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GENERAL PRINCIPLES OF INSTRUCTION.*

I. *The threefold aim of Teaching.*—Education, as Montaigne says, forges the mind—tempers and fashions it; the design of instruction is to store it.

To instruct or teach is to convey knowledge into the pupil's mind; and certainly instruction forms a large portion of the task which the master actually performs; it is the most conspicuous part of his work; most readily appreciable; most easily measured by results. On this account, however, the notion has been long prevalent that instruction comprehends the whole of education; the whole duty of the teacher: a notion which is lamentably wrong, and which can produce only mischievous effects.

What, in reality, is instruction of itself? What is all the information that we can impart to the mind, if we do not endeavour to form the mind, and to improve its quality? It is an instrument, indeed, but the hand which ought to use that instrument has not the right power, or is not properly formed; it remains an instrument, even though it effected nothing, which, however, can never be the case. Instruction, like every other inert instrument, is in itself neither good nor evil, but may become one or the other according to the use made of it; and it is a sad truth that the mind possessing it, if not prepared and disposed to use it for good, will most certainly use it for evil. Infinitely better, in that case, would it have been if the instrument had been immediately broken in pieces by the hands that received it.

Let not instruction be withheld; but give it in such a way as will promote the mind's growth, and cultivate goodness of disposition.

* Adapted from *Cours Théorique et Pratique de Pédagogie*, by M. Charbonneau, Paris, 1863.

And, in order that it may have this double tendency, let us ever bear in mind that teaching, in reference to every branch of instruction, ought to have a threefold aim:—1st, The communication of knowledge; 2d, The development of the intellectual powers; 3rd, The development of the moral powers. Let us examine these points in succession.

1st, *The Communication of Knowledge.*—This requires not to be dwelt on; it is the direct and immediate purpose of teaching; but not the final purpose, not that which is most important to attain. Instruction is, as it were, but an outer covering; the mind, the intelligent principle, is the main thing.

2d, *The development of the Intellectual Powers.*—It is the entire mind which we should endeavour to cultivate when we impart knowledge to it; we should take advantage of all the opportunities that so readily occur in teaching, for developing and strengthening the intelligence of children. It will perhaps be said that, as instruction addresses itself to the understanding, it must necessarily, in doing so, develop the mental faculties, and that there can be no need for a teacher to pre-occupy his mind with any design of producing that result, or to bend his efforts in any special way towards it. But be it observed, that instinctive development, if we may so call it, is a very slight thing compared with what the master can produce in whose efforts there is a constant and express aim at intellectual development. He will accordingly avail himself of all opportunities and means which such instruction as he ought to give to his pupils will naturally supply, for the work of diligently educating all the powers of their minds. He will strive rather to form men of intellectual ability than to produce men of learning.

And here let us notice a special aspect of this part of our subject. In order that instruction may be fruitful in the mind, it is not sufficient that the pupil remember well its principles, and that his understanding should be enlarged and strengthened by them; it is further requisite that that faculty of his mind which I will call the practical sense, shall have sufficiently profited by them, and shall have been made more powerful and skilful. Where would be the benefit to a man to have learned in his childhood barren theories, or any kind of knowledge of which he has not been taught to make some application to the uses of life and to his daily wants? Where would be his advantage in being able to give strict demonstrations of general theorems in arithmetic, or in having been trained to perform difficult operations with abstract numbers, if he knows not how to state and resolve a practical problem? Where his advantage in a general acquaintance with geography and history

if he knows not what has passed in his native land around him ; is ignorant of the productions, the resources, the peculiarities of the soil which gave him birth ? I am aware that all parts of a branch of instruction do not equally admit of practical application ; nay, it is well their chief utility and interest are not in every particular merely material. But still, while we seek to promote as much as possible interests of the nobler kind, we should not disregard the tendency to material profit, for that feature is of special importance for the class of children attending our elementary schools, and is often a source of valuable benefit to them.

3rd. *The Development of the Moral Powers.*—This is, as it were, an indirect and latent aim that should pervade all teaching ; but it is, moreover, the special aim, the most important, the most exalted. And, indeed, what is the worth of possessing knowledge used as a means of supplying daily necessities, even though it may have augmented the powers of intellect, if the possessor has not thereby been made a better man, if he does not use the acquirement, the skill, the power, with an affectionate desire of realizing the good, of attaining the end, which the Deity prescribes to his exertion ? Everything in this life, and therefore everything in education, ought to be subservient to that end. It is with knowledge and intellectual faculties as it is with physical forces, their excellence consists in the assistance they contribute to the accomplishment of the final end. This is the ordained object of their existence ; this is the measure of their needfulness ; this harmonizes them in admirable unity. We should eagerly seize the many opportunities which present themselves in teaching, and avail ourselves of all the means which the communication of knowledge may supply, to dispose to the love and practice of good, to make the intellectual faculties serve for developing and strengthening the moral powers.

And not only may instruction as a whole be made conducive to the general development of the faculties, but every species of study may and ought to be applied specially to the particular development of one or more intellectual or moral faculties. Thus, arithmetic, while it affords scope for the exercise and development of the various intellectual faculties, and of the moral powers generally, addresses itself more especially, among the former, to the reason, and, among the latter, by means of judiciously-chosen problems, to the spirit of order and of an unselfish economy, which is a basis of regular and wise conduct, and an efficacious though subordinate auxiliary in the fulfilment of the law of social duty. In like manner, history can do much in the culture of imagination, and for the development of memory and moral judgment ; geography addresses itself chiefly to the memory, and encourages the spirit of observation ; and that spirit is still more powerfully called into exercise in the natural sciences, which, on the other hand, are admirably adapted to promote the culture of the religious sentiment. But, above all, the study of language is of greatest service towards a general and complete mental development. Language is the expression of thought ; now, thought has relation to all things,—to the past, the present, the future,—to the objects of moral economy, as well as to those of the world of sense,—to memory and judgment, to reason and imagination, to the sentiments and the will ; thus language is everywhere an essential medium, everything comes through it and returns into it. Hence, when we are engaged in teaching language, we are always enabled to touch upon every point in man's mental nature, and to develop and improve the whole.

Recognising, then, the spirit which ought to actuate our instruction, let us pass on to consider the means to be employed for imparting it in our schools.

II. *Definitions.*—When we take in hand the management of a school, the task is more difficult than if we had to instruct a small group of children, to give lessons to a single class. It is necessary to have several exercises going on together, to distribute the time of the pupils, and especially the valuable time of the master ; in short, to organize the whole, to lay down a *mode* (system) of teaching.

The *mode*, then, is the manner of organizing and directing the general procedure of a school, as, for example, what is called the mutual system, the simultaneous system, etc. The choice and employment of a *mode*, or the general organization of a school, is the most frequent stumbling-block to teachers ; for, while this point is the most important it is the most difficult to succeed in ; it demands the employment of qualities of the rarest occurrence, peculiar and often opposite in their nature,—a combining power, attention and promptitude, zeal and judgment, comprehension of the whole, and observation of the details. Hence the great importance of young instructors becoming early accustomed to conjoin these different qualities.

To give a lesson is comparatively an easy thing. Here other qualities are requisite, which, though not less valuable than the preceding, have less dissimilarity among themselves, and are so much the more easy to bring into co-operation, at least to a sufficient

degree. To give a lesson, to impart knowledge, to teach some truth, is the object of what we call *methods*.

A *method*, then, as regards pedagogy, comprises the whole of the means to be employed and order to be followed, for the purpose of imparting to pupils some truth in general ; such are the expository method, the inductive method, the Socratic or interrogative method, etc. This word *method* is further to be understood as denominating the whole of the means to be employed and order to be followed, for the purpose of imparting to pupils a connected series of truths, that is, a science, a branch of instruction. It is in this latter sense that we use the word in speaking of a method of teaching writing, reading, geography, singing, arithmetic, etc.

Lastly, what are called *processes* are merely accessory expedients, often mechanical, which a method may have at its service ; they may, in most instances, be unemployed or replaced by others, without involving any change of the method itself. Such is, for example, in a certain method of teaching penmanship, the greater or less employment of faint outline in the various styles, or of black directing lines more or less complicated ; such too, in teaching reading, is the use of accompanying pictures, boxes of alphabetic characters, etc., and in arithmetic, the ball-frame, little blocks of wood, the fingers, or simple lines drawn on the black-board, etc., and in geography, the use of blank maps, or the Abbé Gaultier's game of Loto.

W. MACLEOD, in "*The Museum*."

2. BERNARDO TASSO'S VIEWS ON THE EDUCATION OF HIS SON.*

The talent and destiny of Tasso, that Italian poet whom the drama of Goëthe has rendered so familiar to Germany, are doubtless known to our readers by one of the numerous works published upon this man of genius. Therefore we shall choose, as a subject for this paper, not the biography of the poet, but a letter which Bernardo Tasso, his father, wrote from Augsburg to his wife Portia. He had accompanied to this town the Prince of Salerno, who was sent with an embassy to Charles V. in 1547. The beautiful Portia, to whom this letter was addressed, had remained at Salerno, and their son Torquato, who is mentioned here, was then only three years old. Bernardo Tasso is represented to us by his biographers as a man of distinguished erudition, and endowed with great firmness of character. He was a useful friend, a good father, and a good husband. All these qualities are reflected in the following letter :—

* * * * *

Rest assured that all my thoughts, all my affections, direct their flight towards the place which you inhabit.

If yours do the same with regard to me, I feel assured that they will cross mine at some point of the distance which separates us. I know that my absence grieves and wears you, and I feel deeply in my heart the grief which gnaws at yours. I feel it so much the more because I know your weakness in resisting ills of this nature ; not because you want reason, but because you possess a superabundance of tenderness and feeling. However, if the recompense of love is in the return with which it is paid, rest happy in loving me, for I love you with all the strength of my soul. I hope that my return will take place sooner, I will not say than you desire, but than you suppose. I will not, neither can I, fix the period, for it depends on the will of another, and not on my own resolution ; therefore, the less it is expected, the sweeter it will appear to us. But in case it should please God to detain me longer here, I wish to speak to you of the system after which you should bring up our dear children, in order that they may one day show to the world that we have given them an education which gives us joy and them honour. Since your youth has not yet permitted you to reflect much on education, I am going to tell you some precepts drawn from the writings of modern and ancient philosophers, in order that you may inculcate these good lessons on our children, and that our venerated old age may one day repose in the shadow of their young virtues.

Education is composed of two essential elements—moral culture, and intellectual culture ; the former is an obligation on the father and the mother, the latter belongs only to the father. I shall then only speak to you of the moral culture, since, if God lends me life, I shall reserve to myself alone the intellectual education of our Torquato, whose childhood would not yet support the yoke of discipline. I say then—if, however, paternal tenderness does not blind me—that as the Dispenser of all good has given us children happily endowed, both physically and morally, they claim from us a salutary influence to perfect those gifts of nature. In the same manner that there is not a soil so barren but that it may be susceptible of culture, there is not a mind so ill endowed by nature that it

* Torquato Tasso was born at Sorrento, the 20th of March, 1544; died at the Monastery of saint Onofre, 25th of April, 1596.

cannot be ennobled by a well-directed education ; neither is there such a good natural disposition which the want of culture cannot degenerate. Habit becomes a second nature ; the young shrub straightened in time, finishes by lifting its head towards heaven. We see letters engraved upon the young bark, grow and increase with the trunk ; it is thus that the lessons and examples of virtue take root in the soul of a child to such a degree that no foreign influence can afterwards uproot them ; and, unhappily, it is the same with some fatal impressions received in childhood. Our little Cornelia is just entering upon youth, her mind developing itself from day to day, and already you can sow some precious seed there, and none is more noble and benevolent than that of religion. Engrave, then, upon that young soul the name of God, imprint his love there, in order that she may learn to venerate Him to whom she owes not only life, but also all that makes the happiness of man on earth and in heaven. Strive also to inculcate in her the fear of God ; not cowardly fear, which is displeasing to the Divine Majesty, but that noble and holy fear which is identified with love to such a degree as to become inseparable from it, and which, by its union with it, produces religion. In the same manner that the shade does not hinder the tree from budding, but prevents the fruit from ripening, so religion stifles in its bud the principle of evil, and prevents it arriving at maturity. Purity of soul, which is the fruit of religion, sheds such a lustre that it rejoices the eyes of the wise and even those of the foolish.

There are two methods of instruction : by lessons and example. As the eye surpasses the ear in the rapidity of perception, and as it has received from nature a superior strength, it is necessary, if you wish to bring up your children so that they may merit the praise of good people, that their eyes shall see you from the first such as you wish them to show themselves to others. Speak to them more in actions than in words ; for if you wish to prescribe rules to them which you do not follow yourself, it would be almost the same as if you wished to point out to them a good road, and yourself follow a bad one. If parents wish to exercise a salutary influence over their children, they must show themselves amiable and virtuous, and pour their virtues, like a precious liquor, by the senses into the soul of the child, to such a degree that they may be identified with them ; for as soon as the child begins to reflect, he fixes his attention upon his father and mother, and observes with his eye and ear their smallest actions. Admiration of the virtues of a father is the powerful goad which pushes the mind of the child into the road which his father has followed.

Above all things watch over your servants, that your children may never hear a vulgar or trivial word proceed out of their mouth, and that their looks may never be struck with an angry gesture. Keep them near to you, and teach them yourself to make their first steps and stammer their first words. Do not permit them to cross the threshold of a house where their innocent eyes would risk being sullied by the sight of children badly brought up.

Preserve yourself from the error of so many too-indulgent mothers who do not allow themselves to contradict the will of infancy, and who exact from others the same weakness in this respect. Their children become the slaves of their own caprices. I do not mean to say by that you are to have recourse to violent means of repression ; on the contrary, I blame parents who use corporal punishments almost as much as if they lifted their hand against the image of the saviour. It is neither fear, nor the rod which impresses virtue on the soul ; you must on this, as on many other occasions, strive to follow the medium course. If children commit a fault—the inevitable consequence of the imperfection of our nature—shut your eyes to the error if it be a slight one ; in this case indulgence is better than severity. If the fault be grave, do not fear displaying a salutary and inflexible rigour. Act the same with regard to your dependents when they are guilty of similar faults, in order that the child, seeing the faults punished in others which he is guilty of himself, may understand by that he will lose our affection if he does not resist his sinful inclinations.

I might add here many other precepts, but I fear in multiplying them I should spread confusion in your mind ; I think elsewhere I have touched on the most important points. In the same manner that I reserve to myself the care of directing the studies of Torquato as soon as his age permits, I commit to you the choice of Cornelia's occupations ; I know beforehand that you will acquit yourself of this charge better than any one in the world. Adieu. May the joy which your children give you charm away the weariness which the absence of your husband causes you!—*Translated from the "Journal des Familles."*

"Books are a part of man's prerogative ;
In formal ink they thought and voices hold ;
That we to them our solitude may give,
And make the present, travel that of old."

II. Papers on Practical Education.

1. TEACHERS—REVIEW YOUR WORK.

It would be well for every teacher, at the close of each day's labour, to devote a portion of time to a review of the events of the day. Self-examination is one of the strongest incentives to self-improvement, and no one can profit more by it than the earnest teacher. It is seldom that a day passes in school that does not present some incident that demands careful thought on the part of the teacher in order that the next day's labour may be an improvement on the last. Nothing will more effectually aid the teacher in his efforts to make the school what he desires it to be, than the habit of daily meditating upon what has transpired in his little realm. This to be effectual must be properly done. Vague thought without object or aim, will be useless. Let there be point to the thought and let the decision be calmly and resolutely carried into action. In this way the teacher may correct errors in his own management as well as bad habits on the part of the pupils.

In order to make this thought practical, allow me to suggest a method by which it may be made effectual. We will suppose that every careful, thoughtful teacher keeps a record, either in the register or class-book, of the attendance, tardiness, scholarship, deportment, and such other facts in the history of each pupil as he wishes to preserve. This record, together with the observations of the teacher, will afford daily topics for consideration, and it will be useful to reflect upon them frequently. In this way plans may be formed for removing whatever tends to prevent the usefulness of the school. Among other things it may be well to consider the following : Have my pupils been punctual to day ? Have I done all in my power to secure punctuality and to prevent tardiness ? Am I punctual ? Do I endeavour to find out the cause of tardiness ? Do I exert myself to remove the cause ? Has there been any disorder to-day ? Is the discipline as good as I can make it ? Do I assign proper lessons ? Are they well learned ? Do my pupils improve in reading ? Do I question them concerning the meaning of what they read ? Is spelling properly attended to ? Do I take sufficient pains with the writing ? Do my pupils read sufficiently loud ? Do I teach them to talk properly and use good grammar ? Have I learned to use the word *why* sufficiently ? Do I encourage the dull ones ? Is there life in the exercises ? Do I require all the class to give attention to the recitations ? Do I use the blackboard enough ? Am I firm and yet kind ? Do I take an interest in the sports of my pupils ? Am I sufficiently interested in their moral welfare ? Do I consider the propriety of punishment before inflicting it ? Have I a proper idea of the responsibility of the teacher's calling ? Do I take sufficient interest in my own improvement ? Do I read educational publications ? Do I have frequent reviews ? These and a variety of similar topics should be daily considered by the earnest teacher. By so doing he will find that his school is more easily managed and that it daily becomes more useful to the pupils. I would not have the teacher always take school cares with him ; but by devoting a portion of time each day to their consideration he can the most effectually throw them off, and gain that rest and relaxation that every faithful teacher needs. Teachers, try it and give us your experience.—*A Teacher, in the Connecticut Common School Journal.*

2. A WORD TO THE TEACHER OF LITTLE ONES.

The proper arrangement of the Primary School is a subject to which much thought and labour has been given, but while every advance step gives joy to the true educator, and every evil subdued brightens his hope, there is still one sorrowful thought that must find a place in every observing mind. I refer not to any lack in the graded school, but to the fact that so many little ones in the mixed schools of our rural districts are unskillfully taught. Going, it may be, to a house devoid of all attraction, and with no apparatus except the teacher's rod, the child learns his first sad lessons of school ;—not lessons of the beautiful objects Nature has scattered all around him, nor lessons of obedience and trust and love. Ah no ! his eye rests upon rough material, and his ear hears uncouth sounds. Obedience is not gently taught, but he learns that the way of the transgressor is hard, and the baser passions are stirred until, if he yields at all, it is reluctantly and only to escape a worse punishment. He learns to distrust others, because he himself is not trusted, and even the outpourings of his pure love are made the ridicule of older school-fellows. How is the most fine gold changed !

Oh ! the heart grows sick at the thought that not a few of the little ones, the pride and hope of our fair State, are even *now* thus taught. Fellow-teacher, these things ought not so to be ! Need it be said again, go not to your work from sordid motives, but labour to fulfil a high and holy mission. Lead the child intelligently along

the path to heaven. Would you be like Jesus? Then bless the little children who are brought to you; bless by making them happy, by helping them to form right characters and right habits. Help them early to learn the work of industry; let them never be idle. If other duties claim your attention, give not the weary little one a standing place in the corner, or a seat upon the floor to keep him quiet, but give him something to do that will interest and educate his expanding mind. Seek so to vary his occupation that the mind shall find pleasure all the day. When this one habit of industry is fully established, the petty annoyances of the school-room will disappear, the too frequent dislike of school and consequent desire to stay away under the slightest pretext, will give place to a growing love for school and its discipline, and the good achieved by your pupils in their future years shall prove the wisdom of your course and your true claims to the title of teacher.—C. E. H., in *Connecticut Common School Journal*.

3. HOW TO TEACH YOUNG CHILDREN.

There is a department of school-keeping which has never yet been discussed wisely. We mean the best way of interesting and teaching the young children in any school which is not purely a school for infants. In a school for infants, only infants engage the attention of the teachers; and of course mistresses may invent (they generally copy, however, instead of inventing) ways of interesting the young; but when you have classes composed of young children mixed up with classes of elder children, and these under one teacher, it really becomes very difficult to know what to do with "the little scholars." They are formed into classes, and these classes are put at one end of the room, far away from the senior classes,—perhaps because they are noisy; or perhaps because the teacher feels his inability to teach and interest little ones, and wishes, therefore, to put the objects of his difficulty as far out of sight as possible. Still, there they sit; and if they are not interested, they create a confusion, and a difficulty and a stumbling-block, which the teacher finds to be most embarrassing.

Our own opinion is, that a woman is the proper person to teach young children. She can enter into their thoughts; her manner is motherly; and nature has given her a heart full of love and feeling for little ones. A man is generally heavy, stolid, somewhat obtuse (unless he be a Frenchman), little given to feelings, and most likely impatient. We pity the man who is shut in a room all day with a lot of little children; but certainly we pity the little children more.

It seems to us that if any teacher, whether man or woman, were so inclined, he could put all the classes of young children together into one class, and give them a lively lesson in religious subjects, illustrated by a picture, for at least one-quarter of an hour in the day. This would be sufficient religious instruction for little children. Writing letters and figures on slates from copies on the black-board might occupy a certain time; and these exercises might be superintended by a monitor. Then the classes might learn letters, and read small words. Now, if the teacher is wise, he will break up his first class for half an hour in the morning, and his second for half an hour in the afternoon, and send each of the scholars in those classes down to teach letters and reading to a group of two or three little ones. The little children, taught in twos and threes or fours by the elder scholars, would be found to come on well in reading; and the elder scholars, by having to teach them, would learn confidence. A little repetition of poetry, and counting with the aid of the abacus (ball-frame), might fill up all the working part of the day.

But what we particularly wish to dwell on here is this: that at various times in the day the young children should be sent out to play,—say for fifteen minutes each time. Young children require physical exercise. They should not be kept to books so much as they now are. They require air. They require to hop, skip and jump about. Keep them sitting in a room learning this and learning that (half of which is quite useless to them), you will only make them weak, nervous, pale, moody, and unnaturally developed in brain, and dwarfed, or at least debilitated, in body; in consequence of which manhood and womanhood will become a burden, and old age, should they reach it, a source of unbearable misery. There is too much work in these days. The brain, the nerves, the flesh, become too hot, and a fever consumes the worker. Every thing is done in a hurry, and so is only half done. Let us not perpetuate this abominable system by turning the schoolroom into an intellectual hot-bed for the children of the poor, but let much of their time in fine weather be passed in play out in the open air.—*English National Society's Monthly Paper*.

4. RELAXATION IN THE EDUCATION OF CHILDREN.

It is only to a limited extent that the education of children can be advantageously combined with bodily labour. Even in the case of grown-up persons, some intervals of leisure are necessary to

keep the mind in a healthful and vigorous state. It is when thus relieved from the state of tension belonging to actual study that boys and girls, as well as men and women, acquire the habit of thought and reflection, and of forming their own conclusions, independently of what they are taught, and the authority of others. In younger persons, it is not the mind only that suffers from too large a demand being made on it for the purposes of study. Relaxation and cheerful occupation are essential to the proper development of the corporeal structure and faculties; and the want of them operates like an unwholesome atmosphere, or defective nourishment, in producing the lasting evils of defective health and a stunted growth, with all the secondary evils to which they lead.—*Dr. Brodie*.

5. FITNESS FOR TEACHING.

Real fitness for teaching comes only with the most varied and generous culture, with the best talents enthusiastically engaged, and the noblest christian character. Dr. Arnold was a great schoolmaster simply because he was a great man. His "fitness for hearing recitations was the smallest part of his fitness for teaching. Indeed, it was nothing but what he shared in common with the most indifferent of his assistants at Rugby. His fitness for teaching consisted in his knowledge of human nature and of the world, his pure and lofty aims, his self-denying devotion to the work which employed his time and powers, his lofty example, his strong, generous, magnetic manhood. That which fitted him peculiarly for teaching was precisely that which would have fitted him peculiarly for any other high office in the service of men. His knowledge of the ordinary text-books may not have been greater than that which you possess. His excellence as a teacher did not reside in his eminence as a scholar and a man of science, though that eminence is undisputed; but in that power to lead and inspire—to reinforce and fructify—the young minds placed in his care. He filled those minds with noble thoughts. He trained them to labor with right motives for grand ends. He baptized them with his own sweet and strong spirit. He glorified the dull routine of toil by keeping before the toilers the end of their toil—a grand character—that power of which so noble an example was found in himself."

6. DR. ARNOLD ON PUNISHMENT IN SCHOOLS.

"The beau ideal of school discipline with regard to young boys would seem to be this: that while corporeal punishment was retained on principle, as fitly answering to and marking the naturally inferior state of boyhood, and therefore as conveying no peculiar degradation to persons in such a state, we should cherish and encourage to the utmost all attempts made by the several boys as individuals to escape from the natural punishment of their age by rising above its naturally low tone of principle." Speaking of the Rugby School, he says: "Flogging will be only my *ultima ratio*; and talking I shall try to the utmost. I believe that boys may be governed a great deal by gentle methods and kindness, and by appealing to their better feelings, if you show that you are not afraid of them. * * * But of course deeds must second words when needful, or words will soon be laughed at."—*Wisconsin Journal of Education*.

7. SCHOOL BOYS' POCKET REFORM.

The Rev. H. M. Butler, the head master of Harrow School, has issued an order that the side trousers pockets of the scholars shall in future be dispensed with, his reason for the prohibition being that the boys continually had their hands in these pockets, and thereby contracted a lounging and stooping habit.—*Educational Times*.

8. TEACHER'S REQUEST OF PARENTS.

1. Send your children to school seasonably and constantly.
2. Encourage them to respect and obey the rules and requirements of their school.
3. Encourage them to be orderly, &c.
4. Encourage them to be studious.
5. Visit them at school.
6. Have a regard to the character of the books your children read, and see that they read understandingly.
7. Aid me to check selfishness, and promote a spirit of kindness and forbearance.
8. Cultivate in your children habits of politeness and courtesy. These duties, and others growing out of them, perform faithfully, and you will find a most abundant reward in the increased interest of your children, and their growth in knowledge and virtue.—*Northend's Teacher and Parent*.

9. NEATNESS—HOW REGARDED BY CHILDREN.

A little boy of six years had been with his mother to call on his little play-fellow, Eddie F., who had a step-mother. While walking home he said earnestly, "Mother, I think Mr. F. has got a real pretty neat little wife, don't you think so?" "Why, Willie, what makes you think so?" "Because she always wears a collar and a clean dress just like you, and I think I have got a pretty mother. And, mother, I have been thinking if you should die I should feel real bad and cry, for I do almost cry now when I am visiting and can't see you. And I should want father to get a neat little woman who would always wear a clean dress and a collar just like Eddie's mother."

Perhaps this child showed a thoughtfulness beyond his years, but the incident led me to ask myself this question: Are we as teachers conscious of the wide influence of our dress in forming the character of the young?—C. E. H., in *Connecticut Common School Journal*.

10. ON THE DOMESTIC TRAINING OF BOYS.

* * * We have in the preceding chapters spoken of the training of children without distinction of sex, as we are of opinion that up to seven or eight years of age there ought to be but little difference made between them. The girls should certainly be required to devote more time to needlework and various light domestic duties, but, as we have before stated, it is very desirable that boys also should be able to use a needle, though clumsily, and we do not see why they should not learn to perform many of those little household duties which too generally devolve on girls alone.

A youth thinks it no disgrace to help to set the dishes, cut bread and butter, wipe knives and forks, etc., at a pic-nic. Why, then, should he sit idle at home, and require his sisters to wait upon him, and perform all the domestic offices in which servants are not employed. If a boy be accustomed from childhood to use his hands and feet as lightly and promptly as a girl is expected to do, he will have no cause to regret the acquisition in advanced life.

Suppose a case of severe and prolonged domestic affliction, where some of the most efficient workers of the family are laid aside; what must be the feelings of a youth who can do nothing to assist those whom he most tenderly loves? The mother, perhaps, wants a little tea or toast-and-water, or any other trifling thing to relieve her thirst. The son is all anxiety to serve her, but the servants are fully occupied with others; the sisters, too, are ill, or otherwise employed, and he, poor helpless mortal, is so unused to do anything, that he, perhaps, extinguishes the fire by upsetting the kettle, or smothers it with a load of damp coal; and so the fond mother's thirst remains unquenched, the fever increases, and she ponders, with burning brow, on the uselessness of boys. It will be soon enough, when she recovers, to put to her the question, "Did you train your son to be useful?"

We fancy that we hear the father's indignant exclamation, "What! is my son to neglect classics and mathematics, that he may learn how to make tea and toast?" Happily we are not required to choose the alternative. The cultivation of high intellect is not incompatible with attention to the *petits soins* of every-day life—the small cares and attentions which all need to receive, and which all should be able to confer.

Memory recalls an instance in point. A young student preparing for college was spending the long vacation with his sister, who was dangerously ill. She had been to him as a mother, for they had been left orphans early in life. So long and alarming had been the illness that an old and confidential servant had become unfit for further exertion, and required nursing as much as her mistress. Instead of retiring to his study with dignified composure, the youth, influenced by affection and a sense of duty, went quietly about the house and the sick-room, putting things in their places, waiting on his sister, and teaching an inexperienced servant to do things as she wished. At last we found him seated in the kitchen, with his Greek Testament in his hand, and his watch on the table, superintending the boiling of some preserves. In reply to our look and expression of surprise, he quietly said, "I helped sister to make preserves when I was a boy, and to eat them, too, you may be sure; and now, by superintending this important process, I am securing for her some refreshing sleep, for she was quite satisfied when I promised to see that all went right." And then, looking at his watch, he carefully stirred the contents of the pan; and, taking up his Lexicon, looked out a Greek root which he wanted to find. That gentleman is now a benefited clergyman of the Church of England, and an honour to his cloth.

A practical knowledge of simple economic cookery ought not to be despised by young men of any station. What is the position of a sailor or soldier who cannot cook? What was the cause of so many of our brave men sinking prematurely into the grave during the Crimean campaign? Their ignorance of the first principles of

cookery—the art of obtaining the largest amount of nourishment from the materials within reach.

But we are dwelling on what some may consider an unimportant point, though we cannot think anything which contributes to the sum of domestic happiness and usefulness can be insignificant.—*Mrs. J. Bakewell*.

For the Journal of Education for Upper Canada.

TO THE COMMON SCHOOL TEACHERS OF CANADA.—Fellow labourers in the ever expanding, still unmeasured, regions of thought, I have for some time past wished to address you through the *Journal of Education*, as it seems to be the only medium of communication devoted to the cause of education in the Province. The few thoughts I drop, may, perchance, tend to awaken some new or dormant energy which now lies useless and inactive. If so, my highest ambition will be amply gratified; if not, I shall only have to regret my inability to accomplish that which I most ardently desired.

In perusing a late number of the *Journal*, I was deeply interested in many items contained therein. Some very valuable hints and useful matter. Yet I was forcibly struck with the thought that there was something wrong, some latent talent lying hidden in the educational fields of Canada. My reason for this supposition is based on the fact, that in that, as well as other numbers of the *Journal*, there were several communications extracted from American journals, from teachers there, but not a solitary article from a Canadian teacher, graced its progress.

It is an acknowledged fact, in mental as well as natural philosophy, that an effect cannot exist without a cause. I fully endorse the sentiment, and therefore conclude there must be a cause for this. Believing I perceive the cause of this, I presume to drop a few thoughts on the subject, humbly hoping to elicit something from others interested in the matter, which may be of mutual benefit to all. But first allow me to say, that on reading those numerous articles from English and American teachers, and not a single line from a Canadian of like profession, I felt rather indignant; not at the matter contained in the *Journal*, nor at the writer of these articles, for these I deem highly commendable; nor yet at the Directors of that paper, for they manifest much judgment in their selections; but I felt as though Canadian Teachers as a class, undervalued their own abilities in not more liberally contributing to the columns of the *Journal*, in not more freely discussing the best modes of conducting the Public Schools of the province. And other topics of like interest to the parent, the teacher, and the pupil. If these subjects are worthy of being treated at all, have not we a primary right to present our views upon them, not by any means to the exclusion of foreign matter, for this would be decidedly wrong, as mutual exchange of sentiment would be found decidedly beneficial, when agreeably effected and justly reciprocated. But let not American teachers "lead the van" while we but "follow in the wake."

I have taught beneath the stars and stripes of the Americans, and do not feel at all inclined to depreciate their School System, for, in many particulars, I know it to be very excellent. But, as a whole, I do not look upon their system as placed on so firm and true a basis as our own. One of their national characteristics is "living too fast." It begins in the nursery, is continued in the school, and receives but a fresh impetus in early manhood, and more mature years.

There are undoubtedly as bright gems in literary and intellectual spheres to be found beneath the "Stars and Stripes" as in any other nation of the earth, and how long those gems will retain their brilliancy, untarnished, is not for us to say. Time alone can prove these things, however much we may prognosticate and speculate upon them.

But there are just as bright gems to be found here as there. There is just as much nature, talent, (possibly there may not be so much energy) and the scope is quite as ample as could be desired. The field of usefulness opened to the public school teacher, under the present School System of Canada, is unbounded. And where untarnished character and energy are combined in the teacher, their influence will be felt on society at large, as moulding and fashioning the rising generation, who are destined to become the future rulers of our land.

The responsibility is, indeed, weighty, and should be realized by those who undertake the arduous task of training the youthful mind. We cannot too faithfully or tenderly watch, nourish, and cherish, every new gleam of intelligence and talent manifested by those under our care. It is a fearful thing to crush the rising ambition of the youthful mind, by harshness or unkind treatment. They should each and all be made to feel, by our conduct towards them, that we are deeply interested in them, that we duly appreciate their childish endeavours to accomplish the task we assign them. Allowing kindness to be the ruling principle of our govern-

ment, we operate in the higher qualities of human nature, and in most cases we shall find that it is most effectual in subduing the baser passions. The law of love is the most powerful that ever emanated from heaven, or anything beneath it, and the closer we approximate to that law the more sublime and subduing will be our influence on society, especially on its juvenile portions; yet there are extreme cases with which we sometimes meet, those whose earliest training has had a tendency to subdue the good, and encourage the vicious dispositions of their nature. Of such there seems indeed but little hope. But I think that in ninety-nine cases out of a hundred, kindness will be found the most effectual means of subjugation. If this will not bear rule, small indeed is the ground for hope in their case.

Now, though I speak of the law of kindness, I do not by any means wish to insinuate that the teacher should not be strict in their discipline, for I am fully aware that strictness is the grand secret to successful government in the school room. Our laws or rules should resemble those of Solon more than those of Draco; but yet, we should be inflexibly firm in the maintaining of our own authority. By our character and daily deportment we can command the respect, as well as the love and esteem of our pupils, and we may go forward fearless of the result.

But a word or two respecting the cause or error to which I referred in the beginning. The youthful mind should be trained to think for itself. We should endeavour to cultivate in them originality of ideas, encouraging them to write on subjects which are familiar to them, and to give free expression to their thoughts; to rouse their mental energies, and excite their ambition, to aspire to become the best writers, as well as the most accomplished in other branches. Let composition writing take a prominent place in the weekly programme of the common school, and we shall yet, and ere long too, find that public teachers can write as well as speak for themselves. And this seems especially necessary, since we find so many entering the teacher's field who have had no higher advantages than those afforded in the Common School.

Respectfully submitting these few thoughts, I subscribe myself with feelings of deep interest in the cause of education, your fellow servant.

C. HARRIS, Mount Brydges, C. W.

III. Papers on the Progress of Education.

1. EDUCATION IN TASMANIA.

In most of our colonies efforts are being made, supported by the various colonial governments, to establish and develop good educational systems, so that emigrants from the mother country will, for the most part, find but little difficulty in giving their children an education similar to that they would have obtained for them at home. It cannot fail to prove interesting to our readers to learn how the great educational problems are solved among their fellow-countrymen at the antipodes; and we accordingly devote the following pages to a slight sketch of what is being done in the thriving colony, originally a convict settlement, and a dependence of New South Wales, but now independent, and an important commercial state, occupying the island of Tasmania, better known as Van Dieman's Land.

It was about 1821 that the character of the colony began to change, and a tide of emigration to it set out from England. With the increase of its trade and population, and the improvements attendant on the extension and independence of the colony, came a desire for education. In October, 1848, there were 65 schools, containing 3,147 children, receiving aid from the public funds, and under the immediate direction or general surveillance of the Government; and at the same time 2,323 other pupils were in attendance at 100 private schools in various parts of the island. This provision of elementary instruction has naturally led to a desire for the means of higher education, and it is to the measures now in operation for securing this that we are about to direct attention.

The colonists, having, as a matter of course, no old-established Universities to carry out middle-class examinations, &c., have done what they could to provide machinery to accomplish results similar to those expected from the operation of these august corporations at home. The "Tasmanian Council of Education," constituted under "The Tasmanian Council of Education and Scholarship Act," grants degrees, scholarships (tenable at our own Universities), and exhibitions to superior schools. The Council meets quarterly, and may hold a special meeting at the call of the president, or on a requisition from four of its members. They appoint annually public examiners to conduct the examinations, two members of the Council being present at every examination; and these examiners report to the Council upon the general proficiency and amount of knowledge displayed by the body of candidates who come before them.

The degree of Associate of Arts is open to persons of any age, but successful candidates above the age of nineteen are not eligible for any scholarships, exhibitions, or prizes under the Act open to the associates who obtain the degree at an earlier age. The examination for this degree is divided into two parts, according to the following regulations:—

Previously to the examination for the degree of Associate of Arts, every candidate will be required to satisfy the examiners in—

1. Reading aloud a passage from some English prose author.
2. Writing from dictation.
3. The analysis and parsing of a passage from some standard English author.
4. The first four rules of arithmetic, simple and compound.
5. Geography. Under this head a competent knowledge will be required of the chief ranges of mountains, the principal rivers, the principal towns, and the coast line of one or more of the countries in the following list:—England, Scotland, Ireland, Europe, Asia, Africa, North America, South America, Australasia.
6. The outlines of English History since the Conquest—that is to say, the succession of sovereigns, the chief events, and some account of the leading men in each reign.

The examination for those students who have satisfactorily passed the preliminary examination will comprise the subjects mentioned in the following ten sections, in four of which at least, Latin or Pure Mathematics being one, the candidate must satisfy the examiners:—

- | | |
|---|-------------------------------|
| 1. English. | 7. The Elements of Chemistry. |
| 2. Latin. | 8. Zoology and Botany. |
| 3. Greek. | 9. Drawing and Architecture. |
| 4. French, German, or Italian. | 10. Geology. |
| 5. Pure Mathematics. | |
| 6. The Elementary principles of Hydrostatics and Mechanics. | |

The standard of scholarship indicated by the degree may be gathered from the "Sketch of the Examination for the Degree of Associate of Arts for the Year 1862:—"

English.—The candidate will be examined in the etymology and grammatical construction of the language; in English history, from the accession of Henry VIII. to the death of Charles II.; and will be required to write a short original composition, or a report founded upon some abstract of facts furnished him. He will also be examined in physical, commercial, and political geography. Books recommended: Trench's English, Past and Present (3s. 6d., Parker); Morell's Grammar and Analysis, with the Exercises (3s. 6d., Constable); Cornwell's School Geography (3s. 6d., Simpkin and Co.); and Hughes's Physical Geography (3s. 6d., Longman).

Latin.—Virgil, *Æneid*, Book II.; Horace, *Odes*, Books III. and IV.; and Livy, Book XXI. Questions will also be given on the parsing, and the historical and geographical allusions. A passage for translation from some other Latin author, and a passage of English for translation into Latin.

Greek.—Xenophon's *Anabasis*, Book IV.; Homer's *Iliad*, Book IV.; and Euripides, *Hecuba*. Questions on the parsing, and the historical and geographical allusions. A passage for translation from some other Greek author.

French.—Passages will be given from Voltaire's *Charles XII.*, and *Madame de la Rochejaguelin's* *Memoirs of the Vendean War*, for translation into English; with questions on parsing, and the historical and geographical allusions. Also a passage from some other French author for translation into English, and from some English author into French.

German.—Passages will be given from Schiller's *Revolt of the Netherlands*, or *Wallenstein*; with questions on the parsing, and the historical and geographical allusions. Also a passage from some other German author for translation into English, and from an English author into German.

Italian.—Candidates in this section will be examined in *Silvio Pellico*, with questions on the parsing and grammatical construction. Also a passage from some other Italian author for translation into English, and from an English author into Italian.

Pure Mathematics.—Questions will be set in *Euclid*, Books I., II., III., IV., *Arithmetic*, and *Algebra*. Candidates for honours will be required to satisfy the examiners in *Euclid*, Books VI. and XI., as far as *Proposition xxi.*, *Plane Trigonometry* the use of *Logarithms*, and *Mensuration*.

Natural Philosophy.—The candidate must be prepared to answer questions set in *Newth's First Book of Natural Philosophy*.

Chemistry.—The candidate will be examined in *Inorganic Chemistry*. Book recommended: *Wilson's Chemistry* (3s., *Chambers' Educational Course*).

Zoology and Botany.—Elementary questions will be set on the description and classification of animals, their habits, and geographical distribution; and on the mercantile and industrial uses of

animal products. Also the description and classification of plants, their uses, and geographical distribution. Plants, and parts of plants, will be given for description. Text Books: Milne Edwards' Zoology (7s. 6d., Renshaw), and Lindley's Elements of Botany (12s., Bradbury).

Geology.—The candidate will be examined in Page's Introductory Text Books of Geology (5s., Blackwood).

Drawing and Architecture.—Drawing from the flat, from models, from memory, and in perspective; and drawings from plans, sections, and elevations. Design in pen and ink and in colour. A fair degree of skill in free-hand drawing will be required in order that a student may pass in this section.

Prizes are also given by the Council for proficiency in certain subjects; and those who fail to reach the degree, but obtain a certain number of marks, may be recommended by the examiners for the Council's certificate of merit.

The Tasmanian Scholarship is a grant of £200 a year, tenable for four years, in any University of the United Kingdom. It is open to any Associate of Arts, between the ages of 16 and 20, who has been resident in the colony for the period of five years next before the time of his examination. The five subjects embraced, and the standard of proficiency required, may be gathered from the following "Revised Scheme of the Examination for the Tasmanian Scholarships for the year 1862."—

I.—CLASSICS (1,500 marks).

Greek.—Thucydides, Book I.; Herodotus, Book II.; Homer's Iliad, Book I.; Æschylus, Prometheus Victus.

Latin.—Virgil, Æneid, Books V. and VI.; Horace, Odes; Livy, XXI. and XXII.; Cicero, Catiline Orations.

Papers will be set for translation from English into Greek and Latin prose, and from English verse into Greek and Latin verse.

Ancient History.—Questions will be given on the historical and geographical allusions contained in the above-named Greek and Latin books, and in the philology of the Greek and Latin languages. Candidates will also be examined in Smith's History of Greece and Liddell's History of Rome.

II.—MATHEMATICS (with 1,500 marks).

Arithmetic; Algebra, except Theory of Equations; Euclid, Books I. to VI. inclusive, and 11th to 21st Proposition inclusive; Plane Trigonometry, including Logarithms; Conic Sections, treated both geometrically and analytically; and Simple Differentiations.

III.—NATURAL PHILOSOPHY.

Elementary Statics, Dynamics, and Hydrostatics, as treated in Goodwin's Course of Mathematics.

IV.—MODERN HISTORY (250 marks).

History of Europe from 1688 to 1815 inclusive.

V.—MODERN LANGUAGES (500 marks).

The grammatical structure of the English language, and French or German. Candidates may submit themselves for examination in either French or German, at their option.

French.—Passages will be given from Voltaire's Charles XII., and Molière's Les Fourberies de Scapin, for translation into English, with questions on the parsing, and historical and geographical allusions; also a passage from some other French author for translation into English, and from some English author into French.

German.—Passages will be given from Schiller's Revolt of the Netherlands, or Wallenstein, with questions on the parsing, and the historical and geographical allusions; also a passage from some other German author for translation into English, and from an English author into German.

A successful candidate must gain at least 1,650 marks, including 900 in classics, or 750 in mathematics.

The third branch of the Council's operations is the granting of exhibitions to superior schools. A certain number of exhibitions of £50 each are notified to be open to competition to every boy under fourteen years of age, who has been two years a resident in the colony, and not been a pupil of a Government school within six months of the date of the examination. These exhibitions are tenable at such superior schools as are named by the parent or guardian of the exhibitor, and approved by the Council. The examination comprises these subjects—The English Language, Geography, Grammar, History, Arithmetic, French, Latin, Greek, Algebra, and the first book of Euclid.

From the official documents before us, we gather that in 1861 the Council expended £718 17s. in carrying out this system. This included an expenditure of £175 11s. 3d. for prizes, some of which were awarded the previous year, and some remaining on hand. At the first examination for scholarships (1861), no candidate was successful; but in 1862, two out of the three candidates satisfied the examiners. Of the thirty-five candidates for the degree of A. A. at the three examinations held, seven were rejected at the preliminary

examination, and seventeen passed; of whom six were in the first class, and four in the second. The Council, in their second report to the Governor of the colony, draws his Excellency's attention "to the economic working of a system which is already conferring such important advantages upon the colony, and is likely to prove of such essential benefit to its future highest social and moral interests."

We conclude with an extract from the same report giving a general outline of the working of the Tasmanian system of education, and pointing out its most obvious defect. Speaking of the first examination for Tasmanian scholarships, the Council say:—"This result has pressed upon us, with renewed force, the conviction that, in order to make generally available the advantages so wisely provided by the Scholarship Act, it is most desirable that the system of education, the foundation of which has been so liberally laid in this colony, be extended and completed. That system at present affords the means to every parent desirous of availing himself of it, of providing for his children a good sound primary education. Next, the exhibitions to superior schools open up a road by which boys of distinguished abilities may, without expense to their parents, prosecute their studies during those years of early youth which were formerly, of necessity, devoted to occupations by which the daily wants of life must be supplied. And again, the Tasmanian scholarships provide means for rendering native talent ultimately available to the colony by the higher cultivation to be obtained in Europe. There is, however, a period when the deserving exhibitioner, after having exhausted the aid afforded to him in his school studies, and having attained the degree of Associate of Arts, would enter upon that higher course of learning which would qualify him to compete for a scholarship; but here he is left to his own resources: while on the one hand he may not be in circumstances to admit of his devoting those years to study unaided, on the other he is at a loss for instructors at liberty to confine their labours to this higher course of education, and the practical effect of this want would be to exclude many from the full benefits held out by the Scholarship Act,—a result, in our opinion, opposed to the views of the Legislature in passing this Act. This gap ought to be filled up; some aid ought to be afforded to those who may have proved themselves worthy of it, for supplying the missing link in the chain of their educational course."—*English Journal of Education.*

2. INTERNATIONAL SCHOOLS.

A scheme for "International Schools," proposed some time ago by a French manufacturer, M. Barbier, and warmly taken up by some men of influence in this country, among whom are Mr. Cobden, Mr. Panizzi, Mr. Thomas Bazley, and Professor Ansted, is now, it appears, on the way to be carried out practically. The proposal is, that there shall be four establishments,—one in England, one in France, one in Germany, and one in Italy; and that the pupils commencing their education in one of these establishments, shall, year by year, be transferred to one of the others, so as to have circulated through all the four in four years. As the entire curriculum is to consist of eight years, the round would be twice gone through by each pupil; and each would thus have spent two years in each of the four countries. The programme of studies at each of the schools would be the same, and would be "the most perfect that can be devised" for thorough instruction, whether for commercial or professional life; but the belief is, that by residing, during their education, in the different countries, the pupils could be put in possession of the four languages more effectively than by any other plan, and would also be trained in what may be called sound international sentiments. It is intended that the schools shall be entirely independent of the governments of the respective countries, and that they shall be set on foot by funds collected among those who approve of the scheme.—*Reader.*

3. TWENTY YEARS PROGRESS.

Have our schools really made progress within the last twenty years? I answer, yes. Visit almost any school of the same age, and you will find vastly better drilling than formerly. Children of twelve and fourteen years of age are usually as well advanced as formerly at eighteen. I doubt, however, whether there is so much real hard study as formerly, but text books are better arranged, and teachers better understand the real wants of their pupils. Children can read with facility at a much earlier age than formerly. The increase of books and papers has done much to produce this result.—Many scholars now go through a series of arithmetics and algebras who would, at that period, have been called prodigies. No efforts on the part of the superintendents, teachers, and friends of education have been lost in the elevating the intellectual condition of the young.

4. THE SCHOOL-HOUSE AN INDEX.

Persons traveling through a place, judge of it by its external appearance, and in like manner they judge of the interest manifested in the education of youth, by the appearance of the school-houses. Will a good farmer make no improvements in his buildings, and modes of farming? Will he plow with the old straight beam and wooden mould-board, and haul his hay on a sled, and go to mill with his grist in one end of the bag and a stone in the other for balance, because his great-grandfather did, and always got along well enough in the world? Some people are very much troubled about their money, where they can invest it, and have it safe. I think the best investment would be in building good school-houses for the education of the rising generation. It would certainly pay a larger per cent. of profit to the town than any railroad stock in the country, and if it did not directly increase the value of real estate, (which I think it might,) it would largely increase the number of good citizens, which would add immensely to the value of the town. If I had the means, and desired to hand my name down to posterity as a public benefactor, I can think of no better and surer way of doing it, than by establishing good schools for the education of the youth. Our country needs more men of large and generous culture and it is a noble work to train men for her, at this hour of her need.

J. D.

5. MILITARY INSTRUCTION IN SCHOOLS.

At the recent Educational meeting at Cleveland Mr. Tappan presented the report of the Committee on military education: The report opened with the proposition that it is the duty of the State to give a military education to every boy in the State. The truth of this proposition was argued, first from the fact that it is the duty of every man in the State to be a soldier, and boyhood is the best time in life to gain the education necessary to make him a soldier. Another reason urged was that a military education is good in itself. It is an excellent educational method, because it is thorough. In answer to the objection urged against a military education, viz., that it will make the nation warlike and give to it a military character, it was stated as an historical fact that within the last half century more money has been spent and more pains taken by France, Russia, and latterly by England, to give a military education to the youth of these respective countries, and to make military preparation, than was ever taken before; yet there has not been a time for centuries when we have had such a long peace as within the last fifty years. From the close of the wars of Napoleon until the breaking out of the war of the Crimea, there was, we may say, nothing of war in Europe. So far as history can teach, then, we are taught that a thorough military preparation secures peace; that the nation which is prepared for war is not inclined hastily or rashly to rush into war. A nation prepared for any emergency that may be required for self-defence, like a great man, is less likely to be quarrelsome than a nation not thus prepared. The large mastiff is always more peaceable than the pestilent little terrier. Thorough education makes a great nation; and military education is the most thorough of all.

The first requisite of a good soldier is that he must be a good man. Virtue gives courage. It is a common notion that a free man must be broken in before he becomes an efficient soldier. The greatest generals have always taken the utmost care to cultivate the intelligence of their soldiers, and to reward every noble and manly action. If, then, we educate boys for soldiers, the foundation is to be laid in all those virtues which unite to make the genuine good man. After this, the most important item to the soldier boy is his physical education. First in this, teach him how to take care of his hands, legs, and body. This may be done perhaps by gymnastics. A child thus trained can do many things which another of equal strength cannot do merely for want of practical skill. The boy who has been to a school of Free Gymnastics and there has learned to take care of himself enters a room with ease and grace. Another important thing taught by this method of gymnastics is the habit of immediate, exact, implicit obedient to commands. This cannot be taught too soon.

Until children are twelve years of age, no particular education in military movements of any kind whatever should be given. From twelve to sixteen years of age the boys of the school should be taught marchings, facings, and company evolutions, as laid down in our books on military tactics, except the manual of arms. Boys would take pride in it as a preparation for the work of men, and for the defence of their country, its rights and institutions.

After the age of sixteen give them arms and let them be taught the manual of arms. It is true that a great many of the boys of this age do not attend school, but soon after this age the law finds them and subjects them to sundry penalties if they do not attend the militia schools. We have now many returned soldiers, unfit by wounds or ill health for further service, who could give military

instruction in every township of the State at a trifling expense. One such teacher in a township would be able to visit occasionally every school, enough to give some lessons to the boys from twelve to sixteen; and he could every year hold a military training school for some weeks for the youth from sixteen to twenty years of age. Attendance should be required by fine and penalties, as we do now under the militia system. This military instruction continued for twenty years would give the country virtually a standing army of well drilled, free men.

IV. Papers on Science and Natural History.

1. APPARENT SIZE OF THE CELESTIAL BODIES.

The new experiments of Mr. Alvan Clark, on the photometrical comparison of the sun and stars, are very curious and interesting. If we place a convex lens of the known focal distance of one foot between the eye and a star of the first magnitude, and find, when the lens is removed to a distance of eleven feet, that the star is reduced in appearance to a sixth magnitude, or just visible, it is clear that as the star has undergone a reduction of ten diameters, it would be visible to the natural vision if removed in space to ten times its present distance, supposing no absorbing or extinguishing medium to exist there. A concave lens can be used for such experiments, the measurement commencing then at the lens itself. Reductions have been obtained in these ways of well-known stars, and give Castor as visible when reduced 10.3 times, Pollux eleven times, Procyon twelve, Sirius twenty times, the full moon three thousand, and the sun one million two hundred thousand times. Mr. Alvan Clark has actually seen the sun under such a reduction, attended by circumstances which led him to believe that to be about the limit at which the human eye could ever perceive our great luminary. He has an underground dark chamber, two hundred and thirty feet in length, communicating at one end with the surface of the ground by an opening five feet deep, in which a lens of any required focal distance can be inserted,—one of a twentieth of an inch focus, with its flat side cemented to one face of a prism, has been employed by Mr. Clark. No light whatever can enter the chamber, except through the little lens. A common silvered mirror over the opening receives the direct rays of the sun, and sends them down the opening into the prism, by which they are directed through the little lens into the chamber. An observer at the opposite end of the cellar sees the sun reduced in apparent size 55,200 times, and its light, then, in amount, varies but little from that of Sirius. Upon a car moveable in either direction is mounted another lens, with a focal distance of six inches. The eye of the observer being brought in a line with the lenses, he sends the car by a cord into the chamber to the greatest distance that he can see the light through the six-inch lens.

At noon, with a perfectly clear sky, the sun is thus visible at twelve feet away from the eye. The distance between the two lenses being two hundred and eighteen feet, the reduction by the small lens, if viewed from the point occupied by the car-lens, would be 52,320 times, and that again is reduced by the six-inch lens twenty-three times, making the total reduction 1,203,360 times. There seems no reason to doubt—setting aside the idea of an extinguishing medium in space—that our sun would be only just visible to a human eye at 120,000 times the present distance; or at 100,000 times away it would rank only as a pretty bright star of the first magnitude, although its parallax would be double that imputed to any star in the whole heavens, or only half as far away as the nearest. Because the sun's intrinsic splendor proves to be less than that of those stars whose distances have been measured, Mr. Clark does not think it necessarily follows that its light or size is less than the average of existing stars; for, in the case of there being a diversity in size or brilliancy amongst the stars in space—as is most likely—those that would be visible would, of course, be the largest and brightest, while, by the laws of perspective, the smaller ones would be lost to view. Such would be the case equally with telescopic stars as well as those evident to the naked eye. The number of stars visible within a given area of space, by the aid of the more powerful telescopes, is far less in proportion to the power of the instruments than those visible in like areas to the unassisted eye or with smaller telescopes; and this fact has given rise to the idea of an extinguishing medium to light in space; but upon the above hypothesis, the result might equally arise from the diminution in perspective, as in this way we should see the whole, both great and small, of the stars in the nearer distances with moderate powers; while, though great and small did exist in the far off regions bounding the remotest reach of our most powerful telescopes, it would be only the great stars that we could see, and those only as the most minute specks of light. A vast number of smaller or more moderate lights may then exist amongst those whose extraordinary splendor

reaches us through the aid of our best instruments. Were all the stars in existence of one pattern and one uniform brightness, and scattered broadcast in space, our great telescopes would count up more nearly the numbers belonging theoretically to their magnifying powers than they now do, as will be readily understood by considering the ratio in which an increase of radius increases the cubic contents of a sphere. If the distances imputed to several of our stars from parallax be true, these photometrical researches show our glorious luminary to be a very small star indeed; "and to the human understanding thus enlightened, more than ever must the heavens declare the glory of God."—*London Review*.

2. HABITS OF THE MOLE: ITS VALUE TO THE FARMER.

Recreative Science for this month contains a short but entertaining account of the captivity and death of a mole. Professor Owen, at the British Association the year before last, showed, in an admirable paper on the anatomy of that animal, how much was yet to be learnt of the structures of our indigenous animals, and these "Notes on the Mole," by the Rev. J. G. Wood, in Messrs. Groombridge's entertaining magazine, show how well worthy, too, of accurate study by the naturalist our native animals are. Some young friends captured a mole, and brought it to that naturalist, secured in a large box. It ran about with great agility, thrusting its long and flexible snout into every crevice. A little earth was placed in the box, when the mole pushed its way through the loose soil, entering and re-entering the heap, and in a few moments scattering the earth tolerably evenly over the box, every now and then twitching with a quick, convulsive shaking the loose earth from its fur. At one moment the mole was grubbing away, hardly to be distinguished from the surrounding soil, completely covered with dust; the next instant the moving dust-heap had vanished, and in its place was a soft, velvety coat. The creature was unremitting in its attempts to get through the box, but the wood was too tough for it to make any impression, and after satisfying itself it could not get through a deal board, it took two attempts to scramble over the sides, ever slipping sideways, and coming on its forefeet. The rapid mobility of its snout was astonishing, but its senses of sight and smell seem to be practically obsolete, for a worm placed in its track within the tenth of an inch of its nose was not detected, although no sooner did its nose or foot touch one, than in a moment it flung itself upon its prey and shook the worm backwards and forwards and scratched it about until it got one end or other in its mouth, when it devoured it greedily, the crunching sound of its teeth being audible two yards away. Worms it ate as fast as supplied—devouring fourteen in thirteen minutes, after which it was supplied with a second batch of ten. It was then tried with millipedes, but invariably rejected them. Having heard that a twelve hours' fast would kill a mole, Mr. Wood determined to give his captive a good supper at eight and an early breakfast the next morning at five or six. So he dug perseveringly a large handful of worms and put them in the box. As the mole went backwards and forwards it happened to touch one of the worms and immediately flew at it, and while trying to get it into its mouth the mole came upon the mass of worms and flung itself upon them in a paroxysm of excitement, pulling them about, too overjoyed with the treasure to settle on any individual in particular. At last, it caught one of them and began crunching, the rest making their escape in all directions and burrowing into the loose mould. Thinking the animal had now a good supply, two dozen worms having been put into the box, Mr. Wood shut it up with an easy conscience; but it happened, the following morning, that the rain fell in a perfect torrent, and, hoping for some remission, he waited until nine o'clock before he opened the box. Twelve hours had just elapsed since the mole had received its supply, and as it had taken probably another hour in hunting about the box before it had devoured them all, not more than eleven hours had probably elapsed since the last worm was consumed. But the mole was dead. "I forgot," Mr. Wood says, "to weigh the worms which he devoured, but as they would have filled my two hands held cupwise, I may infer that they weighed very little less than the animal who ate them." The extreme voracity and restless movements of the little creature here recorded, show its value to the agriculturist "as a subsoil drainer who works without wages," and its great usefulness in keeping the prolific race of worms—themselves useful in their way as forming the main, the fertile soil itself.—*London Review*.

V. Biographical Sketches.

No. 37.—THE RIGHT HON. LORD CLYDE.

The *Persia* brings the intelligence of the death of one of England's most honoured soldiers, better known by his former name of Sir Colin Campbell. He was born in Glasgow, October 20, 1792.

He entered the army in May, 1808, and was engaged in the descent upon Walcheren, at Barossa, Corunna, under Sir John Moore, and at the defence of Tarifa. He was severely wounded in the thigh at the passage of the Biadossa, and was twice wounded in 1813, at the assault on St. Sebastian, at which place he displayed all the soldierly qualities which ever after distinguished his career. As Captain Campbell he was in active service in America in 1814-15, and in 1823, as brigade major of the troops, he was engaged in quelling the insurrection in Demerara.

From 1836 to 1840 he was governor of Nova Scotia, when he became governor of Ceylon. In 1842, having meanwhile become lieutenant-colonel, he was actively employed in China, and towards the end of the year became a full colonel. His Indian career commenced about 1844, when he led the 39th at Maharajpore. Through the Punjaub war (1848-9) he commanded the third division of the army under Lord Gough, and distinguished himself at Ramnugger, at the passage of Chenab, and other hard fought battles. In 1849 he was created a K. C. B., and received the thanks of Parliament and of the East India Company for his services at Goojorat. Sir Colin returned to England in 1853, with his fame already established as a General of consummate ability. On the breaking out of the Crimean war he accepted the command of the Highland brigade. In 1854 he was promoted to the rank of Major-General, in consideration of his gallant services; and in the following year he was made a Knight Grand Cross of the Bath. In 1856 he attained the rank of Lieutenant-General. On the outbreak of the Indian mutiny, he was appointed to the chief command of the army in India. His exploits at Lucknow and other places are too well known to our readers to require repetition here. In 1858 he was created a peer by the title of Lord Clyde. He returned to England in 1859, where he received the thanks of both Houses of Parliament, and in 1860 was appointed to the Colonelcy of the Coldstream Guards. For some months previous to his death his health was not good, and it was evident to his friends that he was destined soon to pass away. His death was hastened, it is thought, by the loss of his early friend, Lord Herbert, of Lea, whom he loved and mourned with deep affection.

No. 38.—JOHN S. BARTLETT, ESQ., M.D.

John Sherren Bartlett, M.D., died last month, at his residence in New Jersey, in the 73rd year of his age. The funeral took place this morning at St. Paul's in this city, and the remains will be removed to Boston for interment. Dr. Bartlett was born in Dorsetshire, England, studied medicine in London, and received an appointment in the British navy in 1812. While on his way to the West Indies, he was taken prisoner, and held as such in Boston till 1813. After the war ended he married in Boston; and pursued the practice of his profession. In 1822 he removed to this city, and established the *Albion* newspaper, which he conducted for twenty-five years, and subsequently edited the *Anglo-Saxon*, in Boston. Dr. Bartlett was much respected, and was held in great regard not only by American citizens but by British residents. He was one time president of the St. George's Society, and in 1857 served as British Consul at Baltimore.—*N. Y. Evening Post*.

No. 39.—WILLIAM WELLER, ESQ.

We record with much regret the death of William Weller, Esq., the Mayor of this Corporation, who died on the 21st ultimo. He was a man of good business capacity, and served the town efficiently in various official positions,—as President of the Board of Police soon after the town was incorporated, and more than once as Mayor. He was in the 65th year of his age. His funeral took place this afternoon and was largely attended. The principal places of business were closed during the hour of the interment.—*Cobourg Star*.

VI. Miscellaneous.

THINGS THAT NEVER DIE.

The pure, the bright, the beautiful,
That stirred our hearts in youth,
The impulse to a worldless prayer,
The dreams of love and truth;
The longings after something lost,
The spirit's yearning cry,
The strivings after better hopes—
These things can never die.

The timid hand stretched forth to aid
A brother in his need,

The kindly word in grief's dark hour
That proves a friend indeed,—
The plea for mercy, softly breathed,
When justice threatens high,
The sorrow of a contrite heart—
These things shall never die.

The memory of a clasping hand,
The pressure of a kiss,
And all the trifles, sweet and frail,
That make up love's first bliss;
If with a firm, unchanging faith,
And holy trust and high,
Those hands have clasped, those lips have met,
These things shall never die.

The cruel and the bitter word,
That wounded as it fell;
The chilling want of sympathy,
We feel, but never tell.
The hard repulse, that chills the heart
Whose hopes were bounding high,—
In an unfading record kept—
These things shall never die.

Let nothing pass, for every hand
Must find some work to do;
Lose not a chance to waken love—
Be firm, and just and true.
So shall a light that cannot fade
Beam on thee from on high.
And angel voices say to thee—
These things shall never die.

—All the Year Round.

2. "MOTHER, ARE THE CHILDREN SAFE?"

There is scarcely a weekly newspaper issued that does not contain an account of some poor child being burnt to death, or scalded, or run over, through the neglect of the mother, who left it in the charge of some little creature not much bigger than itself, and wholly unable to take proper care of it. I once knew a case where a child was burned to death while the mother was gossiping at the chandler's-shop at the corner of the lane where she lived. The mother had, as she called it, "just stepped out," and the eldest child, about four years old, must needs try to blow the fire; some sparks flew out, and lodged on the pinafore of the baby, who was soon a complete bundle of fire, and while the mother was carelessly leaning over the counter, talking about her neighbours' faults and follies, her infant was shrieking its last amid the fiery torment. Never shall I forget the look of that woman, as called by her neighbours, she rushed to her house, and saw a black mass rolled up on the step of the door—all that was left of the smiling baby she had parted from a quarter of an hour before!

It is beautiful to see how very kind and careful the children of a family are to the youngest pet—but while they ought to try to amuse, and nurse it, no young children should be left in charge of a baby, either in a room with a fire, or in a crowded thoroughfare.

What is a poor mother to do? Why, send the children, as soon as they can go, to the infant school, and take care of the baby herself. Life is God's great gift. Make every effort to preserve it.—*British Workman.*

3. SPARED, BUT NOT SAVED.—A WORD IN SEASON.

A few years ago an infant son was very ill, and his mother thought he must die. Against this her fond affections revolted. She could not see her darling die. She could not give his beautiful form to the monster Death, and see him laid away in the dark loathsome tomb. He must not die:—and she prayed earnestly that his life might be spared. "Oh! spare him to my sight and my embrace: for his life I plead."

His disease began to yield. While she was watching with trembling hope by his cradle, a periodical in its accustomed mission came into her hands, and the first thing her eye rested upon was the article, "Spared, but not saved." She felt rebuked, and changed her petition that her boy might be "saved," even though he were taken from her then. "'Not my will, but thine, O Father, be done.' Let the soul of my child live, though his body be hid from my sight, and his fair form return to dust."

The little boy still lives, but that mother forgets not that hour of conflict, nor the timely monition which weakened her grasp on her heart's idol, and bade her trust in God's faithfulness and love.

J. in British Mother's Journal.

4. HOW MUCH DID YOUR CHILD COST YOU?

A little girl who loved the Saviour tried to follow his example of going about and doing good; and many were the hearts that she cheered by her kind words and deeds, and her sunny smile (for there are many many times when a smile will be a rich blessing to those around us). But God called her, when she was ten years old, to serve Him with the angels in glory. When they told her she was going to die, she looked up to her father, who loved her dearly, and did not know how to part with her, and said "Dear papa, how much do I cost you every year?"

He thought the child was delirious when she asked such a question, but he answered, to soothe her, "Well, dearest, perhaps forty or fifty pounds. What then, darling?"

"Because," said she, "I thought, maybe, you would lay it out this year in Bibles, for poor children to remember me by."

"Yes I will, my precious child," said the father, "I will do it every year as long as I live; and thus my Lillian shall yet speak, and draw hundreds and thousands after her to heaven."

She loved nothing so much as to serve God, and even when she lay in pain and feebleness on her dying bed, she forgot herself and her sufferings in the one thought, how she might do good to others, and glorify her Maker.

This is the spirit we want you all to have, who have been given to God as Lillian was and as Samuel was, to be used by Him.—*Little Crowns and how to Win Them.*

5. A CHILD'S FAITH.

In a town of Holland there once lived a very poor widow. One night her children asked her, in vain, to give them bread, but she had none. The poor woman loved the Lord and knew that He was good; so, with her little ones around her, she earnestly prayed to Him for food. On rising from their knees, her eldest child, a boy about eight years of age, said softly, "Dear mother, we are told in the Holy Book that God supplied his prophet with food brought by the ravens."

"Yes, my son," the mother answered; "but that was a very long time ago."

"But mother, what God has done once may He not do again? I will go and unclosethe the door to let the birds fly in." Then dear little Dirk, in simple faith, threw the door wide open, so that the light of their lamp fell on the path outside.

Soon afterwards the burgomaster passed by, and noticing the light, paused, and thinking it very strange, he entered the cottage, and inquired why they left the door open at night.

The widow replied, smiling, "My little Dirk did it, sir, that ravens might fly in to bring bread to my hungry children."

"Indeed," cried the burgomaster, "then here's a raven, my boy; come to my home, and you shall see where bread may soon be had." So he quickly led the boy along the street to his own house, and then sent him back with food that filled his humble home with joy.

After supper little Dirk went to the open door, and looking up, he said, "Many thanks, good Lord," then shut it fast again; for though no birds had come, he knew that God had heard his mother's prayer, and sent this timely help.

6. NEVER GIVE UP.—AN ILLUSTRATION.

"I can't do it, father; indeed I can't." "Never say can't, my son; it isn't a good word." "But I can't, father. And if I can't, I can't. I've tried and tried, and the answer won't come out right." "Suppose you try again, Edward," said Mr. W——, the father of the discouraged boy. "There's no use in it," replied he. "What if you go to school to-morrow without the correct answer to this sum?" "I shall be put down in my class," returned Edward.—Mr. W—— shook his head, and his countenance assumed a grave aspect.

There was a silence of a few moments, and then the father said, "Let me relate to you a true story, my son. Thirty years ago, two boys about your age were companions. Both got on very well for a time; but, as their studies grew more difficult, both suffered discouragement, and each said often to his father, as you have just said to me, 'I can't.' One of these boys, whose name was Charles, had a brighter mind than the other, and could get through his task easier; but his father was very indulgent to him, and when he complained that his lessons were too hard, and said 'I can't do this, and

I can't do that,' he requested the teacher not to be so hard with him. But it was different with the father of the other boy, named Henry. 'Don't give up, my boy! Try again; and if not successful, try again and again. You can do it; I know you can.' Thus encouraged, the boy persevered, and in every case overcame the difficulties in his way. Soon, although his mind was not naturally so active as the mind of his companion, he was in advance of him.—When they left school, which was about the same time, he was by far the better scholar. Why was this? He did not give up because his task was hard; for he had learned this important lesson—that we can do almost anything, if we try.

"Well, these two boys grew up towards manhood, and it became necessary for them to enter some business. Charles was placed by his father with a surgeon, but he did not stay there long. He found it difficult in the beginning to remember the names and uses of the various organs of the body, and soon became so much discouraged that his father thought it best to alter his intentions regarding him, and he put him into a merchant's counting-house, instead of continuing him as a student of medicine. Here Charles remained until he became of age. Some few years afterwards he went into business for himself, and got on pretty well for a time; but every young man who enters upon the world dependent upon his own efforts, meets with difficulties that only courage, confidence, and perseverance can overcome. He must never think of giving up. Unfortunately for Charles these virtues did not make a part of his character. When trouble and difficulties came, his mind sunk under a feeling of discouragement; and he 'gave up,' at a time when all that was needed for final success was a spirit of indomitable perseverance that removes all obstacles. He sank, unhappily, to rise no more. In giving up the struggle, he let go his hope in the future; and ere he had reached the prime of life found himself shattered in fortune, and without the energy of character necessary to repair it.

"Henry was sent as a student of medicine to the same surgeon with whom Charles was placed. At first when he looked into the books of anatomy, and heard the names of bones, muscles, nerves, arteries, etc., it seemed to him that he could never learn these names, much less their various uses in the human body. For a short time he gave way to a feeling of discouragement; but then a thought of the many hard tasks he had learned, by application, came over his mind, and with the words, 'Don't give up!' upon his tongue, he would apply himself with renewed efforts. Little by little he acquired the knowledge he was seeking. Daily he learned something; and it was not long before he could mark the steps of his progress. This encouraged him greatly. Some new and greater difficulties presented themselves; but, encouraged by past triumphs, he encountered them in a confident spirit, and came off conqueror. Thus Henry went on while Charles gave up quickly.—In the end the former graduated with honour, and then entered upon the practice of the profession he had chosen. There was much to discourage him at first. People do not readily put confidence in a young physician; and he had three or four years before he received practice enough to support himself, even with the closest economy. During this long period, in which the motto, 'Don't give up,' sustained him, he unhappily got into debt for articles necessary for health and comfort. While this greatly troubled him, it did not dishearten him. 'I can and will succeed,' he often said to himself. 'Others have met and overcome greater difficulties than mine; why then should I give up?' A little while longer he persevered, and had the pleasure to find himself free from debt. From that time a prosperous way was before him, though he had often to fall back upon the old motto, 'Don't give up!' Many years have passed, and Henry is now professor of anatomy in ——— University."

"Why, father, that is you!" exclaimed the listening boy, the interest on his face brightening into pleasure. "Yes, my son," replied Mr. W——; "I have been giving you my history." "But what became of Charles?" inquired Edward. "You know the janitor in our college?" said Mr. W——. "Yes, sir." "He it is who, when a boy, was my schoolmate. But he gave up at every difficulty. See where he is now! He has a good mind, but lacked industry, perseverance, and a will to succeed. You can do almost anything, my boy, if you only try in good earnest. But, if you give up when things are a little hard, you must never expect to rise in the world, to be useful according to your ability, either to yourself or mankind. Now try the hard problem again; I am sure you will get the right answer." "I will try," said Edward, confidently; "and I know it will come out right next time." And so it did.—Far happier was he, after this successful effort, than he could have been, if yielding to feeling, he had left his task unaccomplished. And so will all find it. Difficulties are permitted to stand in our way that we may overcome them; and only in overcoming them can we expect success and happiness. The mind, like the body, gains strength and maturity by vigorous exercise. It must feel, and brave, like the oak, the rushing storms, as well as bask amid gentle breezes in the warm sunshine.—*British Mother's Journal.*

7. THE HISTORY OF TWO SCHOOLMATES.

A STORY FOR THE BOYS.

"Train up a child in the way he should go, and when he is old he will not depart from it."

Permit me to tell you a story concerning two school-boys, whom I well knew. They were not twins, as their names and ages might indicate. There was but a day's difference in their ages, and their names were John and Joseph.

They were schoolmates, but their parentage and circumstances were very different. John was fortunate in having pious parents, of temperate habits, who always instructed their children, by precept and example, in wisdom's ways, and against the ensnaring vices of the age, especially tobacco and rum.

But Joseph was unfortunate. Though his parents were church-members, yet his mother was a snuff-taker, and I believe the whole family were tobacco-users and brandy-drinkers; for his father kept a still-house for making cider-brandy, so that they always kept the "pure stuff" on hand, and of course used it liberally.

Joseph had a number of brothers, some of whom, as might be expected under such circumstances, found drunkards' graves; and they had things convenient, as one might fancy, for there was a burying-ground right opposite, and this, in connection with the still house, seemed very appropriate.

Joseph began to chew tobacco when quite young and continued it, and brandy-drinking also, which made him a sot in his teens. Think of it—a sot in life's early morning, when, if ever, life should be fair, joyous, and pure! Possessing as good natural advantages as John, or perhaps any other person, still, when the dew and freshness of youth should have been upon him, he appeared old and miserable, and, before he was twenty-one, he had paid the penalty of violated physical laws, and slept in a drunkard's grave,

"With his wealth of life all wasted."

But John took a different course. Adhering to the example and council of his parents, he has never used tobacco nor strong drinks. He has lived to see three times the age of Joseph, and is yet alive, in his sixty-third year, enjoying a good measure of health, and is a strong advocate of the anti-tobacco cause, and other reforms. He is the writer of this article, and this is a slight sketch of his own history, in contrast with that of his young companion.—*J. M. in Trask's Journal.*

8. THE POWER OF PENCE.

The Rev. J. B. Owen says:—A Manchester calico-printer was, on his wedding-day, persuaded by his wife to allow her two half-pints of ale a day as her share. He rather winced at the bargain; for, though a drinker himself, he would have preferred a perfectly sober wife.

They both worked hard; and he poor man, was seldom out of the public-house while the factory was closed.

The wife and husband saw little of each other except at breakfast but, as she kept things tidy about her, and made her stinted and even selfish allowance for housekeeping meet the demands, he never complained.

She had her daily pint, and he, perhaps, had his two or three quarts. At odd times, she succeeded, by dint of one little gentle artifice or another, to win him home an hour or two earlier at night and now and then to spend an entire evening in his own house. But these were rare occasions.

They had been married a year; and, on the morning of the wedding anniversary, the husband looked askance at her with some shade of remorse, as he observed—

"Mary, we have had no holiday since we were married; and only that I haven't a penny in the world, we would take a trip to see your mother."

"Would you like to go John?" asked she, softly, between a smile and a tear, to hear him speak kindly as in old times. "If you would like to go, John, I'll treat you."

"You treat me," he said, with half a sneer; "have you a fortune then?"

"Nay," said she; "But I have the pint of ale."

"The what?" said he, quite astonished.

"The pint of ale," was the reply.

John still did not understand her, till the faithful creature reached down an old stocking from under a loose brick up the chimney, and counting out her daily pint of ale in the shape of 365 three-pences (i. e., £4 1s. 3d.), put it into his hand, exclaiming, "You shall have the holiday, John."

John was ashamed, astonished, conscience-smitten, charmed. He wouldn't touch it. "Haven't you had your share? Then I'll have no more," he said.

They kept their wedding-day with the old dame; and the wife's

little capital was the nucleus of a series of investments that ultimately swelled into shop, factory, warehouse, country seat, and a carriage.—*British Workman*.

9. CURIOUS ARITHMETICAL FACT.

If 12 persons were to agree to dine together every day, but never sit exactly in the same order round the table, it would take 13 millions of years at the rate of one dinner a day, and they would have to eat more than 479 millions of dinners, before they could go through all the possible arrangements in which they could place themselves. A has only one change, A B two, A B C six, four letters 24, five 120, six 720, seven 5,040, eight 40,320, nine 362,880, ten 3,628,800, eleven 33,916,800, twelve 479,001,600.—*Public Opinion*.

10. THE WORTH OF TIME.

To show us the worth of time, God, most liberal of all other things, is exceedingly frugal in the dispensing of that; for he never gives us two moments together, nor grants us a second till he has withdrawn the first, still keeping the third in his own hands, so that we are in perfect uncertainty whether we shall have it or not. The true manner of preparing for the last moment is, to spend all the others well, and ever to expect that. We dote upon this world as if it were never to have an end, and we neglect the next, as if it were never to have a beginning.—*Fenelon*.

11. TALENT APPRECIATED BY TALENT.

The notion that genius will excite the deepest reverence in those by whom it is least understood is an ever-recurring and yet manifest delusion. Talent is best appreciated by talent, knowledge by knowledge; and the man who imagines that the higher he is removed above his judges the more they will admire him, might equally expect that he would look larger the farther he receded, or his voice sound louder the greater the distance from which he spoke. Excellence must be perceptible before it can be applauded, and for a cultivated understanding to display its stores to untutored ignorance is much like exhibiting colors to the blind. Thus Johnson was subjected to the complicated misery of conscious power, general neglect, and helpless poverty; and, with his expectations baffled, wretched in the present and without hope for the future, a less gloom: temperament than his would have been sunk in despondency.—*Early Life of Johnson*.

12. A PLEA FOR THE DOZEN.

A schoolmaster, in a letter to the *Times*, says: "Though not descended from a six-fingered family, the Englishman uniformly reckons by the dozen. His very earthly existence is measured by his favourite number. At twelve he is in the thorough enjoyment of mere being; at twice twelve, in the full vigour of mental and corporal maturity; and at three times twelve at high tide of domestic happiness. At four times twelve he has reached the extreme verge of the table land of life; at five times twelve he has touched or nearly so, his grand climacteric, thinks of his latter end, and makes his will, and at half-a-dozen times a dozen, he is gathered to his fathers. Shirts for his back, buttons for his coat, and nails for his coffin, are manufactured and sold all per dozen. He furnishes his house from the wine-cellar to the napery-closet, with articles per dozen. He arms his ships with guns, regulates the weight of their balls in pounds, and administers discipline to those that work them, all per dozen. He fearlessly commits his property, his fame, and his me, to twelve of his peers, not to ten. His readiest measure for small things is his thumb, a dozen of which he calls a foot; and his commonest coin is a shilling, which he breaks into a dozen of pence. Rather than use a power of ten he adds a dozen to the 100th., and calls that 1 cwt. He indites his lucubrations on slips of 12, orquires of twice 12 sheets, with metallic pens assorted per dozen, and publishes his opinions, if he writes for the press, in "folios of four pages;" if fellow of a learned society, in quarto; if on the staff of a review or magazine, in octavo; if he works for the million, in twelves—never in decades. Homer is divided into twice 12 books; Virgil and Milton into 12 each. Spenser proposed to give twelve books, each of twelve cantos, and another noble poet says:—

"I've finished now
Two hundred and odd stanzas as before,
That being about the number I allow
Each canto of the twelve or twenty-four."

The year (from the division of the Zodiac, of immemorial antiquity) is divided into twelve months—the day and the night into twelve hours each; and not even the French, when at their maddest they abolished the religious week, ventured to unbind the fasciculus

of the months and hours. Inorganic matter has declared against decimals, for the discrepancies between the authorities for the atomic weights of the chemical elements are greater than their average would be from the nearest multiple, or submultiple of the dozen.

"Had we single marks for ten and eleven, our language, and our notation would be complete in the duodecimal scale; and when the great body of the people are educated and taught arithmetic intelligently, and not by empiric rules and formulæ, the transition to that scale will most certainly come."

"In the meantime, to force the decimal scale on a nation which by the light of nature, has pronounced so unmistakably against it (not one unit in the popular measure of space, time, weight, or value being divided, or bound up decimally), would be nothing short of insanity."—*English Journal of Education*.

13. LEARNED DOCTORS.

Besides other titles to public estimation won by the profession, there is that which is due to the increasing amount of mental culture among our brethren, and which must inevitably lead to their gradual elevation in the social scale. At all periods in the history of our art there have been men eminent at the same time for their professional skill and for their general learning. Dr. Freind thus speaks of some of the Greek physicians:—"If we compare any of the Greek writers in our faculty, from the very first of them—Hippocrates—to the time we are now speaking of, with the very best of their contemporaries of any art or profession whatever, they will be found not at all inferior to them, either in the disposition of their matter, the clearness of their reasoning, or the propriety of their language. Some of them have even written above the standard of the age they lived in, an incontestable instance of which is Aretæus * * * Galen himself was not only the best physician, but the best scholar and writer of his time; so great an honour have these authors done to their profession, by being versed in other arts and sciences as well as their own. (*History of Medicine*, vol. i., p. 220).

It was not less so in later times. Jerome Cardan was so celebrated for his practical skill, that an Archbishop of St. Andrew's sent for him from Padua; and on his way, the Italian physician prescribed for our poor young king, Edward the Sixth. But he was not less renowned for his learning. He invented a system of arithmetic, and a system of algebra. He wrote treatises on the sphere, on circles, on Ptolemy's geography, and on Euclid's Elements; also on astrology, on chiromancy, on physiognomy, on fate, and on games of chance. Among his miscellaneous works we find mention of epigrams and poems, and of discourses on wisdom, on consolation, and on the immortality of souls. His professional writings were considerable, the chief being a "Commentary on Hippocrates," also a work entitled "Contradictoria Medicorum," and another, "De Malo Medendi Usu." In the 17th century flourished Sir Thomas Browne, author of immortal works, which not only proved him to be master of all the science of his own and of past ages, but which now, after having been for a time partially forgotten, are placed on the same shelf with the best productions of English literature. And in the next century Dr. Meade was not only the most eminent physician in London, but his name was dear to every one in Europe who cared for science, and learning, and the fine arts. But why should we go for instances beyond our own locality, when we can remember Dr. Pritchard, who possessed an amount of knowledge and power that might have been divided amongst several persons, every one of whom would have been endowed sufficiently to attain to high renown in the several departments of science with which Mr. Pritchard's name is indissolubly united. Echnology, the science of language, psychology, and practical medicine, may all point to him as one of the illustrious dead.—*Dr. Symonds' Address, Social Science Review*.

14. THE CHINESE LANGUAGE IN ENGLAND.

Before Hongkong was ceded to the British Crown in 1842, no thought of teaching Chinese in England was entertained. There had been before that time means afforded for this object in France, Germany, Russia, and Bavaria; but it was not until 1847 that the Professorship of Chinese was endowed in King's College, London, mainly by the energy and liberality of the late Sir George Thomas Staunton, Bart., for the purpose of affording to gentlemen about to proceed to the East the benefit of instruction in the rudiments of the Chinese language. Since that time more than twenty gentlemen have been appointed by Her Majesty's Government, from the Chinese class, to posts in China as Student Interpreters; and several who are now holding lucrative offices in mercantile firms in Hongkong and Shanghai commenced, and prosecuted with success, the study of Chinese at that college.—*Chinese & Japanese Repository*.

15. WEATHER WARNINGS IN ENGLAND.

The first cautionary or storm-warning signals were made in February, 1861; since which time similar notices have been given, as occasion needed. In August, 1861, the first published forecasts of weather were tried; and after another half-year had elapsed for gaining experience by varied tentative arrangements, the present system was established. Twenty-two reports are now received each morning (except Sundays), and ten each afternoon, besides five from the Continent. Double forecasts (two days in advance) are published, with the full tables (on which they chiefly depend), and are sent to eight daily papers, to one weekly, to Lloyd's, the Admiralty, the Horse Guards, the Board of Trade, and the Humane Society. The forecasts add almost nothing to the pecuniary expense of the system, while their usefulness, practically, is said to be more and more recognized. Warnings of storms arise out of them, and (scarcely enough considered) the satisfaction of knowing that no very bad weather is imminent may be great to a person about to cross the sea. Thus their negative evidence may be actually little less valuable than the positive. Prophecies or predictions they are not; the term forecast is strictly applicable to such an opinion as is the result of a scientific combination and calculation, liable to be occasionally, though rarely, marred by an unexpected "downrush" of southerly wind, or by a rapid electrical action not yet sufficiently indicated to our extremely limited perception and feeling. We shall know more and more by degrees.—*Fitzroy's Weather Book.*

16. POPULAR EDUCATION IN ENGLAND.

The speech of Earl Russell at the Annual Meeting of the Friends of the British and Foreign School Society, is the speech of a man who has a real faith in popular education. He avoids all overstatements, which by producing re-action do more damage than benefit to any cause. And so Lord Russell does not attribute the diminution of crime to the spread of education; for, as a politician, he knows that the general prosperity of a country, and the cheapness of food, must greatly contribute to the diminution of taxes which are imposed for the repression of crime, or as Lord Lyveden less elegantly puts it, such a result may be owing as much to "full stomachs as to full brains." Ignorance may be the *companion* of crime, but it does not follow that therefore it is its *cause*. An instructed child implies a painstaking parent, and an ignorant child stands for a careless one, and the child of a careless parent will be not only ignorant but prone to crime. Mere knowledge will not of itself have any direct tendency to preserve from crime, except so far as it proves parental anxiety, and places within the reach the means of honest livelihood. But *religious* education has a direct as well as indirect tendency to preserve from crime. By religious education, we mean religious training, the regulation of conduct upon religious principles, the early-formed habit of referring all actions to the Word and Will of God, and of feeling that an Over-seeing Eye is over us. And yet with all that is here said, there is no doubt that knowledge has the tendency to restrain from crime, so far as it produces clearer views of self-interest. An ignorant man may break the law and think that he is justified in resisting the selfishness of the dominant classes. Earl Russell has therefore well contrasted the behaviour of the working classes in 1817 with that of the present period. It was ignorance of the first principles of political economy and of the fundamental laws which govern society, that led to agrarian riots and to the destruction of machinery. Increased knowledge, and the spread of popular education, have saved the machinery of our cotton mills at the present crisis. So far knowledge preserves a people from that sin which consists in outward "transgression of the law," but we must look to the hearths of those working men in the North, where religious faith has been the basis of popular education for the results not only of endurance of evils which they feel cannot be avoided, but of beautiful resignation and Christian patience under unparalleled privations.

The present system, introduced by the Minutes of 1846, wisely recognises the duty on the part of the higher social class, to contribute to the education of the poor. The principle has tended to weld together the rich and poor, and the re-payment is received not only in the improved condition of the whole country, but in the social bond which is thus formed between rich and poor. There were some excellent remarks introduced by one of the speakers at the meeting to which we alluded at the beginning of our observations. Under the existing system the child of the poor man is made a debtor to the family, the neighbour, and the State, and the tendency is to put him in sympathy with all three. There is no doubt that it is the poor man's duty to make a sacrifice for the education of his children; but if the duty is neglected, the wealthy neighbour and the State both suffer, and all past experience goes to show that it will be neglected. If the State undertake it, the tie between the social orders becomes weak. The cheerful aid of the more wealthy is the most wholesome form of aid, and the province

of the State is to excite that aid where it is possible, and to supplement it where it is not. We fully agree with the concluding remarks of one speaker, when he said, "I have no objection that these questions should be re-opened; but I trust that the English people, having been led so far in a right way, will not, in any time of apathy, permit any person, *whoever he may be*, to run away with any one of these great principles, either the combination of private and public action, or the steady aim of giving to the children of the whole people the very best education which we can give to them."—*Papers for the Schoolmaster.*

VII. Educational Intelligence.

BRITISH AND FOREIGN.

— BRITISH AND FOREIGN SCHOOL SOCIETY.—The fifty-eighth annual meeting of this society was held in the school-room, Borough road, the Right Hon. Earl Russell in the chair. Previous to the meeting an examination of the pupils in the school took place in another part of the building; at the conclusion of which the noble chairman said that he had never been more satisfied with the result of the examination than on the present occasion, and he was particularly pleased with their knowledge of the Scriptures. He trusted that the lessons they had learned at that school would not be forgotten in after life. A lengthened report was read by the Secretary, which, after a feeling tribute to the memory of the late Marquis of Lansdowne, stated that the average attendance at the model-school in Borough-road was 607; the number in the girls' school was 285. The agencies of the society have continued in active and successful operation during the year. In the training department, provision is now made for the instruction and residence of 200 students; at the Christmas examination for certificates all were presented and all passed, the proportion in the first class being very large. The inspection of schools is systematically pursued, to the advantage of both teachers and committee. The total income of the year had been £16,205 14s. 7d.; and the expenditure £11,585 8s. 8d.; leaving, with the sum debited for school materials and other expenses, a balance of £114 15s. 2d. The adoption of the report was moved by Lord Lyveden, and seconded by Mr. Hanbury, M.P. The Rev. Mr. Arthur moved a resolution declaring that the present state and prospects of elementary education were highly encouraging, and a strong inducement to increased efforts. Other resolutions were proposed and carried, including a vote of thanks to her Majesty for continued patronage and support. Earl Russell said, as there was only one more resolution to be proposed, and that concerned himself, he hoped the meeting would excuse him for not waiting for it, as he had a shop in Whitehall to attend to—(laughter)—and there was another society which met in Palace-yard, whose meeting he was expected to attend that evening. (Renewed laughter.) He thanked the society for what it had done in promoting instruction. He should doubt the stability of that teaching, if he did not feel that the institution gave a scriptural and not a mere secular education. Experience had proved that they had selected the true principles to work upon, and, in order to make it a national benefit, it must comprehend the whole country. The noble earl then contrasted the conduct of the people of Lancashire in their distress at the present time with that of the people during the distressed periods of 1801 and 1819, and contended that the difference was entirely attributable to the improved mental condition of the people through education.—*English Journal of Education.*

— EDUCATION BLUE BOOK IN ENGLAND.—The report of the Committee of Privy Council on Education for the year 1862, issued in June, states that during the year 1862, as compared with 1861, the number of schools or of departments of schools under separate teachers which were actually inspected were increased by 18, and the number of children by 28,736. A comparison of these two numbers proves that the schools have been better attended than heretofore. The number of pupil-teachers was diminished by 525; the number of certificated teachers increased by 417; of students in training to become schoolmasters and schoolmistresses by 118; capita- tion grants were paid on 26,108 more children. This last number, agreeing closely with the increase in the number of children inspected, confirms the proof of better attendance. The number of new school-houses built was 157, comprising (besides class-rooms) 268 principal school rooms and 129 dwellings for teachers; 92 other schools were enlarged, improved, or furnished afresh; accommodation was created for 38,615 children (exclusive of the schools improved or nearly furnished, but not enlarged). During 1862, as during 1861, 60 inspectors, including 24 assistant-inspectors, were

employed in visiting schools and in holding examinations. They visited 10,918 daily schools or departments of such schools under separate teachers. They found present in them 1,067,426 children. 8452 certificated teachers, and 14,881 apprentices. Of the schools or departments 2179 were for boys only; 2117 for girls only; 4764 boys were instructed together; 1597 were confined to infants (children under seven years of age); and 561 to night scholars. Of the children, 588,815 were males, and 473,611 were females. The female scholars are 47.78 per cent. on the whole number. This percentage remains nearly constant; it was identically the same in 1860; in 1859 it was 43.49; in 1861 it was 45. The percentage of females upon the whole population over 3 and under 15 years of age in 1851 was 49.7. The difference in the percentage of female scholars is explained by the demands of a poor man's home upon the service of his daughters, particularly as the nurses of younger children, from a very early age. The inspectors also visited 40 separate training colleges, occupied by 2972 students in preparation for the office of schoolmaster or schoolmistress. In December last these students and 2705 other candidates were simultaneously examined for the end of the first or second years of their training, or for admission, or for certificates as acting teachers. The inspectors also visited 408 schools for pauper children, containing 33,835 inmates, and 37 ragged or industrial schools, containing 2818 inmates. In comparing the expenditure of 1862 with that of 1861, there is a decrease of 38,698*l.* 13*s.* 9*d.* Decrease occurs under the heads of—Building, 40,463*l.* 8*s.* 7*d.*; books and apparatus, 6305*l.* 13*s.* 8*d.*; pupil-teachers, 4756*l.* 0*s.* 10*d.*; industrial schools, 2320*l.* 15*s.* 7*d.*; other heads, 695*l.* 18*s.* 3*d.*—total, 57,541*l.* 16*s.* 11*d.* On the other hand, an increase to be set off under the following heads: Certificated teachers, 9548*l.* 18*s.* 6*d.*; assistant-teachers, 740*l.* 0*s.* 7*d.*; capitation, 5287*l.* 8*s.* 8*d.*; training colleges 2884*l.* 18*s.* 7*d.*; other heads, 431*l.* 16*s.* 10*d.*; total, 18,843*l.* 3*s.* 2*d.*

— ENGLISH CONGREGATIONAL BOARD OF EDUCATION.—The annual meeting in connexion with this board was recently held in the Congregational Library, Bloomfield Street, Finsbury. Mr. Samuel Morley presided. The report stated that the circumstances of the last year had been of an encouraging character. The income had been £1,694 18*s.* 7*d.*, and the expenditure £1,390 3*s.* 6*d.* The chairman said there was much in their present position which ought to be matter of deep thankfulness. They believed that education ought to be religious, and that it was the duty of the parent to provide it for the child. Except in special exceptional cases, he thought the best thing the State could do for education was to let it alone. Mr. Charles Reed moved the adoption of the report, which was seconded by the Rev. J. Viney. Mr. Baines, M.P., in supporting the resolution, said he felt grateful to the gentlemen who had perseveringly maintained sound principles on the question of education. He also felt the deepest sympathy with those persons who were training themselves for the important work of teaching. The resolution was unanimously adopted, and addresses were afterwards delivered by several other gentlemen.—*English Journal of Education.*

— ENGLISH RAGGED SCHOOL UNION.—The nineteenth annual meeting of the friends and supporters of this society, at which the Earl of Shaftesbury presided, was lately held at Exeter Hall. The report gave in detail the statistics of attendance at the different schools, which amounted in the aggregate to about 26,000. The industrial scholars numbered 2,850; voluntary teachers, 2,700; paid teachers, 360; paid monitors, 460. The number attending parents' meetings was on the increase. There were now 26 Bands of Hope, with 4,200 members, and the number of school libraries had increased to 66, with above 10,000 volumes. The number sent to situations during the year was still large. The shoeblack societies continued to prosper; there were eight in number, and comprised 373 lads, whose united earnings for the year lately ended amounted to no less than £6,222. The receipts during the past year, including a balance of £1,239 1*s.* 8*d.*, amounted to £5,908 9*s.* 5*d.*; and after providing for the necessary expenditure, the balance in hand was £561 7*s.* 4*d.* The meeting was addressed by the noble chairman, who dwelt at some length on the benefits attendant on ragged schools, whose operations he desired not only to maintain but to extend, as much good still remained to be done; and concluded by making a strong appeal for additional aid in support of the Institution. The report was adopted, and addresses having been delivered by the Bishop of Goulburn and several other gentlemen in advocacy of the union, a resolution was proposed and carried that more funds were required to continue the good work now in operation.—*English Journal of Education.*

— ROYAL NAVY FEMALE SCHOOL.—The annual meeting in connexion with this school, which is situated at Isleworth, was lately held at the United Service Institution; the Earl of Shrewsbury in the chair. The report stated that the committee sincerely regretted the death of the late Captain Gladstone, M.P. At the close of the year the number of pupils belonging to the school was 89, and of these 56 were on the reduced scale of payment at £12 per annum. During the year an addition of £850 Consols had been made to the invested capital from money received as legacies and donations, and the amount of annual subscriptions had been greater than that of any former year. Exclusive of legacies, amounting to £1,019 10*s.*, and donations and life subscriptions, comprising a sum of £265 10*s.*, the ordinary income had been £3,865 5*s.* 9*d.*, while the expenses amounted to £4,099 10*s.* 2*d.*—*English Journal of Education.*

— DEGREES FOR LADIES.—The University of London has refused to grant to females the privilege of competing for its degrees. In the French news of April 7, however, we find that a young lady, whose name is Emma Chenu, appeared at the Sorbonne, as a candidate for the degree of "bachelor," and passed the examination, taking a high degree, amidst the applause of the students.

— ETON BOYS' MAGAZINE.—The Eton boys have re-established a magazine, called *Etonensia*, and their first number is a very creditable performance. There is an essay on Arthur Hallam, very nicely written, and one on words set to music, which shows humour and literary skill. The grandeur of the youthful editors is rather amusing. Of one essay which they decline, they say, "of this effusion they will say no more than that its want of the poetic element disqualified it at once from appearance in our pages." The editors are classical, but, as Mr. Pecksniff puts it, "pagan, we regret to say." They announce for July the appearance of certain papers, not "D. V.," nor even "Deo volente," but "*Diis volentibus.*" We trust the divinities invoked may prove propitious, as the lads really show a good share of literary capacity.—*Spectator.*

— ARCHITECTURAL IMPROVEMENTS AT CAMBRIDGE.—The *Athenæum* of the 22nd of last month gives the following account of the architectural improvements now in progress in the University of Cambridge:—The most important of these is the extension of St. John's College, the site of which has been enlarged by the appropriation, under a private Act of Parliament, of St. John's Lane and the whole of the western side of St. John's Street. A new chapel and master's lodge have been already commenced, from the designs of Mr. G. G. Scott. The chapel will bear a close resemblance to that of Exeter College, Oxford, which was designed by the same gentleman. It will, however, be of far greater dimensions. The present chapel will be pulled down, and its site thrown into the first court, while a considerable enlargement of the Hall will be effected by taking in the combination-room, the fine gallery in the present master's lodge being designed as the apartment wherein the Fellows shall, for the future, sip their post-prandial wine. The entrance to the new Lodge will be from Bride Street. In pulling down a number of old buildings during the progress of the works an interesting discovery was made of a handsome piscina, which, no doubt, formed part of the Hospital of St. John, the ancient foundation upon which the present college was engrafted, in the reign of King Henry the Eighth. A want which has been long felt in the University will be supplied by the new lecture-rooms now in course of erection in the Old Botanic Garden. Mr. A. Salvin is the architect; but, although there can be no question as to the convenience of the buildings, it must be acknowledged that they have no pretensions to architectural beauty. At Pembroke College improvements of a minor character are in progress; they consist principally of restoring the stone-work of the ancient windows. The long-contemplated alterations in Great St. Mary's Church are now rapidly progressing. The gallery for the heads and professors, known as "Golgotha," has been entirely removed, and the chancel will be fitted up with stalls of an elaborate character, designed by Mr. Scott. It is expected that the church will be re-opened for Divine Service at Christmas. Meanwhile the University sermon is preached in King's College Chapel, but unfortunately that superb edifice is by no means well adapted for hearing. The new Church of All Saints is being erected on a site opposite the entrance to Jesus College. It is to be regretted that, owing to the inadequacy of the funds, Mr. Bodley, the architect, has been compelled to modify his plans very considerably, and the erection of the spire, a conspicuous feature in the design, is indefinitely postponed. The old church of All Saints will, on the completion of the new one, be taken down, and consequently the street opposite St. John's and Trinity Colleges will be considerably widened and improved. It is rumoured that the authorities of St. John's College are anxious that the

monument to Kirke White should be removed to their new chapel; but the parishioners of All Saints are opposed to the project.

— **EDUCATION IN SCOTLAND.**—*The Established Church.*—The report of the Education Committee presented to the Church states that the number of schools supported by them in 1863, is 195, of which 170 are mixed and 25 female; the number of teachers is 195, of whom 90 hold Government Certificates. The attendance throughout the year is 19,313, exclusive of Sabbath schools. The income was £4438, a decrease of £359 in 1862, against £5264 of expenditure, an increase of £326 in 1862. At the Edinburgh Normal School, there was in training 193 Queen's scholars; at Glasgow, 172. These numbers are 92 in excess of 1862. The Privy-Council ordered this excess to be dismissed. The Committee remonstrated, and have been able to make a satisfactory arrangement for continuing them without incurring debt. The income of the Edinburgh Normal School is £8556; the expenditure £8632. Of Glasgow, income, £5522; expenditure, £5509. The Committee have made special inquiries into the professional history of all the students trained by them during the last four or five years, with a view to meet the Privy-Council statement that only 50 per cent. of the female students, and 60 per cent. of the male students, became elementary teachers. The returns obtained established that of 214 female students trained during the four and a half years ended December 1861, after deducting those dead or married or waiting for appointments, less than 10 per cent. were not actually engaged in elementary schools. The returns of male students for the four years ended December 1862, showed that of 112 young men trained for two years in Glasgow, only 3 per cent. were not in elementary schools; and of 197 trained in Edinburgh for one or two years, 16 per cent., after deducting, in both cases, those dead, in bad health, and waiting for appointments.—With regard to the Minute of March 21, on Normal Schools, the Committee feel grave doubts whether, under its provisions, the Normal Schools can be maintained; but they have formed a plan of working which, if approved of by the Privy-Council, affords the only ground for a reasonable expectation that they will be able to maintain these important institutions. From Presbyterial returns, it appears that 200 parochial teachers are reported as holding certificates of merit,—probably an under-estimate. The Committee also find that about 30 per cent. of those trained as pupil-teachers enter other professions than the scholastic at the close of their apprenticeship. The General Assembly also adopted a recommendation of a Committee, "That three regular sessions at the Divinity Hall shall be held as constituting a full curriculum." They also sent down an overture for the consideration of Presbyteries, recommending that the literary examination of students, prior to entering the Divinity Hall, should be conducted by a special Committee instead of by the different Presbyteries of the Church. At the same time it was resolved to transmit to Presbyteries an overture submitted by Mr. Campbell Swinton, proposing that students who have taken the degree of M.A. in a Scotch University, should be exempted from the literary examination above referred to.

THE FREE CHURCH.—The number of schools in connexion with this Church for 1862-3, is 607, with 630 teachers and 61,354 scholars. The income of the Fund to 31st March 1863, is £16,275, an increase of £844 on 1862. The charge on the College Fund of the Free Church for 1863, is £3030; the discharge £3609, leaving a balance of £330. The number of students at Edinburgh was 111, of whom 19 are Gaelic speaking; at Glasgow 61, of whom 16 are Gaelic speaking; at Aberdeen 32, of whom 6 are Gaelic speaking. Total 204, of whom 41 are Gaelic speaking.

— **GLASGOW UNIVERSITY.**—Lord Palmerston, as Rector of Glasgow University, has presented a donation of one hundred guineas, to be given in three prizes, to be competed for by the students enrolled during his lordship's rectorate; one prize of £36 each year.—*English J. of Education.*

— **EDUCATION IN GERMANY.**—The fourteenth congress of the school masters of Germany has just been held at Mannheim; the sittings having lasted three days. Among the questions discussed were the best methods of developing memory in children; the means of awakening in them a love of country; the advantages resulting from a larger share being given to gymnastic exercises in education; the study of music, especially of national songs; the necessity of teaching children, with the greatest care, the history of their country, and especially the great deeds and victories of the German people, &c.

— **PRICES OF GERMAN DEGREES.**—An English paper says: We report the trade of obtaining German degrees for Englishmen to be in a flourishing condition. The dealers are enabled to pay for their advertisements, and purchasers continue to be found. We have already published the

price of Giessen, Jena, and Erlangen degrees (Giessen: Ph. D., £14 10s.; LL.D., £22 10s. Erlangen: Ph. D., £15.; and Jena, Ph. D., £15); and now we are enabled to give the latest price current for Rostock, in Mecklenburgh-Schwerin. We subjoin the latest prices: Ph. D. and M. A. together, £12 12s. LL.D., £17 13s., and M.D. £30 8s. If you assure the agent "that your intention is to proceed" for the degree, he will (in turn and without knowing who you are, or what are your qualifications) ensure to you the certainty of obtaining the diploma."

— **PROGRESS OF NATIVE EDUCATION IN INDIA.**—A petition from sixty-five of the head men of Coorg, India, has been presented to the Government, in which they affirm that although six years ago they manifested a dislike to a school established among them, it has done so much good, been so well conducted, and the great influx of European settlers makes the education of their children appear so necessary, that they have subscribed £600 to endow the school, at the same time asking the State for £1100 more. This, Lord Elgin has gladly promised.

— **AGRICULTURE IN BROWN UNIVERSITY.**—The State of Rhode Island has entered into an arrangement with Brown University, by which the University is to maintain an Agricultural Department, and to receive the agricultural scrip issued by the United States to States accepting the grant.

UPPER CANADA.

— **WOODSTOCK SCHOOLS.**—**OBITUARY**—Died at Woodstock, on Sept. 6, after two weeks' illness, Charlotte Sutherland, youngest daughter of Hector Sutherland, aged 20 years and 8 months. The sudden death of Miss Sutherland, one of the teachers of our public school has affected deeply this community. Her acquired accomplishments, and natural nobleness of mind, added to her striking personal attractions, won for her a large circle of friends. Her usefulness in her public capacity has been too often dwelt upon by those competent to speak, to require notice on this occasion. The sudden bereavement which this young lady's death has produced in the family circle, need not to be told in these columns, but the following extract of the proceedings of the Board of Trustees is a fair index of the deep respect entertained for her worth: At a special meeting of the Board of School Trustees, held on Monday September 7, 1863, every member being present, it was moved, seconded, and carried unanimously: "That Whereas, One of our School Teachers, Miss Charlotte Sutherland, who conducted her examination of pupils on the 31st of July with great energy, and in apparent health, has, by the decree of Providence, been unexpectedly cut off in the prime of life, the Trustees, therefore, being desirous to manifest their esteem for a most amiable young lady, of great zeal and faithfulness in the discharge of her duties: *Resolved*, That out of respect for her memory, the members of this Board, with their Local Superintendent, attend the funeral of Miss Sutherland, on the 8th inst.; that any teacher may be absent from school duties for the same purpose; and that the department over which she presided be altogether closed on that day."

VIII. Departmental Notices.

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

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

ASSORTED PRIZE BOOKS IN PACKAGES,

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

Package No. 1. Books and Cards, 5cts. to 70cts each.....	\$10
" No. 2. Ditto ditto 5cts. to \$1.00 each.....	\$16
" No. 3. Ditto ditto 5cts. to \$1.25 each.....	\$20
" No. 4. Ditto ditto 10cts. to \$1.50 each.....	\$26
" No. 5. Ditto ditto 10cts. to \$1.75 each.....	\$30

Package No. 6. Ditto	ditto	10cts. to \$2.00 each.....	\$36
" No. 7. Ditto	ditto	15cts. to \$2.25 each....	\$40
" No. 8. Ditto	ditto	15cts. to \$2.50 each.....	\$46
" No. 9. Ditto	ditto	15cts. to \$2.75 each.....	\$50
" No. 10. Ditto	ditto	20cts. to \$3.00 each.....	\$56
" No. 11. Ditto	ditto	20cts. to \$3.25 each.....	\$60
" No. 12. Ditto	ditto	20cts. to \$3.50 each.....	\$66
" No. 13. Ditto	ditto	25cts. to \$3.75 each.....	\$70
" No. 14. Ditto	ditto	55cts. to \$4.00 each....	\$76
" No. 15. Ditto	ditto	25cts. to \$4.25 each.....	\$80
" No. 16. Ditto	ditto	30cts. to \$4.50 each.....	\$86
" No. 17. Ditto	ditto	30cts. to \$4.75 each.....	\$90
" No. 18. Ditto	ditto	30cts. to \$5.00 each.....	\$90
" No. 19. Ditto	ditto	35cts. to \$5.25 each.....	\$100
" No. 20. Ditto	ditto	35cts. to \$5.50 each.....	\$120

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

Trustees are requested to send in their orders for prizes at as early a date as possible, so as to ensure the due despatch of their parcels in time for the examinations, and thus prevent disappointment.

NEW MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada. Price \$6.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, &c. &c.

[Insert Post Office Address here.]

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

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

Amount remitted, \$

Trustees must sign their own names. } { Corporate seal to be placed here.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the trustees can be supplied, it will be necessary for them to have filled up, signed and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the one hundred per cent. will be added to the remittance, and the order, so far as the stock in the Depository will permit made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of \$2 additional, have one engraved and sent with the articles ordered.

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

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

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, must be *pre-paid*, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

INDISTINCT POST MARKS.

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

DISTRIBUTION OF JOURNAL OF EDUCATION.

In consequence of the number of Local Superintendents who, for various reasons, have declined personally to superintend the distribution of the *Journal of Education* in their respective townships, it is suggested that each Local Superintendent should make arrangements at the post offices within the bounds of their respective fields of labour, for the prompt and regular delivery of the *Journal*. All copies not called for within a reasonable time, should be returned to the Educational Department.

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

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

Annual Announcement of the

MEDICAL DEPARTMENT OF VICTORIA COLLEGE.

THE WINTER SESSION will commence on the 1st of October next, and end on the 31st of March following. It will be conducted as usual, under a full staff of Professors.

The Students can avail themselves of the advantages of the Toronto General Hospital and the Richmond Street Dispensary as usual.

Matriculation may be at the Pupils' option in the London Pharmacopoeia, or Gregory's Conspicuous, or Casar's Commentaries, or Sallust's Catalina, or any other Latin author.

The examination of candidates for graduation may be written and oral, or, if the candidate prefers it, entirely oral.

The Courses of the College are recognized by the Royal College of Physicians, London, and by the Royal College of Surgeons, England.

For further particulars apply to the Dean of the Faculty, the Hon. JOHN ROLPH, M.D., LL.D., 20, Gerrard Street, Toronto.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

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