisions and chief towns, and then the whole class underwent a thorough examination from these sketches. On Friday afternoon the Exhibition took place when the number of visitors increased from two or three hundred to eight hundred or one thousand.—The interest of the exhibition was increased by music performed, by scholars in attendance. The Exhibition continued until nearly sundown without any abatement of interest. On Thursday evening after the lectures a letter was read by Mr. Shirley from D. Roblin, Esq., Warden of these counties, which was accompanied by a number of volumes to be distributed as rewards to the most deserving among the students of the institution. The people of Newburgh certainly deserve great credit for the liberality and zeal they have manifested in the cause of education. The remark was made during the exercises by those who have ample means of observation that there is not another place of its size in Canada where the same amount of efforts have been made, or the same success in proportion attended them for educational advancement. There is another trait about the Newburgh Academy worthy of notice and that is a total abstinence of sectarian and other prejudicas. All parties in politics and all denominations in religion co-operate in carrying it on. It was truly gratifying to see Church of England, Presbyterian, Methodist and other Ministers and people cordially uniting to advance the common interest of Canada by encouraging education.

## BRITISH AND FOREIGN.

MONTHLY SUMMARY.

Lord John Russell in his new Educational Measure, does not propose any change in the machinery or agents of popular education. He simply wishes to improve the quality and increase the quantity already available. He proposes to give corporate Towns the power to impose a local rate, by a two thirds vote of the corporation in favor of those Schools under Minutes of Council. An London paper thus characterises the new measure:—"It lays down principles, but constitutes no working organization; it decides against the Secularists and the ultra-Voluntaries, but we think it offers no feasible plan for the education of the people. In this, possibly, its wisdom may consist. It impels the people, it guides them, and it gives them a fair offer and an intelligible warning that, unless the local authorities assist in the education of the masses, the centralized Government authorities will take the matter—be it a duty, a right, or a privilege,—out of their hands."——The Earl of Carlisle has been installed as Lord Rector of Marischal College and University, Aberdeen.——A large building in Dublin, on the south side of Saint Stephen's-green has been taken for the proposed Catholic University, in Ireland.——The Right Rev. Dr. Denvir, R. C. Bishop of Down and Connor, has accepted the seat at the board, vacated by the death of the Most Rev. Dr. Townsend, P. E. Bishop of Meath. Dr. Denvir has been long honorably distinguished by his consistent support of the system of national education.——The report of the Dublin University Commission has been completed, and will be immediately laid before Parliament. The Board of Trinity College are represented as liberal in their views, and disposed to facilitate any arrangement calculated to open emoluments and distinctions to Roman Catholics and Dissenters. According to the prevalent rumours, the commissioners have agreed upon a medium course, and the report will suggest the establishment of twenty new scholarships, open to the various religious denominations, with other alterations which would have the effect of extending the benefits of academic education far more widely.——An unpleasant contest between the authorities of Queen's College, Cork, has been brought to light. The Vice-President and Council of the College charge Sir R. Kane, the President, with a despotic use of his authority. He will not

attend the deliberations of the Council, yet he claims and exercises an unqualified veto on their resolutions; he insists that he alone is authorized to carry on the correspondence of the College, and he draws it up without any communication with the Council. The Vice-President and his colleagues have embodied their complaint in a memorial to the Queen; and they allege that the dispute for authority endangers the institution itself.——Mr. Mortimer, an American, has gone to Australia, and carries out with him an assortment of books and periodicals, and particularly school books. He will establish himself at Melbourne, where he hopes to introduce the New York and New England system of common schools.——The Rev. T. K. Arnold, A. M., the well known editor of so many school editions of the Greek and Latin Classics, died on the 9th of March.——The Tutor's Association of Oxford, have begun to publish a series of pamphlets criticising the recent reports of the Royal Commissioners, and suggesting reforms of their own.

History of Popular Education in England.—In introducing a bill recently for the promotion of Education in England, Lord John Russell thus addressed the House: "I will begin by stating what has been the course with respect to the education of the poorer classes in this country from the commencement of the establishment of public day-schools. These day-schools were generally commenced in the beginning of the present century. Two persons who had given much attention to education, Mr. Lancaster and Dr. Bell, were instrumental in introducing large establishments of day-schools for the education of the poorer classes. Both proceeded upon the system of having a monitor in the schools chosen from the boys, by whom lessons should be given to the boys not sufficiently advanced to obtain entire attention from the masters. It was believed, that by means of these monitors a large number of children could be educated cheaply, than by the method of having a great number of schools, each presided over by separate masters. But no doubt that system was exceedingly defective, for it only existed by the instrumentality of those persons who themselves were little advanced in learning, who had no peculiar aptitude for teaching, and who could not give instruction in that rapid and intelligent manner which persons who had devoted themselves to the subject were able to do. There was also a difference upon a topic of most exciting interest, The system of Mr. Lancaster, adopted by a society established in 1805, called the British and Foreign School Society, proceeded on the principle of teaching the Bible to all the children in the day-schools. That was the distinctive feature of that system. King George the Third gave an immediate and liberal patronage to this plan. Many persons who were anxious for the education of the poorer classes—my father, the Duke of Bedford, and others, among the number—combined in placing themselves at the head of an institution of this kind.—Lord Brougham, Sir Samuel Romilly, and many others, aided it by their ability and patronage. While those schools were thus promoted, there arose an objection on the part of the Established Church, that, although the Bible was taught to the children, they received no instruction in the formularies of the Church of England. Accordingly, about the year 1811, a society called the National Society, was formed, to give instruction, not only in the Bible, but in the Catechism; and at the same time a rule was established that the children attending the schools should attend Church on Sundays. There was, of course, seeing those difference, almost immediately a contest with respect to the principles on which the schools should be conducted. Into the merits of that controversy I shall not enter, further than to state that its efforts are felt even up to the present day, and that while each society contributed in a large degree to the promotion of education, the feelings produced in the course of the contest made it difficult, if not wholly impossible, to unite the poorer classes in any general system of education. On the one hand the National Society, connected with the Established Church, insisted on the children learning the Catechism and attending Church, an arrangement to which the Dissenters conscientiously objected; on the other hand, the Dissenters pressed, as it were, into opposition on this subject, called together great bodies for the purpose of education, formed schools on their own principles, and were thus organised in a manner which enabled them to bring considerable power to bear against any plan of education of which they did not approve. The education, however, which was carried on by these two societies, produced many schools in the country, and a great increase in the means of education. About 1831 or 1832, it was proposed for the first time by the government of Earl Grey that the state should aid the education of the poorer classes, and that the sum of £10,000 each should be given to the two societies for the purpose of promoting their operations. These propositions were agreed to, and the plan continued until the year 1839. The Treasury contributed the aid according to the rules which it was incumbent on them to adopt; namely, they gave the grants according to the sums voluntarily subscribed, and taking no note or regard of the kind of education to which they were applied. In 1839, Lord Melbourne's government proposed a change in that system. They proposed that a Committee of Council should be formed, which Committee of Council should take a more enlarged and more discriminating view of the business of education. Holding, as I then did, the office of Secretary of State for the Home Department, I wrote a letter to Lord Lansdowne, which letter, together with the answer, was laid before parliament as the groundwork of the proceedings then taken by the government. It was intimated in that letter, by command of Her Majesty, that it was the wish of the Queen, that the youth of the kingdom should be religiously brought up, and at the same time that the rights of conscience should be strictly regarded. Among other proposals for increasing the means of education, and furthering this object, it was proposed to found normal or training schools, and that persons of different religious persuasions should be educated in those schools, while at the same time the chaplain of the Church of England should instruct those belonging to that religion. This proposal excited considerable apprehension and alarm. After much opposition it was withdrawn, but the proposal to obtain the grant for distribution by the Committee of Council was persevered in, and was sanctioned by a narrow majority of the House of Commons. In the year 1846 a further step was taken, of considerable importance. That step was an endeavour to improve the quality of education. In stating in the year 1839 the views which the government took of the subject of education, I expressed an opinion that the main object to be kept in view was, to improve the character, knowledge, and condition of the schoolmaster—that as the schoolmaster was, so would be the school. The plan agreed to in 1846 was afterwards the foundation of grants proposed to this house. These had been carried into effect, and I do not know that since that time there has any great change taken place in the system. The house will, therefore, perceive that the education of the poorer classes was conducted mainly by the voluntary efforts of the great religious bodies which existed in this country; that they have had assistance from the state partly to increase the quantity of education, but more particularly to refine its quality; but that the state has not materially interfered with the nature of the education given.

STATISTICS OF POPULAR EDUCATION IN ENGLAND.

Day-scholars in England and Wales, according to Lord Brougham's Returns, 1818.

| | |
|---|---|
| Scholars in New Schools | 150,642 |
| Ditto in Ordinary Schools | 524,241 |
| Total | 674,883 |

The next official returns of day-scholars were obtained by Lord Kerry's Committee in 1833; and they were divided as follows:—

Day-scholars in England and Wales, according to Lord Kerry's Returns, 1833.

| Public Schools. | Scholars. | Scholars. |
|---|---|---|
| Supported by Endowment | 153,764 | .. |
| " " Subscription | 178,517 | .. |
| " " Subscription and payments from scholars private schools, | 212,217 | 544,498 |
| Supported by Payments from Scholars | | 732,449 |
| Total of Day-scholars | | 1,276,947 |

This shows an enormous advance on the education of 1818.

We have now just obtained the returns of the Census of 1851; and we may therefore compare the returns of 1818, 1833, and 1851, adding the population in the respective years, with the proportion of scholars to population:

Day-scholars in England and Wales, in 1818, 1833, and 1851, with the Population:

| | Day-scholars. | Population. | Proportion of Day-scholars to Population. |
|---|---|---|---|
| In 1818..... | 674,883 | 11,398,167 | 1 to 17 |
| 1833..... | 1,276,947 | 14,417,110 | 1 to 11½ |
| 1851..... | 2,108,473 | 17,922,768 | 1 to 8½ |

Increase of Population from 1818 to 1851, 57 per cent.

Increase of Day Scholars from 1818 to 1851, 212 per cent.

Such are the official returns. But we have always expressed our opinion that the returns both for 1818 and 1833 were probably defective. It is not unlikely that even the returns for 1851 will not be perfect; but those for 1833 were no doubt less perfect, and those for 1818 would be still more defective.

Lord John Russell in the course of his speech, states,

The number of schools supported by the Church of England or what were called National Schools, was in 1847, 17,015; by the British and Foreign Society, 1,500; by the Wesleyans, 396; by the Congregationalist, 82; by the Roman Catholics, 525; and ragged schools, 270; making a total of 29,096. The number of scholars attending these schools were at that time as follows:—

| | |
|---|---|
| National Schools | 951,853 |
| British and Foreign | 225,000 |
| Wesleyans | 48,000 |
| Congregationalists | 7,000 |
| Roman Catholics | 34,000 |
| Ragged Schools | 20,000 |

giving a total of 1,285,853. I will now state, so far as it can be ascertained, the income drawn from these schools. In 1847, the sum drawn by

| | |
|---|---|
| The National Schools was | £807,021 |
| British and Foreign | 171,250 |
| Wesleyans | 27,357 |
| Congregationalists | 4,951 |
| Roman Catholics | 16,000 |
| Ragged Schools | 20,000 |
| Giving a total income of | £1,046,579 |

In reckoning the sources of income, it has been calculated that there were derived from local endowments £16,537; local subscriptions, £366,823; local collections, £114,109; scholars' pence, £413,044; other sources, £83,076. With the exception of the Roman Catholic schools, there is no return of the number endowed by private individuals; and putting down £54,000 for that, as spread over all the others, we have then a total of £1,100,000. There is one item in this table of income, to which I think it worthy to call attention. It is the item put down as "scholars' pence"—which was said to be upwards of £413,000. I have no doubt, that were a correct calculation made, it would be found that the item did not amount to less than £500,000, or half a million. That the working men—that the poorer classes of this country should contribute not less than half a million a year in order to obtain instruction for their children, is a circumstance of the most gratifying kind. I confess that induces me to think the steps we ought to take should be such as rather to strengthen and enforce that system, which has grown up chiefly out of the voluntary efforts of large bodies, than attempt to set up anything else in its place, which might fall far short in supplying the means of education with equal success.

## UNITED STATES.

MONTHLY SUMMARY.

The New York Legislature on the 15th ult., passed a law to incorporate "the New York State Agricultural College." The farm and ground to consist of 300 acres. The plan of instruction to embrace practical, scientific, agriculture, chemistry, mathematics, mechanics, surveying, engineering, geology, botany, the practical management of the farm, dairy and live stock; "also such other branches of knowledge as may be deemed useful and proper."——A School for the Chinese in their own language has been established at San Francisco.——The New York Legislature have passed a law to remove the educational anomaly which has existed in the city of New York for many years. It was enacted that, as soon as the necessary transfer can be made, the "Public School Society" shall be merged in the "Board of Education" for the city—thus consolidating into one, two bodies, who had long been possessed of co-ordinate and independent powers for the accomplishment of the same object, the one by authority of a charter, and the other by legislative enactment.——Buffalo paid for the support of Free Schools during the last year the sum of $38,787,56. A liberal system of education is justly stated to be elevating, purifying and ennobling in its influences.——Wisconsin with a sparse and immigrant population, has a school and university fund of $850,000, and an outlay for the instruction of her children, of $120,000; 90,000 of her 120,000 children have attended school during the year.——Mr. Ingersoll, the United States Ambassador, at the dinner given him, 7th ult., at Manchester, said:—"Our common schools are attended, so far as most of States go, by every child of a poor man that chooses to attend them; and an education sufficient for all the purposes of life is given, so that there are at this moment—there were, at least, two years ago, and of course there are rather more now—4,000,000 individuals going through a course of instruction in the United States, or about one-fifth of the inhabitants of the country. I speak for my own particular place of residence, Philadelphia, when I say there are 50,000 poor individuals at this moment who are educated at these public schools, without cost to parents, most of them being unable to pay anything for them."——Subscriptions to the amount of $21,000, and scholarships to the amount of $21,000, have been raised for the North Alabama College, which is to be located at Huntsville, Alabama, a healthy and beautiful town. The charter granted last session by the Alabama Legislature requires that before active operations can be commenced, the subscriptions for the erection of the buildings, &c., shall reach $30,000, and the scholarships for the endowment to the amount of $60,000.——We learn from the Western Christian Advocate that Mr. Sturges, of Zanesville, an Old School Presbyterian, has offered to furnish $10,000, as a neuclus for a library for the Methodist College at Delaware, Ohio, on condition, that the Methodists of Ohio will raise $15,000, in cash before the first day of June next, to put up a building to contain it.——Miss Catherine E. Beecher has offered to endow a *Female Seminary in Dubuque, Mo.*, with the sum of $20,000, and also to furnish books and apparatus to the amount of $1,000, provided the citizens of Dubuque will erect a building and guarantee a certain number of scholars. This proposition has been accepted, and a committee appointed to solicit donations.

*The Free School Law of the State of New York has been declared to be unconstitutional*, on the somewhat anti-republican ground of its having been submitted by the legislature to the people for their final vote of acceptance or rejection. This is the substance of a recent decision of the Supreme Court of the State of New York, as announced by Mr. Justice Pratt, one of the judges of that Court at Oswego. Judge Pratt states that the New York Legislature virtually expressed no opinion on the necessity or expediency of the Free School law of March 26th, 1849. They left *that*, which was their constitutional duty and prerogative, to the people, whose prerogative the constitution says it is not. "The question *on the final passage* of the bill was to be taken at the polls." The legislature evaded the responsibility of making the law. "No member voted for a free school law, but simply to confer on the people the power to pass or reject the bill." This they had no power or right to do. Judge Pratt stands upon the principle that while all the powers of government—executive, legislative and judicial—are derived from the people and must be exercised for their benefit, they are not and cannot be exercised directly by the people themselves (except by creating endless confusion and disorder) but by their representatives, selected with reference to their fitness for each of the departments of government. This principle is regarded as primary and fundamental in all free countries. The two branches of the legislature will therefore have to re-enact the free school law upon their own responsibility—which they will doubtless do at their approaching session this month.

## Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Macaulay has been elected Corresponding Member of the Academy of Sciences, in place of the late Dr. Lingard.——His Majesty the Emperor of Austria has granted the golden medal for literary and artistic merits to Mr. Leone Levi for his work on the Commercial Law of the World.——At the second *soirée* given on Monday by Sir Roderick Murchison, as President of the Geographical Society, were displayed Mr. Arrowsmith's large map of Eastern Australia, about to be published, on which the gold fields and new discoveries are marked, with a separate map of the province of Victoria, accompanied by special plans of the Bendigo and Mount Alexander diggings, on a scale of two inches to a mile; large charts, showing the set of the different currents of the Pacific and Atlantic Oceans, and specially in relation to the two sides of the Isthmus of Central America, by Mr. Findlay; an original map of the Rio Negro, a tributary of the river Amazon, by Mr. Wallace; a beautiful map of Teneriffe, executed by the celebrated Leopold von Buch, together with many new publications. Captain Moore explained his newly-invented patent machine, called the "Spherical Great Circle Indicator," constructed for the use of navigators; and a statuette in bronze, by Raunch, of Humboldt, a portrait of Leopold von Buch, a new engraving of the arctic voyagers, and a separate engraving of Captain Penny, not yet finished, were exhibited.——Mr. Wm. Jerdan, late of the London Literary Gazette, has been placed on the literary pension list for £100 per annum.——Mrs. Richardson, widow of the distinguished traveller, has also received a pension.——Sir Robt. Rich has been put forward by Mr. F. Ayerst, as the writer of the celebrated Junius Letters. The publication of the Grenville papers may throw some *light* on this *nominis umbra*.—The 11th Vol. of

Grote's History of Greece has been published in England.——The freedom of the City of London has been conferred upon Dr. A. Layard; that of Edinburgh on the Earl of Carlisle (Lord Morpeth).——A project is on foot to connect London and Calcutta by Electric Telegraph!——The health of the two most eminent writers in England and in France, Macaulay and Lamartine, is said to be irrecoverably gone.——It is owing to the exertions of Eliza Cook, the poetess, that £400 have been raised for the purpose of erecting a monument to Thomas Hood.——Jules Janin, called the lobster, "the cardinal of the seas." He never could have seen a lobster except on the table.——Jessi the celebrated Florentine engraver, is dead.——A comet is said to have been discovered at Harvard Observatory, on the 8th ult. by C. W. Tuttle. It is situated about 5 degrees south of the bright star Rigel. ——The Hon. Jonathan Phillips has made the liberal donation of ten thousand dollars to the city of Boston, in aid of the public library.

### SCIENTIFIC AND LITERARY PURSUITS IN UPPER CANADA.

*(From an address before the Canadian Institute, by Capt. Lefroy, F.R.S.)*

It is perhaps, too much to expect that there can be, at present, any considerable proportion of papers upon scientific subjects elicited from this Society. Not to dwell upon the fact that the production of such papers pre-supposes the existence of acquirements and of pursuits which we know to be the characteristics of a different state and stage of society from that existing in Upper Canada at present, and which it is our hope and aim to develope, rather than our pretension to embody, we labor under several special disadvantages. For instance, the simplicity and sameness, over great areas, of the geological formations of this peninsula,—their comparative poverty in fossils, the absence of mountain ranges,—the limited catalogue of its mineral productions; all undoubtedly combine to deprive that delightful study of many of its attractions, and to deprive societies like ours of an allurement and stimulus to individual exertions. The same physical peculiarity limits to a certain extent, I presume, as compared with other geological provinces of this continent,—the field of the naturalist and botanist, at least in some departments; from entomology and probably ornithology are exceptions. But we should be very wrong to infer from hence that there is nothing for the cultivators even of those branches of science to learn, nothing which they may contribute to the knowledge of the world. It was a keen eye in Mr. Hunt which detected in the course-grained silicious sandstones of the River Oualle, belonging to the Lower Silurian formation,—those few, scattered, anomalous foreign substances,—the longest fragment about an inch and a half long, and one-fourth of an inch in diameter, whose chemical constitution, revealed by his skilful analysis, sustains a supposition which even geology, habituated as it is to have its landmarks carried further and further back into the bosom of the eternity behind us, seems almost too extravagant for belief. These bodies consist in great part of phosphate of lime; and everything about them, save only their startling antiquity, leads him to the belief,—shared also, there is reason to think, by geologists of great eminence, that they are the bones of vertebrate animals, and that certain nodules of similar constitution accompanying them, are coprolites: thus actually revealing not only the existence but the carnivorous character of the races of the animal kingdom which have been heretofore supposed to have had no existence on our globe until a much later period. I do not, however, allude to this discovery—on which Mr. Hunt observes becoming caution, and which the distinguished director of the geological survey has not, that I am aware of, supported as yet with his own authority,—as if it were established; but refer to it simply as a recent illustration, furnished by a Canadian geologist, of what close observation, prompted by a spirit of enquiry, and sustained by sound knowledge, may detect in an apparently unpromising field. Mr. Abraham's interesting discovery of crustaceous footprints in the argillaceous schist of Beauport, L. C., is another case in point. We might come much nearer home. How many of us have made our daily walks in this busy neighbourhood subservient to the same study? Study Paleontology, collect fossils at Toronto! I can imagine some one to say, as if the idea were preposterous; yet one of our members, has found a large proportion of those of the Hudson River group, figured in that magnificient work, the Paleontology of New York,—I believe some fifty or sixty at least, and some which are apparently undescribed there, no further from hence than the banks of the Humber Bay. At the late Provincial Fair, held in this city, was there not one thing exhibited, where we should have least expected to meet with it, which suggested to every one who saw it the happiness of a love for natural history, and the astonishing richness of the humblest section of that wide field? I allude to the curious collection of objects illustrating insect architecture, gathered by Mr. Couper, of this city, which accompanied his entomological collection. And it needed but close observation and a love of nature to find the works of instinct, varied to meet a thousand needs, in which the humble yet Divine intelligence of the architect lived before us, where most of us, perhaps, have found only the pests of our gardens. I know that a military officer, recently in this garrison, who combined the naturalist with the sportsman, formed an extensive ornithological collection, while actually performing his duties here; and most of us have contemplated with interest and instruction the collection of birds, shot, I believe, entirely in this neighbourhood, which Mr. Doel has exhibited on various occasions. It cannot be said that there is not ample scope for pursuits of natural history even in this neighbourhood. It may require an Agassiz to detect in the *Lepidosteus* or gar-pike of our lakes, that remote reptilian character which distinguishes it from every known fish, and stamps it as the last and only representative of the gigantic race of fish-lizards of the secondary epoch; but we need not such confirmation of the truth which probably no one will question, that our streams, our lakes, our woods, our fields, all, beyond a doubt,—present, in their inhabitants or their productions, a full proportion of those nice and narrow distinctions from similar objects elsewhere, which form the peculiar study of the naturlist, and are so often connected with the broadest and most important enquiries raised in the progress of science.

* * * * * * * * * *

I see no reason why, in a few years a Canadian society should not rank with those of the highest character on this continent. Already have our great public works created a demand for the highest science of the engineer. Railroads, with their long train of applied arts and sciences; processes of manufactures, which science first divulged, and science alone can direct, are obeying the attraction of profit and naturalizing themselves on this new soil. With practical sources of support, and with five or six universities or colleges, including a very numerous professional body, it is surely something beyond a provincial standing to which a society in Upper Canada may ultimately aspire.

* * * * * * * * * *

It is with great pleasure, Gentlemen, that I am permitted to announce that the Council has decided to offer two medals for competition in the session of 1853–4. One medal of the value of £10, for the best essay or paper on the Public Works of Canada, their commercial value and relations to a general system of American Public Works, their characteristics in an engineering point of view, cost and other particulars, to be illustrated by all necessary maps, plans, or drawings. And, one medal of the value of £10, for the best essay or paper upon the physical character, climate, soil and natural productions of Upper Canada, to be also illustrated by all necessary maps or diagrams.

Eclipses for 1853.—There will be two eclipses of the sun and one of the moon during 1853. The first eclipse of the sun will take place on the 6th of June, and will be visible in California, the southern portion of the United States, and in nearly the whole of South America. The second will be total, and will take place on the 30th November. It will be visible in California, Mexico, Central America, and nearly the whole of South America. Both of these eclipses will be invisible here. A partial eclipse of the moon will take place on the 21st of June, beginning at 10h. 28m. A. M., and endingat 2h.5 m. Digits eclipsed 2 1-2 on the northern limb.

The Library of Congress.—The apartment will present a splendid appearance when completed. Alcoves will surround us on the floor; a range, uniform with these, but narrower, will form as it were, the second story, and a third will contain a series of shelves. The whole of this furnished is of cast iron, beautifully moulded; and above is the only cast iron roof of which we have any knowledge. The room will be fire proof, and will present at once a massive and beautiful appearance.—Would that all the precious old tomes could be here replaced, and the exquisite works of art that perished with them.

### METEOROLOGICAL INFORMATION WANTED.

Smithsonian Institute, Washington, 1852.

The Smithsonian Institution is engaged in a series of investigations relative to the meteorology of North America, and is desirous of collecting all information bearing on this subject.

It is believed that there exists many records of observations extending back, in some cases, through a long period of years, the comparison and discussion of which would elicit much valuable information relative to the climate of this country, which would otherwise be liable to be lost. The undersigned would therefore earnestly request that copies of such journals, or the original records, be lent or presented to the Institution. In cases of

records which cannot be sent to the Institution, monthly or other mean results deduced from them are requested, with explanations of the manner in which the observations were made, the character of the instruments, &c.

Proper acknowledgement of all information derived from the records will, in every instance, be given, and the registers themselves will be carefully preserved and returned, if desired, to those from whom they were obtained.

When it is recollected that isolated observations are greatly enhanced in value, and made to yield new results by comparison with other observations it is hoped that the request of the Institution will meet with favorable regard.

DISCOVERY OF COVERDALE'S BIBLE.—A copy of the first complete edition of the English Bible, printed by Miles Coverdale, bearing date 1435, was accidentally discovered a short time since, in the false bottom of an old oak chest, at Holkham Hall, Norfolk, the seat of the Earl of Leicester. There are numerous imperfect copies of this edition of the Holy Scriptures in existence, two being deposited in the library of the British Museum, one in the Bodelian Library at Oxford, one in the Cambridge University Library, and in fact most of the great libraries and public institutions in England, as well as many private individuals possess a volume. The copy now brought to light is the most valuable specimen of Miles Coverdale's labors hitherto known, being in every respect perfect, whereas all the other volumes enumerated are deficient of many leaves both at the beginning and at the end. The proprietor at Holkham has had the book appropriately bound, and enclosed in an oaken box, and it now graces the shelves of its magnificent library. A London bookseller is said to have offered $500 for this biographical treasure.

THE PANTHEON.—The Pantheon, which has just been restored to the services of religion, was designed by J. G. Soufflot, in 1757, but the first stone of one of the pillars of the dome was not laid by Louis XV. until the 5th of Sept., 1764. The principal façade is imitated from the Pantheon at Rome. The church was dedicated to St. Génévière. The national assembly on the 4th of April, 1791, changed the destination of the building, by decreeing that it should become the burying place of Frenchmen illustrious by talent, virtue or public services. All the signs which characterize a religious edifice were in consequence removed and replaced by symbols of liberty and the republic, and the inscription in bronze letters was placed on the front, "*Aux Grands Hommes la Patrie reconnaisante.*" The honors of the Pantheon were awarded to Mirabeau, who died on the 2nd of April, 1791. By decrees of the 14th of July and the 16th of October of that year the same honors were conferred on Voltaire and Rousseau. In virtue of a decree of the 21st of September, 1793, the body of Marat was transferred to the Pantheon, and that of Mirabeau was withdrawn. But after the affair of the 9th Thermidor, an. II, (July 27,1794,) the remains of Marat were taken from the Pantheon and thrown into the common sewer of Montmartre. The national convention on the 20th Pluviose, an. III. (Feb. 2nd, 1795,) declared that the honours of the Pantheon could only be accorded to a citizen ten years after his death. Napoleon by decree of the 20th of February, 1808, enacted that the Pantheon should be restored to public worship, but still retain the destination fixed by the national assembly. The inscription, however, "*Aux Grands Hommes la Patrie reconnaisante,*" was only re-established after the accession of King Louis Philippe. Under his Majesty considerable works were undertaken, and at this moment the monument is entirely finished, with the exception of placing bronze doors in the nave. The cost of the edifice altogether has exceeded 25,000,000f.




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