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JOURNAL OF EDUCATION

Upper Canada.



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AN ACT

TO MAKE CERTAIN PROVISIONS WITH REGARD TO COMMON SCHOOLS IN UPPER CANADA FOR A LIMITED PERIOD.

16th Victoria, chapter —.

[10th November, 1852.]

Preamble.

WHEREAS it is expedient to make some further provision for the improvement of Common Schools in Upper Canada, and to modify and extend some of the provisions of the Act thirteenth and fourteenth Victoria, chapter forty-eight, intituled, *An Act for the better establishment and maintenance of Common Schools in Upper Canada*; Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled, *An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada*, and it is hereby enacted by the authority of the same, That the Board of School Trustees in each City, Town and Incorporated Village, shall, in addition to the powers with which they are now legally invested, possess and exercise, as far as they shall judge expedient, in regard to each such City, Town and Incorporated Village, all the powers with which the Trustees of each School Section are or may be invested by law in regard to each such School Section.

13 and 14 Vict. ch. 48 cited.

Powers of City, Town and Village Trustees extended.

II. And be it enacted, That no rate shall be imposed upon the inhabitants of any School Section according to the whole number of children, or of the number of children of legal school age, residing in such section: Provided, that the Trustees of each School Section shall see that each School under their charge is, at all times, duly provided with a Register and Visitors' Book, in the form prepared according to law: Provided, secondly, that the Trustees of each School Section shall have authority to take such steps as they may judge expedient to unite their schools with any public Grammar School, which shall be situated within or adjacent to the limits of their School Section: Provided, thirdly, that the Trustees of each School Section shall be personally responsible for the amount of any School moneys which shall be forfeited and lost to such School Section during the period of their continuance in office, in consequence of their neglect of duty; and the amount thus forfeited or lost shall be collected and applied in the manner provided by the ninth section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight, for the collection and application of the fines imposed by the said section: Provided, fourthly, that the Trustees of each School Section, shall, each personally forfeit the sum of one pound five shillings for each and every week that they shall neglect, after the fifteenth of January in each year, to prepare and forward to their local Superintendent of Schools, their School Report, as required by law, for the year ending the thirty-first December immediately preceding; and which sum or sums thus forfeited, shall be sued for by such local Superintendent, and collected and applied in the manner provided by the proviso of this section, immediately preceding: Provided, fifthly, that no agreement between Trustees and a Teacher in any School Section, made between the first of October and the second Wednesday in January, shall be valid or binding on either party after the second Wednesday in January, unless such agreement shall have been signed by the two Trustees of such School Section, whose period of office shall extend to one year beyond the second Wednesday of January, after the signing of such agreement.

No rate per capita shall be imposed upon children.

Trustees to provide Register and Visitors' Book.

Union with Grammar School.

Personal responsibility of Trustees.

Application of fines, on Trustees.

Penalty on Trustees for delaying Report.

How applied.

Agreements with Teachers not valid in certain cases.

Trustees to assess for School Sites.

Proviso—Must call a Special Meeting therefor.

III. And be it enacted, That the Trustees of each School Section shall have the same authority to assess and collect rates for the purpose of purchasing School Sites and the erection of School Houses, with which they are, or may be invested by law to assess and collect for other School purposes: Provided always, that they shall take no steps for procuring a School Site on which to erect a new School House, or changing the site of a School

House established, or that may be hereafter established, without calling a Special Meeting of the Freeholders and Household-ers of their Section to consider the matter; and if a majority of such Freeholders and Household-ers present at such Meeting, differ from a majority of the Trustees, as to the site of a School House, the question shall be disposed of in the manner prescribed by the eleventh section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight.

IV. And be it enacted, That in the event of any person residing in one School Section, sending a child or children to the School of a neighbouring School Section, such child or children shall not be returned as attending any other than the School of the Section in which the parents or guardians of such child or children reside.

V. And be it enacted, That any person who has been, or may be, appointed local Superintendent of Schools shall continue in office, (unless he resigns, or is removed from office for neglect of duty, improper conduct or incompetency,) until the first day of April of the year following that of his appointment, and during the pleasure of the Council appointing him: Provided always, that no local Superintendent shall be a Teacher or Trustee of any Common School during the period of his being in office: Provided, secondly, that no local Superintendent shall be required (unless he shall judge it expedient, and except with a view to the adjustment of disputes, or unless specially required by the County Municipality,) to make more than two official visits to each School Section under his charge; one of which visits shall be made some time between the first of April and the first of October, and the other some time between the first of October and the first of April: Provided, thirdly, that the local Superintendents of adjoining Townships shall have authority to determine the sum or sums which shall be payable from the School apportionment and assessment of each Township in support of Schools of Union School Sections, consisting of portions of such Townships; and they shall also determine the manner in which such sum or sums shall be paid: Provided, fourthly, that in the event of one person being local Superintendent of each of the Townships concerned, he shall act in behalf of such Townships; and in the event of the local Superintendents of Townships thus concerned not being able to agree as to the sum or sums to be paid to each such Township, the matter shall be referred the Warden of the County for final decision: Provided, fifthly, that each local Superintendent of Schools shall have authority to appoint the time and place of a Special School Section Meeting, at any time and for any lawful purpose, should he deem it expedient to do so: Provided, sixthly, that each local Superintendent of Schools shall have authority within twenty days after any meeting for the election of Common School Trustees within the limits of his charge, to receive and investigate any complaint respecting the mode of conducting such election, and to confirm it, or set it aside, and appoint the time and place of a new election, as he shall judge right and proper: Provided, seventhly, that each local Superintendent shall have authority on due examination, (according to the programme authorized by law for the examination of Teachers,) to give any candidate a certificate of qualification to teach a School within the limits of the charge of such Superintendent, until the next ensuing meeting (and no longer) of the County Board of Public Instruction of which such local Superintendent is a member; but no such certificate of qualification shall be given a second time, or shall be valid if given a second time, to the same person in the same County: Provided, eighthly, that in the event of a local Superintendent of Schools resigning his office, the Warden of the County or Union of Counties within which such Superintendent shall have held office, shall have authority, if he shall deem it expedient, to appoint a fit and proper person to the office thus vacated until the next ensuing meeting of the Council of such County or Union of Counties.

VI. And be it enacted, That in any Village in Upper Canada, which shall become incorporated according to law, an election of a Board of School

Trustees for such Village shall take place as soon as convenient in the manner provided and authorized for incorporated Villages in the twenty-fifth section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight: Provided always, that the time of the first election of such Board of School Trustees, shall be fixed by the Reeve of such Village, or in case of his neglecting to do so for one month, by any two Freeholders in such Village, on giving six days' notice in at least three public places in such Village: Provided also, that all elections of School Trustees that have taken place in Villages which have been incorporated since one thousand eight hundred and fifty, shall be and are hereby confirmed, and the acts of Boards of School Trustees so elected in such Villages are hereby made as valid as if such Boards had been elected for Villages incorporated before one thousand eight hundred and fifty, and in all cases the Chairman shall be elected by the Trustees from their own body, and shall have a right to vote at all times, and also, a second or casting vote in cases of an equality of votes.

VII. And be it enacted, That in case of the right of any person to vote at an election of a Trustee or Trustees in any City, Town, or incorporated Village, be objected to, the Returning Officer presiding a such election shall require the person whose right of voting is thus objected to, to make the following declaration: "I do declare and affirm that I have been rated on the assessment-roll of this City (Town or Village, as the case may be) as a Freeholder (or Householder, as the case may be) and that I have paid a tax in this ward, (or Village, as the case may be,) within the last twelve months, and that I am legally qualified to vote at this election." And the person making such declaration shall be permitted to vote: Provided always, that any person who shall, on the complaint of any person, be convicted of wilfully making a false declaration of his right to vote, shall be deemed guilty of misdemeanor, and punishable by fine and imprisonment in the manner provided for similar cases in the seventh section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight.

VIII. And be it enacted, That such of the provisions of the Act thirteenth and fourteenth Victoria, chapter forty-eight, as are contrary to the provisions of this Act, shall be and are hereby repealed.

IX. And be it enacted, That the provisions of this Act shall take effect from the passing thereof.

X. And be it enacted, That this Act shall be and continue in force until the first day of April next and not after.

LETTER OF A GERMAN ON ENGLISH EDUCATION.
 Translated from the German of Dr. Weiss, Professor of Joachimsthal College at Berlin. Translated by Dr. A. Sells.

System of the Instruction given in Public Schools.—Digested and undigested Knowledge.—The School-room.—Latin and Greek Metrical Exercises.—Practical Use of Matters taught.—Opinion of the English respecting German Erudition.—They teach only simple and positive knowledge, and how to learn in general.

The difference which exists between the system of instruction in English public schools and the one pursued in our gymnasia, may be expressed by the opposition of skill and practice on the one hand, and science and knowledge on the other. What an English scholar learns is contained within a narrower compass than what a German scholar is taught: but within the circuit of his instruction greater security is attained by an English boy, who, though limited in his learning, is yet more able to manage such studies as he has been taught.

The principal business of an English master is rather to ask questions of his boys from the portion of the book they have been learning, and set them another lesson, than to carry on with them a mental intercourse and exchange of ideas, which at once interests and instructs them. This being taken into consideration, it will no longer be surprising that there is only one school-room for all the classes, and as many chairs surrounded by forms as there are classes to be taught different subjects. I have been assured that they are

Trustees for such Village shall take place as soon as convenient in the manner provided and authorized for incorporated Villages in the twenty-fifth section of the said Act, thirteenth and fourteenth Victoria, chapter forty-eight: Provided always, that the time of the first election of such Board of School Trustees, shall be fixed by the Reeve of such Village, or in case of his neglecting to do so for one month, by any two Freeholders in such Village, on giving six days' notice in at least three public places in such Village: Provided also, that all elections of School Trustees that have taken place in Villages which have been incorporated since one thousand eight hundred and fifty, shall be and are hereby confirmed, and the acts of Boards of School Trustees so elected in such Villages are hereby made as valid as if such Boards had been elected for Villages incorporated before one thousand eight hundred and fifty, and in all cases the Chairman shall be elected by the Trustees from their own body, and shall have a right to vote at all times, and also, a second or casting vote in cases of an equality of votes.

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Children from other Sections not to be reported

School Section

Local Superintendent to continue in office till April, or longer.

or is removed from office for neglect of duty, improper conduct or incompetency,

Shall not be a Trustee or Teacher.

Powers and obligations relating to visits.

ment of disputes, or unless specially required by the County Municipality,) to make more than two official visits to each School Section under his charge; one of which visits shall be made some time between the first of April and the first of October, and the other some time between the first of October and the first of April: Provided,

To Union Schools.

or sums which shall be payable from the School apportionment and assessment of each Township in support of Schools of Union School Sections, consisting of portions of such Townships; and they shall also determine the manner in which such sum or sums shall be paid: Provided, fourthly, that in the event of one person being local Superintendent of each of the Townships concerned, he shall act in behalf of such Townships; and in the event of the local Superintendents of Townships thus concerned not being able to agree as to the sum or sums to be paid to each such Township, the matter shall be referred the Warden of the County for final decision:

To Special School Section Meetings.

To Investigating Election Complaints.

Trustees within the limits of his charge, to receive and investigate any complaint respecting the mode of conducting such election, and to confirm it, or set it aside, and appoint the time and place of a new election, as he shall judge right and proper: Provided,

To Special and limited certificates to Teachers.

of Teachers,) to give any candidate a certificate of qualification to teach a School within the limits of the charge of such Superintendent, until the next ensuing meeting (and no longer) of the County Board of Public Instruction of which such local Superintendent is a member; but no such certificate of qualification shall be given a second time, or shall be valid if given a second time, to the same person in the same County: Provided, eighthly,

Warden may fill vacancy in office of local Superintendent.

Superintendent shall have held office, shall have authority, if he shall deem it expedient, to appoint a fit and proper person to the office thus vacated until the next ensuing meeting of the Council of such County or Union of Counties.

How election of Trustees in Villages shall take place.

Former elections confirmed.

Vote of Chairman of the Board.

City, Town and Village Electors to make a declaration.

Declaration.

False declaration to be a misdemeanor.

Provision of 13th and 14th Vict. ch. 48, contrary to this Act repealed.

Act to take effect immediately.

To remain in force till April, 1853.

so accustomed to this arrangement, that neither pupil nor master is ever disturbed by the presence of others; and they early learn thus to pay attention *ad hoc*, whatever may happen to go on around them. Should a master by chance want to be by himself with his class, he can be separated from the other divisions by a curtain.

In King Edward's school, built about sixteen years ago at Birmingham, the school-room consists of a single saloon of 150 feet in length, 30 feet in width, and 45 feet in height. At one end was placed an elevated desk for the head master; opposite to him the seat of the second master; and along the walls there were four seats for as many masters. The head master can see all the classes during the lesson from his place, this having been thought proper in order to prevent any negligence or cruelty on the part of the masters. But they have now begun to perceive how unsatisfactory this arrangement is, particularly with respect to the higher classes, unless these also are to have the same kind of mechanical instruction which the others receive. Thus I found at Eton that, at least, the head masters' class, consisting of the sixth form, has a room to itself; and such, I hear, is the case in a few other schools. Dr. Arnold, who was acquainted with the educational establishments on the continent, deviated at once from the old English custom, and put each class into a separate room; this arrangement prevails not only at Rugby, but also at the Scotch Grammar schools.

It was not this innovation of Dr. Arnold's which met with the greatest amount of disapprobation, but rather other alterations in the usual course of teaching, in which there existed, according to his opinion, too much uniformity with regard to the subjects of instruction. He caused fewer Latin verses to be written than before, and replaced them by some more interesting instruction. However, the success did not correspond with his expectation, and he was obliged to acknowledge the power and usefulness of the old system, to which he returned more and more towards the close of his life.

The above-mentioned metrical exercises, and their correction, still take up a great part of the scholars' time. They commence, in several schools, with what they call writing nonsense; for first of all, the beginners must put together words of any signification whatever into a rhythmical verse, as we give *versus turbatos* to the boys to be put into order where we have preserved the practice. After these preliminary exercises have been gone through, they begin to write verses which have a meaning attached to them. The skill they attain in this respect is extraordinary, as will be fully seen by looking into the recently published collections of verses, such as the "Musæ Etonenses," "Sabrinæ Corolla," (from Shrewsbury grammar school,) and the not less remarkable "Anthologia Oxoniensis" and "Arundines Cami," all of which abound with Latin and Greek translations from modern poetry, including that of Germany, as well as from Shakespeare, Milton and Byron. They contain besides, original poems in both the dead languages, and exhibit prodigious ease and perfection in a great variety of metrical forms. Comic and serious poetry have their turn; the latin in particular make the best impression, and prove sufficiently that, since the days of George Buchanan, the admirable skill exhibited by the translators of the Psalms has not expired in England.

It is said that once, when an orator in the House of Commons used the word *vectigal*, and made a false quantity, pronouncing it as the German word *Nächtigall* is pronounced, instantly a great number of voices called out correcting him—*vectigal*. This would decidedly never have happened either in our first or in our second chamber; and we would hardly write Latin verses at all, if it were merely good for acquiring certainty in prosody. The English however appeal to greater advantages than this, which results from the practice. They maintain that their boys do, in fact, attain to a high degree of skill in writing Latin and Greek verses, and this skill, they say, would have been unattainable unless they had read the classics diligently beforehand, and had been imbued with their spirit and style; besides this, writing verses requires a lively fancy and proper arrangement of ideas. In addition to these advantages, the taste is refined, the beauty and meaning of the standard authors of antiquity better felt, and a creative power gained which merely as such is an ample reward for their application. This argument is quite correct, for writing Latin verses pre-supposes in fact other accomplishments of a high order; and when I think of our schools, where this talent is not developed, I must acknowledge

that, with all our learning and various achievements, hardly any productive self-creating faculty is acquired.

A view of the objects of English instruction, and of the method applied in the higher class of schools, will throw a clear light on the spiritual differences between both the nations. The loftier spirit of the Germans, and their tendency towards abstraction, proffer a homage to science, as such, which is, generally speaking, not paid to it by the English: science has for us a dignity independent of earthly purposes. A popular instance will best explain the case. That the earth is round, would appear to us a truth important for itself. Now an Englishman would welcome it as a result of human research, but he would also connect with it the idea that now he might be able to circumnavigate our globe; he puts the question thus: "What is it to me?" Purposes of utility are not very distant from this mode of considering things. Yet, I am far from maintaining that the higher kinds of schools in England teach merely useful knowledge, and exclude all but profitable information; on the contrary, they have of late incurred much dissatisfaction on account of not sufficiently inculcating useful knowledge.

The fact is, that in England the improvement of the active faculties is considered as the chief end of education; an opinion which was once pronounced also by a German minister of state, Wilhelm von Humboldt, when he said the state ought to promote every thing conducive to increase the active energy of the young. For this reason, the English remove from the instruction given in their schools all that might dissipate or overstrain the mental powers of the young. Their method of teaching would appear to a master of a German gymnasium amazingly simple and not satisfactory with regard to the scientific portions; which indeed is often the case. An English boy who has left school would appear ignorant when compared to a German scholar on some subjects, as, for instance, geography and physics; he would not even bear a comparison with him, supposing that the latter had been taught by the "rational method," as it is called among us.

It has become almost a matter of course with us to consider that the intention of a gymnasium is to create and develop zeal and love of science in the minds of the young. An English master would not admit this: he would insist that life does not consist of knowledge merely, but of action; and that we have each of us to fill a certain calling, and to perform one appointed task. Such a notion as this, which I read some time since in a German educational paper, "The time has come when schools will fill out the last gap in the development of the powers and faculties which Providence has bestowed upon us," would be looked upon by him as a mere phantasm, and I think justly.

With the exception of some exaggerated ideas, concerning, for instance, a wholly isolated class of learned men which they imagine to exist in Germany, I found the English very correct in their views of German instruction, and its difference from their own. "You Germans," they said to me, "and the Scotch, who are similar to you in this respect, do not attain in your schools what you wish to attain, because you take too high an aim; you have no useful education. You do not, on the one hand, look sufficiently back on your history, and over the conditions and subsistences of your people; and, on the other hand, you do not look before you on the qualities which life requires of the young. Not that education should think of nothing but preparing them for the acquisition of material advantages; man does not live by bread alone, and the soul has too noble an origin to aim at the profitable alone; but morals, and the formation of character, are not sufficiently attended to in your education. For you have not received your fatherland, and your life, and your faith, in order to waste all your time and your pains on the cultivation of the intellect alone. Wisdom consists in the union of action with knowledge; and life, which affords plenty of time and occasion for the development of both, will at the same time never prosper by their union."

Such being their speeches, it will no longer be a matter of wonder that the English should endeavour to form intelligent and able minds, possessed of correct notions, but do not attempt to deliver to their youth any peculiar dogmas; particularly such as they would have to take for granted merely, without their having been first submitted to inquiry. This is the mistake too often committed in our schools.

There have, indeed, been times when the greatest men of their age applied themselves assiduously, during the whole period of their

youth, to the discovery of truth, whatever might be the dominion in which they sought it; and they have the justice claim to our admiration, for they lived in times when the words of Scripture, "In the sweat of thy brow thou shalt eat thy bread," applied to mental labour as well as to bodily work. But nowadays the case is altered; the tables of knowledge are richly spread before us, and every body has but to stretch out his hand to take hold of the results of the researches of past ages. Hence arises the danger, that a young man, learning nothing but these results, should no longer trouble himself about the way that led to them, and should therefore fail in making them real acquisitions of his own. How much is there not swallowed down in a few minutes by our young students of divinity, without the least perception of all the trouble which the discovery of these truths cost the early writers. This very abuse is committed in our gymnasia; or else why should Herder have already found it necessary to warn young men against the luxury of knowledge; and why should the reproach be so often repeated, that instruction is carried on in them too much in the university style, so that it puffs up young people and turns them into gamblers and premature critics.

Whilst English schools adhere to positive knowledge, removed from any sort of critical controversy, and foster the sense of quick observation by due regard to reality; in Germany, reflection prevails to such an excess, that by dwelling merely upon generalities, the research into an object is always suffered to be impaired by disregard for the integrity of the facts. Many a professor at a university has been made angry, by seeing so many students coming to college with opinions and views already formed at their gymnasia; whilst, at the same time, they were so very deficient in simple and elementary knowledge, that they did not know half the facts on which they had already decided. For this reason, also, Godfried Hermann complained, "In schools they read the classics critically; whilst we shall soon be obliged to teach them the elements of grammar."

Dr. Arnold says that these efforts to gain knowledge are a thousand times more important to the scholar than the success which attends them; and that, in teaching, the *how* is of far more consequence than the *what*.

Through disregard to these rules, and on account of the encyclopedical character of the instructions given in our schools, the youth of Germany has lost its natural simplicity and sound perspicuity of its notions. It is at the same time so much engaged by different objects, that its ears are stunned and its attention perplexed. What application has gained in extent, it has lost in depth. English schools escape these disadvantages: they teach less, but their pupils know better *how they must learn*. They have riper powers of observation, and they know how to discover the proper point of view for everything; whereas too many of our young men know nothing more, for long afterwards, than what they have been taught and cannot free themselves from dependence on the learning they have received at school.—*English Journal of Education*.

SHORT MEMOIRS OF EMINENT MEN.

No. 4.

HERODOTUS—THE FATHER OF HISTORY.

"It is natural to believe," says Dr. Johnson, "that no writer has a more easy task than the historian. The philosopher has the works of Omniscience to examine; and is therefore engaged in disquisitions, to which finite intellects are utterly unequal. The poet trusts to his invention, and is not only in danger of those inconsistencies to which every one is exposed by departure from truth, but may be censured as well for deficiencies of matter, as for irregularity of disposition, or impropriety of ornament. But the happy historian has no other labour than of gathering what tradition pours down before him, or records treasure for his use. He has only the actions and designs of men like himself to conceive and to relate; he is not to form, but to copy characters, and therefore is not blamed for the inconsistency of statesmen, the injustice of tyrants, or the cowardice of commanders. The difficulty of making variety consistent, or uniting probability with surprise, need not to disturb him; the manners and actions of his personages are already fixed; his materials are provided, and put into his hands, and he is at leisure to employ all his powers in arranging and displaying them.

"Yet, even when these advantages, very few in any age have been able to raise themselves to reputation by writing histories; and among the innumerable authors, who fill every nation with accounts of their ancestors, or undertake to transmit to futurity the events of their own time, the greater part, when fashion and novelty have ceased to recommend them, are of no other use than chronological memorials, which necessity may sometimes require to be consulted, but which fright away curiosity, and disgust delicacy." We design to notice one who in ancient times, and even to the present day, is universally allowed to be eminently worthy of the name of the Historian.

Herodotus, styled by Cicero, the Father of History, was born at Halicarnassus, in Caria, a large town of Asia Minor. Strabo informs us, that his parents were affluent and of illustrious origin. He flourished about the memorable period in which Xerxes invaded Greece.

When arrived at maturity, he was compelled to leave his native place, on account of the tyranny of Lygdamis, who had put to death Panyasis, the uncle of the historian. During the time of his exile, he travelled through Greece, Egypt, Asia, Thrace and Macedonia. Whilst a resident at Samos, he collected the materials, and formed the plan of his history.

At length, having heard that a conspiracy had been formed by many of the citizens of Halicarnassus to expel the tyrant who had so long oppressed them, he hastened to lend them his aid. They were eminently successful in dethroning the despot; but a faction, adverse to Herodotus, having gained a possession of the government, he was obliged to take refuge from its violence in Greece.

In the thirty-ninth year of his age, he attended the Olympic games, and recited to the vast multitudes which were assembled, several portions of his history. These were rapturously applauded; and the nine books into which his work was divided, by unanimous consent, were distinguished by the names of the muses.

His narrative includes in it, the most remarkable events through a period of two hundred and forty years, from the reign of Cyrus, the first king of Persia, to that of Xerxes, in which he lived. Twelve years after he had visited Olympia, he went to Athens, and read part of his history to the people at one of their public feasts. They not only loaded him with their praises, but made a decree, that ten talents should be presented to him as an acknowledgment of his merit.

It is thought remarkable, that though a Dorian, he should have written so well in the Ionic dialect. Critics generally allow him the place among historians, which Homer fills among the poets, and Demosthenes among the orators. There is certainly much ease, sweetness and elegance in his style. Cicero compares it to the course of the waters of a still river. With all his faults, he has ever been regarded as one of the most pleasing writers of antiquity.

Quintilian, noticing the works of this historian, says, "Many have written well; but every body owns that there are two historians preferable to the rest, though extremely different from each other; Thucydides and Herodotus. Thucydides is close, concise, and even sometimes crowded in his sentences; Herodotus is sweet, copious, and exuberant. Thucydides is more agreeable to men of lively passions; Herodotus to those of a sedate turn. The former is more energetic, the latter is more pleasing."

He left Athens, in the fortieth year of his age, with the colony who went to Thurium, in the south of Italy, to form a settlement. Lysias, the celebrated orator, as we have seen, accompanied him.—It is highly probable, that Herodotus closed his days among these adventurers; though some have affirmed, that his tomb was to be seen at Athens, among the monuments of Cimon.

The account which this historian has given us of Babylon is most astonishing. The greatest cities of modern times can afford us but a very faint idea of its strength and grandeur. Indeed, the prophet Isaiah calls it, "the glory of kingdoms, the beauty of the Chaldees' excellency." It stood on a large plain: its walls were eighty-seven feet wide, three hundred and fifty in height, and in compass, four hundred and eighty furlongs, or about sixty miles. The walls formed an exact square, each side of which extended fifteen miles. The bricks which composed it were cemented together with bitumen, and thus they became one firm solid mass.—An immense moat, or ditch, full of water, surrounded this vast fortification.

On each side of this great square were twenty-five gates, which were formed of solid brass. Between every pair of these gates, were three towers; and four more at the four corners of this great square; every one of these towers was ten feet higher than the walls.

From the twenty-five gates on each side of this great square, went twenty-five streets, in straight lines to the gates, which were directly over against them, on the opposite side; so that the whole number of the streets was fifty; each fifteen miles long, twenty-five of which went one way, and twenty-five the other, directly crossing each other at right angles. There were also four half-streets, which had houses on one side, and the wall on the other; these went round the four sides of the city next the walls, and were each of them two hundred feet broad; the next were about one hundred and fifty. By these streets thus crossing each other, the whole city was divided into six hundred and seventy-six squares, each of which was two miles and a quarter in circumference.—Round these squares, on every side towards the streets, stood the houses, all built three or four stories high, and beautified with all manner of ornaments. The space in the middle of each square was employed for yards, gardens, and other such uses; so that Babylon was greater in appearance than in reality, nearly one half of the city being occupied in gardens and cultivated lands.

The Euphrates ran quite across the city, from the north to the south side. The wall, and the brazen gates extended along the banks on each side of the river. These gates were open in the day, but shut at night.

Near one of the palaces were the hanging gardens, so greatly celebrated by the Greeks. They contained a square of four hundred feet on every side, and were borne into the air in the manner of several large terraces one above another, till they were equal in height to the walls of the city. The ascent was from terrace to terrace on steps ten feet wide. The whole pile was sustained by vast arches, raised one above another, and strengthened by a wall on every side, of the thickness of twenty-two feet. On the top of the arches were first laid large flat stones, sixteen feet long, and four broad; over these was a layer of reeds, mixed with a great quantity of bitumen, upon which were two rows of bricks, closely cemented together with plaster. The whole was covered with sheets of lead, upon which lay the mould of the garden. The earth laid on them was so deep, that the greatest trees might take root in it; the terraces indeed were covered with them, as well as with all other plants and flowers that were proper to adorn a pleasure garden. In the upper terrace there was an engine, or kind of pump, by which water was drawn out of the river, and from thence the whole garden was watered. In the spaces between the several arches, upon which the whole structure rested, were large and magnificent apartments, that were very light, and had the advantage of a most beautiful prospect.

The temple of Belus was another of the astonishing public buildings of Babylon. This tower, it is said, exceeded in height the greatest of the pyramids of Egypt. But one can scarcely give credence to all which the historian has related of this wonderful city. It is however of the highest importance to observe, that its history as recorded by Herodotus and the ancient historians, remarkably proves the truth of the Scripture predictions. God had said, when Babylon was in all its glory, by his servants, that it should be besieged and taken by Cyrus, at a particular period; and this it appears, was really the case. It had been foretold that desolation should come upon it suddenly; and we are informed that it was taken in the dead of a night of general revelry. The Almighty had declared, that he would break in pieces before Cyrus the gates of brass; and they were left open on the sides of the river, so that when the current was turned aside, the city became the easy prey of its invaders. The prophet had written "that God would sweep it as with the besom of destruction;" Isa. xiv. 23, and all historians and travellers assure us that this has been literally the case. The Turks distinguish the spot where it once stood, by a word which means a place turned upside down; or most entirely devastated. "Babylon," said Isaiah, "shall never be inhabited; neither shall it be dwelt in from generation to generation; neither shall the Arabian pitch tent there; neither shall the shepherds make their folds there; but wild beasts of the desert shall lie there; and owls shall dwell there, and satyrs shall dance there." All these predictions have been fulfilled. The whole history of the city and neigh-

bourhood, affords a striking proof of the accomplishment of prophecy; and, consequently, of the truth of the Scriptures in general.

Perhaps the most interesting portion of the history of Herodotus is the narrative of the invasion of Greece by Xerxes. He informs us that this monarch employed four entire years in collecting his army, and in securing provisions. In the beginning of the fifth he began his march with an immense body of forces. It would be difficult to specify any nation of Asia which did not accompany him. One of their first labours was, to throw a bridge over the Hellespont, to unite Asia to Europe. This work was no sooner completed, than a great tempest arose, and destroyed it.

The childish monarch was so much enraged, when he heard of the circumstance, that he commanded three hundred lashes to be inflicted on the waters, and a pair of fetters to be thrown into the sea. "It is certain," says Herodotus, "that he ordered the persons who were to inflict the lashes, to use these barbarous and mad expressions; 'Thou ungracious water! thy master condemns thee to this punishment, for having injured him without provocation.—Xerxes, the king, will pass over thee, whether thou dost consent or not.'" What was much worse, this tyrant commanded the architects of the bridge demolished by the waves, to be beheaded.

"The march was conducted in the following order; first of all went those who had the care of the baggage: they were followed by a promiscuous body of strangers of all nations, without any regularity; next came a thousand horse, the flower of the Persian army, who were followed by the same number of spearmen, in like manner selected, trailing their pikes on the ground; behind these were ten sacred horses with very superb trappings; the sacred car of Jupiter was next in the procession, drawn by eight white horses; behind which, on foot, was the charioteer with the reins in his hand; for no mortal is permitted to sit in this car. Then came Xerxes himself, drawn in a magnificent chariot. A thousand of the noblest Persians attended his person, bearing their spears according to the custom of their country; and a thousand horse selected like the former, immediately succeeded. A body of ten thousand chosen infantry came next; a thousand of these had at the extremity of their spears, a pomegranate of gold; the other nine thousand had pomegranates of silver. They who preceded Xerxes, and trailed their spears, had their arms decorated with gold; they who followed him had, as we have described, golden pomegranates: these ten thousand foot were followed by an equal number of Persian cavalry; at an interval of about two furlongs, followed by a numerous, irregular, and promiscuous multitude." The river Scamander, it is said, failed in supplying water sufficient for themselves and their beasts of burden. In addition to the troops there were twelve hundred and seven ships.

On their arrival at Abydos, Xerxes, on a seat of white marble, placed on an eminence, reviewed his troops. When he saw the Hellespont covered with his ships, and the plain beneath him with his troops, he at first congratulated himself as happy, but afterwards burst into tears. He observed to one of his officers, that he wept to think, that not one of that immense multitude would be alive in a hundred years. "He might have found," says Seneca, "another subject of reflection, which would have more justly merited his tears and affliction, had he turned his thoughts on himself, and considered the reproaches he deserved for being the instrument of shortening that fatal term to millions of people, whom his cruel ambition was going to sacrifice in an unjust and unnecessary war."

Leonidas, king of Sparta, with a chosen band, determined to secure the pass of Thermopylæ, by which Xerxes was now about to enter into the very heart of Greece. Xerxes, on approaching the spot, could not at first suppose, that a mere handful of men intended to oppose the progress of his vast army. After halting a few days, in which he expected to see them retreat, he ordered a detachment of soldiers to bring them alive into his presence. This they were not able to do, though the conflict endured for a whole day. The Persian king then sent a company composed of the flower of his troops, to arrest them; a great part of them perished in the attempt; and the eastern monarch was obliged to retire from the pass. This was also the case on the following day. After this a person offered to conduct the Persians through the path which led over the mountain to Thermopylæ; and thus rendered ineffectual the valour of those Greeks, who to the amount of three hundred, perished at this station.

Xerxes ordered the head of Leonidas to be cut off, and his body to be suspended on a cross. After this conflict, he advanced into Attica, burning all before him. He soon made himself master of Athens, as the inhabitants had abandoned it. The old people, with large numbers of the women and children had taken refuge in Trezene, whose citizens had received them with great kindness; and the remainder had gone on board their ships; this they had done the more willingly, as the oracle had informed them, that the state was to be saved by wooden walls. Xerxes reduced the citadel and a large part of Athens to ashes. Intoxicated with his success, he sent messengers to Susa, to carry the glad tidings. Such universal transport prevailed, that the Persians strewed their public roads with myrtle, burned perfumes, and indulged in the most extravagant joy. The scene however, was speedily changed. Soon afterwards, another person arrived with an account of the defeat and loss of the Persian fleet at Salamis; and this information produced universal sorrow; they tore their garments and mourned aloud; they were not so solicitous about the loss of their fleet as anxious for the person of their king; nor were their disquietudes calmed but by the arrival of Xerxes himself.

Fearing that the bridge over the Hellespont might be destroyed, and his retreat cut off, that monarch now began seriously to think of his own safety. Leaving with Mardonius three hundred thousand men, he commenced his departure by night. Within the space of forty-five days he arrived at the place of passage, with a very unconsiderable number of troops. His forces suffered very greatly in their march from want of provision. Having consumed all the corn and fruit they could find, they were reduced to feed on herbs, and the bark and leaves of trees. To this calamity, a pestilence succeeded; which, with a dysentery, carried off great multitudes. Now he had arrived at the Hellespont, he found that the bridge had been broken down by the violence of the waves, and was compelled to pass the strait in a small boat. This was a spectacle, says the historian, very proper to show mankind the mutability of all earthly things, and the instability of human greatness; a prince, whose armies and fleets the land and sea were scarce able to contain a short time before, now stealing away in a contemptible vessel, almost without a servant, or an attendant! Such was the miserable termination of this vast expedition of Xerxes against Greece.

Miscellaneous.

MEMORY.

Soft as rays of sunlight stealing
On the dying day;
Sweet as chimes of low bells pealing
When eve fades away:
Sad as winds at night that moan
Through the heath o'er mountains lone,
Come the thoughts of days now gone
On manhood's memory.

As the sunbeams from the heaven
Hide at eve their light;
As the bells when fades the even
Peal not on the night;
As the night winds cease to sigh
When the rain falls from the sky,
Pass the thoughts of days gone by
From age's memory.

Yet the sunlight in the morning
Forth again shall break,
And the bells give sweet-voiced warning
To the world to wake.
Soon the winds shall freshly breathe
O'er the mountains purple heath;
But the Past is lost in Death—
He hath no memory.

Dublin University Magazine.

CHARACTER AND CAPABILITIES OF OUR CANADIAN SCHOOL SYSTEM.

From the Huron Signal of the 4th of November.

The chief end of education is to bring out and develop the faculties and powers of the being educated; and in the education of children, the physical, moral and intellectual powers, all requires to be developed. In our present system of common school education, these are all provided for—but frequently from the peculiar situation

and construction of the school house and grounds attached, and the absence of any local provision for it—physical education is but inefficiently carried out; but in country places the want is not much felt, as children there are necessarily trained by the parents to habits of early and healthful industry. But where practicable, and especially in towns, some care ought to be exercised in the management of this department of education.*

Moral education, is the next division of this important subject—and is perhaps the most difficult to manage in our common schools, owing to the peculiar prejudices of the parents—but we rarely see a teacher fail in this, whose own character is such as to inspire confidence. The great bane of our common school system is the fatal cry for separate schools. The principle of supporting our Schools which we know to be congenial to the wishes of the large majority of the people, would not be effected by Government offering the means to carry on a system of proselytism—for this would speedily cut up our Schools, unless the Government aid was given so liberally as to be excessively burdensome to the country—would render them a complete nullity; and in many neighbourhoods from the diversity of opinion, it would become absolutely necessary to cease from any public attempt to promote education in these localities. But we assert without fear of contradiction, that the large majority of the people do not require separate schools—they want a good, sound and cheap system of education, and this can only be fully brought into existence by uniting the energies of the whole people to carry out one system that shall be universally applicable.—The present enactment provides that the Bible may be read or not as the trustees and teacher may determine—the reading of the Bible and the study of the moral lessons in the admirable series of School Books now in use, under the direction of a prudent teacher, will insure a considerable attainment in moral education.

The intellectual character of our common Schools has greatly improved during late years, and this is owing primarily to the establishment of the Normal School, which has not only sent out a large number of teachers of superior qualifications, but has caused a very beneficial emulation among those teachers who could not avail themselves of the advantage of a Normal School preparation, and if the present system is persevered in, and properly supported by parents and trustees throughout the country—in a short time we shall not fear the comparison of its results with those of any other system on the face of the globe. The extent to which intellectual education ought to be carried in our Common Schools is of course unlimited, and it would be decidedly advantageous where grammar Schools exist, that they should be united with them—by this means a division of labour could be effected, which would be highly beneficial to all parties interested.

The great evil complained of, especially in large Schools—is that the various studies, and diversity of grades of attainment, unavoidably require the formation of numerous classes which can scarcely be duly attended to in the few hours allotted to daily teaching—but where the schools are sufficiently large, and especially where grammar Schools are attended, the employment of additional teachers and a division of labour would be productive of the happiest results and would well repay the parents and trustees any additional outlay required of them for such purpose. It is much to be regretted, but it is a notorious fact, that the remuneration and prospects of School teachers at present are not sufficiently inviting to preserve energetic and talented men long in their ranks—some improvement has already taken place in this respect, and if teachers will only take every opportunity to fit themselves for their self-denying work, and will faithfully perform its important duties—they will gradually become better appreciated, and will at no distant day rise to the prominent position in society to which their profession ought to advance them.

INFLUENCE OF A NEWSPAPER.

A school teacher who has been engaged a long time in his profession, and witnessed the influence of a newspaper upon the minds of a family of children, writes to the editor of the Ogdensburg Sentinel as follows:

I have found it to be a universal fact, without exception, that

*An admirable little work on this subject entitled "Physical Training in Schools," has lately been issued by the Education office, Toronto, Price 7.

those scholars of both sexes and of all ages, who have had access to newspapers at home, when compared with those who have not, are,

1. Better readers, excelling in pronunciation and emphasis, and consequently read more understandingly.

2. They are better spellers, and define words with greater ease and accuracy.

3. They obtain a practical knowledge of geography, in almost half the time it requires others, as the newspaper, has made them familiar with the location of the important places, nations, their governments and doings on the globe.

4. They are better grammarians, for having become so familiar with every variety of style, in the newspaper from the commonplace advertisements to the finished and classical oration of the statesman, they more readily comprehend the meaning of the text and consequently analyze its construction with accuracy.

5. They write better compositions, using better language, containing more thoughts, more clearly and connectedly expressed.

6. Those young men who have for years been readers of the newspapers, are always taking the lead in the debating society, exhibiting a more extensive knowledge upon a greater variety of subjects, and expressing their views with greater fluency, clearness and correctness in their use of language.

GROWTH OF THE ENGLISH LANGUAGE.

The following extract shows in an admirable manner the vast improvement which has taken place in our vernacular tongue during the last four hundred years.

The extract is from nine articles which were proposed by the Earl of Warwick, as preceptor to Henry VI., in his minority, to the Lords and Council for their approbation, on the 29th of November, 1432 : on the opposite column is a translation of it into modern English.

Articles de Monsv. de Warrewyk touch le bon regime du Roy, &c.,

For ye goode Reule demesyng and senrete of ye Kynges p'sone and draught of him to vertue and connyng and eschuyng of eny ying yat mighte yeve empeschem't or let yrto or cause any charge defaulte or blame to be leyd upon ye Erle of WARREWYK at eny tyme withouten his desert he considering yat p'll and businesse of his charge aboute ye Kynges p'sone groweth so yat that anchoritte and power yeven to him before suffiseth him nought without more yrto desirerh yrfore yees yinges yat followen :

Furst yat considering yat ye charge—&c. &c.

Articles declaring how the Earl of Warwick took the charge of King Henry VI.

For the good rule, management and surety of the King's person and leading of him to vertue and cunning (*knowledge*) and eschewing of anything that might give impeachment or let thereto, or cause any charge, default, or blame, to be laid upon the Earl of WARWICK at any time without his desert, he, considering that pearl and businesse of his charge about the King's person groweth so that that authority and power previously given to him is insufficient of itself, desirerh therefore, these things which follow :

First, that, considering that the charge, &c., &c.,

CONDENSED CHRONOLOGY.

A large part of the time and labor devoted to the study of History is generally lost, because pupils obtain no well-defined ideas of the *chronology* of the events recorded. For the same reason these pupils will, in subsequent life, read history with very little pleasure or profit, and will be likely to prefer other and less profitable reading. To remedy the defect above named, we know of no plan so successful as to have a general outline of Chronology thoroughly committed by every scholar, and frequently reviewed during the whole course of instruction.

The following, compiled from various sources, has been used by the writer for several years, and with the most gratifying results.

Chronology treats of the computation of time and the dates of important events : it is of two kinds—*astronomical* and *historical*. *Astronomical* chronology treats of the computation of time ; his-

torical chronology, of the dates of important events. Historical chronology is divided into *ancient*, *mediæval*, and *modern*.

Ancient chronology extends from the Creation, B. C. 4004, to the Fall of Rome, A. D. 476, a period of 4480 years. Mediæval chronology extends from A. D. 476, to the Discovery of America in 1492, a period of 1016 years. Modern chronology extends from 1492 to the present time, a period of 361 years.

Ancient chronology is divided into three great portions by the Deluge, and the Advent of the Saviour. They are denominated :

I. Antediluvian ages, extending from the Creation to the Deluge, A. M. 1656, a period of 1656 years.

II. Postdiluvian ages, extending from the Deluge to the coming of Christ, A. M. 4004, a period of 2348 years.

III. Post-advent ages, extending from the Advent to the Fall of Rome, A. D. 476, a period of 476 years.

The Antediluvian ages are not subdivided into periods.

The Postdiluvian ages are divisible into eight periods :

1. From the Deluge, B. C. 2348, to the Call of Abraham B. C. 1921, a period of 427 years.

2. From 1921 to the Exodus of the Israelites, B. C. 1491, 430 years.

3. From 1491 to the Building of the Temple, B. C. 1004, 488 years.

4. From 1004 to the Founding of Rome, B. C. 752, 252 years.

5. From 752 to the Battle of Marathon, B. C. 490, 262 years.

6. From 490 to the Reign of Alexander, B. C. 336, 154 years.

7. From 336 to the Conquest of Carthage and Greece, B. C. 146, 190 years.

8. From 146 to the Birth of Christ, a period of 146 years.

The Post-advent ages are divided into two periods :

1. From the Advent to the Reign of Constantine, A. D. 306, 306 years.

2. From 306 to the Fall of Rome, A. D. 476, 170 years.

Mediæval chronology is divided into five periods :

1. From A. D. 476 to the Heigra, or Flight of Mahomet, A. D. 622, 146 years.

2. From 622 to the Crowning of Charlemagne, A. D., 800, 178 years.

3. From 800 to the Landing of William the Conqueror, 1066, 266 years.

4. From 1066 to the Overthrow of the Saracens, 1258, 192 years.

5. From 1258 to the Discovery of America, 1492, 234 years.

Modern chronology is divided into five periods :

1. From 1492 to the Abdication of Charles V., A. D. 1556, 64 years.

2. From 1556 to the Restoration of Charles II., 1660, 104 years.

3. From 1660 to the Declaration of Independence, 1776, 116 years.

4. From 1776 to the Fall of Bonaparte, 1815, 39 years.

5. From the Fall of Bonaparte, 1815, to the present time.—*Ohio Journal of Education.*

"THAT IS A BOY I CAN TRUST."—I once visited a large public school. At recess, a little boy came up and spoke to the master ; as he turned to go down to the platform, the master said, '*That is a boy I can trust—he never failed me.*' I followed him with my eye, and looked at him when he took his seat after recess. He had a fine, open, manly face. I thought a good deal about the master's remark. What a character had that little boy earned ! He had already got what would be worth more to him than a fortune. It would be a passport into the best store in the city, and what is better, into the confidence and respect of the whole community. I wonder if the boys know how soon they are rated by older people. Every boy in the neighbourhood is known, and opinions are formed of him ; he has a character either favourable or unfavourable. A boy of whom the master can say, '*I can trust him ; he never failed me,*' will never want employment. The fidelity, promptness and industry which he shows at school are in demand everywhere. He who is faithful in little will be faithful also in much. Be sure, boys, that you earn a good reputation at school. Remember you are just where God has placed you, and your duties are not so much given you by your teachers or your parents, as by God himself. You must render an account to them, and you also will be called to render an account to him. Be trusty—be true.

JOURNAL OF EDUCATION



TORONTO, NOVEMBER, 1852.

Within the present month a box has been sent from the Education Office to each County Clerk in Upper Canada, containing copies of the Annual Report of the Chief Superintendent for 1851, for each Municipal Council, each County Board of Public Instruction, each local Superintendent, and each corporation of School Trustees in Upper Canada. Also a copy of the School Teachers' Register, for gratuitous distribution to each school section requiring it. See accompanying Circulars to Clerks of Counties and local Superintendents.

The amendments to supply some omissions in the present School Act, passed during the recent Session of the Legislature, will be found on page 161. The attention of local Superintendents, and of School Trustees generally, is directed to them. Some remarks explanatory of the new provisions of the law, &c., will be given in the December number of this *Journal*.

Official Circular to Clerks of Counties in Upper Canada, transmitting copies of the Chief Superintendent's Annual Report for 1851, and other documents for distribution among the various Municipal and School Officers.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

SIR,

The Legislative Assembly of the Province has recently ordered a sufficient number of copies of my annual school report for last year (1851) to be printed, to furnish a single copy to each municipal council, school corporation, local Superintendent and Board of Public Instruction in Upper Canada; and I have recently transmitted a box to your address, containing a copy of said report for your county Council, county Board of Public Instruction, for each township council, each local superintendent, and for the trustee corporation in each township, city, town, and incorporated village in your county; also a *Descriptive Catalogue* of maps and other school requisites for each of the foregoing parties—a *Teachers' Register* for each common school in your county, to be given out as may be required upon the orders of local superintendents—a blank annual school report for each local superintendent and for the school corporation in each city, town, and village in your county, together with a few extra copies of the pamphlet edition of the school act, and of my annual school report for 1850, which also contains a copy of the school act and several other papers of permanent value.

All these documents are to be delivered without charge to the parties for whom they are intended; and I confidently rely upon your coöperation and efforts to distribute them with as little delay as possible. I am sure you will feel a pleasure in seconding the measures which, by the sanction of the Government and aid of the Legislature, I am enabled to adopt, for the wide circulation of the Annual School Reports, and for supplying each School with a Register, without charge to the Trustees or Teacher. Each local Superintendent will inform you of the number of School Reports, and

School Registers, which will be required to supply the school sections under his charge; and should you require any additional copies of any of these documents, to accomplish the object proposed, I will be happy to forward them to you by mail or otherwise.

I have the honor to be,

SIR,

Your Obedient Servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, 30th Nov., 1852.

Official Circular to local Superintendents of Schools, transmitting copies of the Chief Superintendent's Annual School Report for 1851, and other Documents for the use of the Trustees of each School Section, &c., &c.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

SIR,

I have transmitted to your County Clerk a sufficient number of my last annual school Report, and of Teachers' Registers, to furnish each school section under your superintendence. Also, a blank form of annual Report, a copy of the *Descriptive Catalogue of Maps and School Requisites*, and a copy of my last annual Report for yourself. You will, therefore, please apply to him for the number of copies necessary to supply each of the school sections within your jurisdiction, and cause them to be distributed as soon as convenient. The Post Master General has directed that these documents shall be liable to no higher rate of postage than that charged upon *parliamentary papers*.

2. To the printed address of each set of School Trustees on the back of the Annual Report, you will be particular to add (in the blanks left for that purpose) the number of the school section and the township for which the Report is designed. The Registers, as well as the Report, will be given to each local Superintendent by the County Clerk as soon as he shall have received the box containing them, according to the number of school sections reported in 1851. Each report sent out is addressed to the party for whom it is intended; to prevent errors or confusion, therefore, you had better give a receipt to the County Clerk for whatever copies of the Reports or Registers you may require for distribution among the different school sections. I have already forwarded through the post office to your address, a sufficient number of blank forms of Trustees' annual school Reports for 1852.

3. In addition to a copy of my annual school Report, you will be gratified to learn that I am enabled by the sanction of the government, to furnish each school section with a School Register, without charge to the Trustees or Teacher. There cannot, therefore, in future, be the shadow of an excuse for not having each school provided with a proper Register for recording the names and daily and average attendance of children.

4. I am happy also to state that provision will also be made to enable me to furnish without charge, even for postage, to the parties receiving it, a copy of the next volume of the *Journal of Education* to the Trustees of each school Section, and to each local Superintendent of Schools throughout Upper Canada. Having continued that periodical five years, without its being circulated in more than one thousand of the school sections in the country, I was unwilling to continue this labour and responsibility another year without some arrangement being made by which it should find its way to all the school Sections for which it was intended. I am sure you will have much pleasure in learning that provision will be made by the Legislature for the accomplishment of this object, and that I will henceforth send a copy of the *Journal of Education* to the Trustees of each school Section, and to each local Superintendent of Schools in Upper Canada, without any charge to them even for postage. No effort will be wanting on my part to render as beneficial as possible to the people at large this liberal arrangement for the diffusion of educational and general knowledge; and I am

confident of your cordial coöperation in enabling me to do so. As I intend to furnish the December number of the *Journal of Education* (containing all needful information and suggestions as to the annual School Meetings to be held the second Wednesday in January, Annual School Reports, &c., &c.) to the Trustees of each school section in Upper Canada, I will transmit a sufficient number of copies to your address to supply the several school sections under your charge; and I must request you to have the goodness to address a copy to each of the Trustee Corporations concerned. I must also beg of you to favour me, between this and the first of January, with the post office address of the Trustees of each school section within your charge. The *Journal* will be addressed, not to individuals, but to "The Trustees of School Section No. —." What I desire from you therefore, is, merely the name of the post office at which the Trustees of each section shall be addressed.

5. Any suggestions which I may have to offer in regard to the school affairs of the ensuing year (which I hope will be more auspicious than any preceding one) will be found in the next number of this periodical.

I have the honour to be,
Sir,
Your obedient servant,
E. RYERSON.

EDUCATION OFFICE,
Toronto, 30th Nov., 1852.

THE TEACHING POWER.

It is a most fallacious notion, that if a man be a good scholar he will necessarily make a good teacher. We continually find men who possess plenty of knowledge, without having the slightest power of communicating it to others, especially to classes of children. To make a good elementary schoolmaster demands, above all things, a natural aptitude for teaching. A man who has such an aptitude will make a far better teacher, though he should possess only just the knowledge that he requires to convey and no more, than another with great attainments, but who has not this special qualification for the work. It is thus that we sometimes hear it paradoxically but truly observed of a man, that "he teaches more than he knows." He may not himself impart a great amount of actual information, but he so thoroughly trains the minds of his pupils, that they soon become accustomed to independent action, which is the ultimate object of all education. That man, of course, will make the best teacher who combines technical knowledge with teaching power; but we think most experienced instructors will agree with us, that the latter is far more necessary than the former. We are also of opinion that the knowledge is far more easily acquired than the special qualification, however much this may be despised. In fact, it appears to us that teaching power cannot be acquired at all. It may be much improved by training; but if a man does not possess it naturally, as a part of his original endowment, he will never possess it in any great degree. Technical knowledge may be acquired more or less by all; superior teaching power is the gift of nature, and is only possessed by a few.

The term *teaching power* affords in itself a confirmation of the fact, that the talent spoken of is a real natural faculty, peculiar to certain individuals. The Germans still more emphatically call it *Lehrgabe*, or *teaching gift*. We make these remarks, because the truth which we assert has not yet been sufficiently understood or acted upon in this country, and because this ignorance or disregard of it has been proved, and may still prove, an obstacle to the progress of popular education.—*English Journal of Education for September.*

THE CLASSIFICATION, RECITATIONS, AND GOVERNMENT OF SCHOOLS.

Many teachers are now entering their schools for the winter term, and at this season a few suggestions will be appropriate, relative to the general arrangements of school, and plans for instruction.

The first object of the teacher, on commencing a school term, should be to classify the pupils. The usual time for school instruction is about six hours daily, hence, generally, not more than *three hundred minutes* can be spent in actual instruction, after deducting

time for recesses, changes of classes, &c. Now, if a school contains thirty pupils (which is a less number than most schools average), it leaves about *ten minutes* of instruction for each pupil, if not classified,

By arranging these thirty pupils into ten classes, each class might receive *thirty minutes*; and as many of the pupils would be in four or five classes, as spelling, reading, geography, arithmetic, and grammar, they would receive from two to two and a half hours' instruction each day. Here, then, is a great gain of time to the scholars by classification. Besides, the older pupils would receive much benefit by contact with the minds of other pupils in the class, which would otherwise be lost to them.

Intimately connected with classification are recitations. For these there should be regular and stated times, and the scholars should understand that when the time came for any recitation it must take place, and that no excuses of the pupil could delay it. It would be well to adopt some plan by which all the lessons may be learned by each pupil in the class.

In recitations teachers should endeavour by all possible means to draw out the mind of the scholars, to teach them how to learn, and how to use what they learn. In all school instruction it is the teacher's duty to develop those faculties and teach those principles which will make useful citizens and good neighbours. Probably the future conduct and usefulness of many may be determined for life by the influences of the very term of school which they are now attending. How important, then, that the influence of that school be such as shall conduct to paths of usefulness.

The government of school is of vital importance to its usefulness. Let it then receive much careful attention. Have but few rules, and those of a simple and universal character. Do RIGHT, is the all-important one, and it will apply to all the multitudinous cases of discipline which may come before the teacher. Impress the importance of a just and strict observance of this rule upon the minds of every pupil. Make them feel that they have a personal interest in all that relates to good conduct, order and improvement in the whole school.

By remarks upon general conduct, and by applying admitted principles of right and wrong to individual action, create a public sentiment in your school, which will frown upon everything bad, and approve of what is right in the conduct of the pupils. This accomplished, you will have a moral governor to regulate your school, whose influence will be tenfold more potent than any physical government which could be devised.—*The Student.*

SCHOOLS AT HOME.

Few persons realize how much may be done in a thousand pleasant ways at home. Let a parent make a companion of his child, converse with him familiarly, put to him questions, answer inquiries, communicate facts, the result of his reading or observation, to awaken his curiosity, explain difficulties, the meaning of things, and the reason of things—and all this in an easy and playful manner, without seeming to impose a task, and he himself will be astonished at the progress which will be made. The experiment is so simple that none need hesitate about its performance. The first important requisite is, that there be mutual confidence between parent and child; then, in every season, and in every place, there may be such lessons and recitations as shall benefit both; imparting new facts and principles to one, and elucidating new views and giving them new force to the other. If at the barn, the boy may be required to give the principle of raising water by the pump, or some other question in hydraulics; if teaming or plowing, why the work is performed easier when the team is near the load than when farther removed; if in the morning when the grass is sparkling with pearly drops, how dew is deposited; or, if in the silent and impressive evening hours, why he is chilled in passing the valley, and finds again the genial warmth on ascending the hill. When around the fireside, daughters may state the principle upon which the smoke ascends the chimney, and why the air is warmest at the top of the room. At another time, why the "pitcher sweats" in the hot noon, or the "dough rises" in the pan.

By thus observing events as they pass, we are *always at school*; both old and young, teachers and pupils in turn. A new enthusiasm is kindled in the breast of each other, while new desires for improvement are awakened, and new sources for it are developed at each recitation.

THE HONOURABLE DANIEL WEBSTER.

In connection with the brilliant sketch, published in the last number of this *Journal*, of the great Duke of Wellington's career from the pen of Guizot, the following educational and literary extracts from a funeral oration on the great American statesman, Daniel Webster, delivered by the Hon. E. Everett, LL. D., will be read with deep interest. Clay and Peel, Wellington and Webster, the most eminent men in the old and new worlds—have now become but celebrated personages of history. Dr. Everett remarked:—

I know, Mr. Mayor, how presumptuous it would be to dwell on any personal causes of grief, in the presence of this august sorrow which spreads its dark wings over the land. You will not, however, be offended, if by way of apology for putting myself forward on this occasion, I say that my relations with Mr. Webster run further back than those of almost any one in this community. When I was but ten or eleven years old, I attended a little private school in Short street, (as it was then called, it is now the continuation of Kingston street) kept by the Hon. Ezekiel Webster, the elder brother to whom I have alluded, and a brother worthy of his kindred. Owing to illness or some other cause of absence on his part, the school was kept for a short time by Daniel Webster, then a student of law, 47 or 48 years ago, and I a child of ten, our acquaintance, since then never interrupted, began.

When I entered public life, it was with his encouragement.—When he came to the Department of State in 1841, it was on his recommendation that I, living in the utmost privacy beyond the Alps, was appointed to a very high office abroad; and in the course of the last year, he gave me the highest proof of his confidence, in entrusting me to the care of conducting his works through the press. May I venture, sir, to add, that in the last letter but one which I had the happiness to receive from him, alluding with a kind of sad presentiment, which I could not then fully appreciate, but which now unmans me; to these kindly relations of half a century, he adds—"We now and then see stretching across the Heavens, a clear, blue, cerulean sky, without cloud, or mist, or haze. And such appears to me our acquaintance from the time when I heard you for a week recite your lessons in the little school-house in Short street, to the date hereof," 21st July, 1852.

In preparing the new edition of his works, he thought proper to leave almost everything to my discretion—as far as matters of taste are concerned. One thing only he enjoined upon me with an earnestness approaching to a command. "My friend," said he "I wish to perpetuate no feuds. I have lived a life of strenuous political warfare. I have sometimes, thought rarely, and that in self-defence, have been led to speak of others with severity. I beg you, where you can do it without wholly changing the character of the speech, and thus doing essential injustice to me, to obliterate every trace of personality of this kind. I should prefer not to leave a word that would give unnecessary pain to any honest man, however opposed to me."

Those works, as a repository of political truth and practical wisdom applied to the affairs of government, I know not where we shall find their equal. The works of Burke naturally suggest themselves to the mind, as the only writings in our language that can sustain the comparison. Certainly no compositions in the English tongue can take precedence of those of Burke, in depth of thought, reach of forecast, or magnificence of style.

I think, however, it may be said, without partiality, either national or personal, that while the reader is cloyed at last with the gorgeous finish of Burke's diction, there is a severe simplicity, and a significant plainness in Webster's writing that never tires. It is precisely this which characterizes the statesman in distinction from the political philosopher. In political disquisition, elaborated in the closet, the palm must perhaps be awarded to Burke over all others, ancient or modern. But in the actual conflicts of the Senate, man against man, and opinion against opinion; in the noble war of debate, where measures are to be sustained and opposed, on which the welfare of the country and the peace of the world depend—where often the line of intellectual battle is changed in a moment—no time to reflect, no leisure to cull words, or gather up illustrations but all to be decided by a vote, although the reputation of a life may be at stake—all this is a very different matter, and here Mr. Webster was immeasurably the superior.

Accordingly, we find historically, (incredible as it sounds, and what I am ready to say, I will not believe, though it is unquestionably true,) that these inimitable orations of Burke, which one cannot read without a thrill of admiration to his fingers' ends, actually emptied the benches of Parliament!

The poor boy at the village school has taken comfort as he has read that the time was when Daniel Webster, whose father told him he should go to college if he had to sell every acre of his farm to pay the expense, laid his head on the shoulder of that fond and discerning parent, and wept thanks he could not speak.—The pale student who ekes out his scanty support by extra toil, has gathered comfort, when reminded that the first jurist, statesman and orator of the time, earned with his weary fingers by the midnight lamp, the means of securing the same advantages of education to a beloved brother.

The turning point of Webster's life. The following from a letter written by Mr. Webster in 1844 will be eminently interesting:—"On a hot day in July—it must have been one of the last years of Washington's administration, I was making hay, with my father, just where I now see a remaining elm tree, about the middle of the afternoon. The Hon. Abiel Foster, M. C., who lived six miles off, called at the house, and came into the field to see my father. He was a worthy man, college learned, and had been a minister, but was not a person of any considerable natural powers. My father was his friend and supporter. He talked a while in the field, and went on his way. When he was gone, my father called me to him, and we sat down beneath the elm, on a hay cock. He said, "My son, that is a worthy man—he is a member of Congress—he goes to Philadelphia, and gets six dollars a day, while I toil here. It is because he had an education, which I never had. If I had had his early education, I should have been in Philadelphia in his place. I came near it, as it was. But I missed it, and now I must work here." "My dear father," said I, "you shall not work. Brother and I will work for you, and wear our hands out and you shall rest"—and I remember to have cried,—and I cry now, at the recollection. "My child," said he, "it is of no importance to me—I now live but for my children; I could not give your elder brother the advantages of knowledge, but I can do something for you. Exert yourself—improve your importunities—*learn—learn*—and when I am gone, you will not need to go through the hardships which I have undergone, and which have made me an old man before my time." The next May he took me to Exeter, to the Philips Exeter Academy—placed me under the tuition of its excellent preceptor, Dr. Benjamin Abbott, still living. My brother Joe used to say that my father sent me to college in order to make me equal to the rest of the children!

"My father died in April, 1806. I neither left him, nor forsook him. My opening an office at Buscovan was that I might be near him. I closed his eyes, in this very house. He died at sixty seven years of age—after a life of exertion, toil and exposure—a private soldier, an officer, a Legislator, a judge—every thing that a man could be, to whom learning never had disclosed her "ample page." My first speech at the bar, was made when he was on the bench—he never heard me a second time."

INTEGRITY IN BUSINESS.

The following are Mr. Everett's remarks at the recent dinner at Boston to the Right Honourable Thomas Baring, M. P., of London. It is a great thing to have it said of a company of bankers or merchants, or of any other association, that has been engaged in immense transactions for 100 years, that, "of the almost uncounted millions that have passed through their hands, not one dishonest farthing has ever stuck by the way." The very mention of it must nerve the integrity of thousands. What worth is there in such examples!

"I am greatly indebted to you, sir, for giving me an opportunity to join you in this tribute of respect to Mr. Baring, who is on every ground entitled to the favourable opinion and friendly regards of this company. This is a topic on which delicacy forbids me to say on the present occasion all that might with truth be said at any other time and place; besides that our respected guest has made it almost impossible for me to give utterance to my feelings, without seeming to engage with him in an exchange of compliments.

"This, however, I may say without impropriety even in his presence that he is a respected and most efficient member of a family and house, which now for nearly or quite a century has stood before the public not merely of England and America, but of all Europe and the farthest East, in a position of high responsibility and importance; exercising an influence on the commerce of the world, and contributing to the stability of its financial relations; exposed to the searching scrutiny of mankind, sharpened by the strongest inducements of public and private interests, in times of difficulty and peril; and all this without ever having the shadow of a reproach cast upon their good name!

"Of all the millions, I had almost said the uncounted millions, which have passed through their hands, not one dishonest farthing has ever stuck on the way. Through times in which the governments of Europe have been shaken to their centre—in which the dynasties, whose roots strike back to the Roman Empire, have been overturned, and Emperors and Kings have been driven into exile, the commercial house of which our friend is a member, (connected as I believe it has sometimes been with the great financial arrangements of the day to a most fearful extent,) has stood firm for a hundred years on the rock of honour and probity, beyond reproach and beyond fear."

FIRST "COMMENCEMENT" OF THE QUEEN'S UNIVERSITY IN IRELAND.

From the proceedings at the recent "commencement" or convocation of the Queen's Colleges in Ireland, we select several of the more interesting passages from the speeches of the Vice-Chancellor and Visitor of the University. A meeting of the senate of the Queen's University in Ireland, was held on the 14th ult., at Dublin Castle, for the purpose of conferring degrees. Shortly after three o'clock, his Excellency the Lord Lieutenant, accompanied by the Countess of Eglinton, entered St. Patrick's Hall, where a large and brilliant array of rank and fashion had assembled to witness the proceedings.

The Vice-Chancellor having taken the chair, addressed the senate and said—I take the liberty of opening what I may call the first public general meeting of this university, by making a few observations upon the purposes and objects of the institution. The degrees we are authorized to confer are those ordinarily conferred by other colleges and universities in the united kingdom. They are well known to the world of science, and I shall only observe of them, that her Majesty in the language of our charter, has declared that all persons who shall have completed their education in any of the Queen's Colleges, and shall have obtained such degrees in any of the several faculties of arts, medicine, and law as shall be granted and conferred by the chancellor and senate of the aforesaid university, shall be fully possessed of all such rights, privileges and immunities as belong to the several degrees granted by other universities and colleges, and shall be entitled to whatever rank and precedence attaches to the possessors of similar degrees granted by other universities. In addition to those degrees, it seemed useful to the senate to constitute a second class of honour, by conferring diplomas in several departments on students deserving of them. These diplomas have been instituted in the faculty of law, and in engineering and agriculture. They are not titles which confer on the persons who obtain them any special rights of privileges in their profession, or any advancement in it. In addition to those degrees and diplomas we have established a scale of merit by the institution of exhibitions for the candidates who may succeed upon examination for honors in the several departments. These consist in pecuniary exhibitions and medals, and are designed for students, who, having passed their examination for the degree or the diploma, shall be recommended by the examiners for competition in those higher branches which they are to be examined in before they can obtain those distinctions. Having then to confer the degrees and diplomas on students from the three colleges and having to institute a competition for those honorary exhibitions, it became our duty, in the term of the charter, to appoint fit examiners whose duty it would be to report to us on the merits of the respective candidates. In fulfilling this part of our duty, we felt that it behoved us to take care in the selection of examiners that we should present to the world at large a guarantee that the students of those colleges and graduates of this university possessed acquirements commensurate to the high distinctions they had obtained. Some

were taken from the Queen's Colleges of Belfast, Cork and Galway—some were taken from the Professors of Trinity College, Dublin, and some were selected from the general ranks of scientific and professional men. In this course of selection we have but followed the example of our Chancellor, the Earl of Clarendon, who took pains from all parts of the united kingdom to find out men of the most eminence in science, men the best qualified in literary attainments, and men of the highest professional station to undertake the duty of acting as professors in those colleges. Those institutions have been some few years in operation, and I think I may pass over this part of the subject very briefly, by saying that I think they have deserved and have received in that respect the confidence of the public. I believe that course of instruction has been laid down in them, and has been pursued under the direction of the professors, which is calculated to advance the learning, to stimulate the industry, and to develop the mental faculties of the students under their direction.

Religious Instruction.—I would also allude to that part of the arrangements of these colleges which provides not merely for the literary, scientific and professional education of the students, but for the sedulous care of their morals and religious conduct. In these institutions the students are not allowed at hazard to locate themselves where they please; in their respective cities, places of residence must be selected, and licensed by the authorities, and in addition to that, individuals must be selected from the ministers of the various religious persuasions to which the students belong, whose duty is to attend to their moral and religious care. In the statute passed for the direction of those institutions, her Majesty is authorized to appoint deans of residence who shall have the moral care and spiritual charge of their respective creeds, residing in the licensed boarding houses; and that the deans of residence shall have authority to visit the license boarding houses in which the students reside for the purpose of affording religious instruction to such students, and shall also have power to confer with their bishops, moderators, or other ecclesiastical authorities, to make regulations for the due observance of their religious duties, and to secure their regular attendance at divine worship; and those deans are directed to report annually to the heads of the colleges as to the condition of the students in those particulars.

Numbers in Attendance.—I am happy to say that the efforts which have been made have been well responded to on the part of the public, and that these colleges, although but a few years in operation, present a fair array of numbers of students frequenting their halls. I believe that prior to this examination, upwards of four hundred students were congregated in the three colleges.

Continuous Attendance Required.—In attending those colleges, among the difficulties which the students have in some instances to encounter is one which is occasioned by the peculiar nature of the institution, which requires continued residence on the part of the students. It has seemed right, for directing the course of education in those colleges, to require that the students shall attend a regular course of lectures during certain portions of the year. But the students, in their zeal and thirst for knowledge, have endured all those privations and difficulties seeking only to attain that education which it is their highest ambition to possess. And I may add, that in certain schools, of which some members of this senate have official cognizance with myself, we have had instances of the same endeavour to meet privation and difficulties in the pursuit of knowledge—we have had instances of journeys undertaken by children from considerable distances and sometimes of continued residence in the towns in which those schools are situated.

Degrees Conferred.—The Vice-Chancellor then called on seven gentlemen, whom he addressed respectively as follows:—"In virtue of my authority as Vice-Chancellor of this University, I confer upon you the degree of Doctor of Medicine."

The degree of Bachelor of Arts was then conferred upon twenty two candidates.

Three gentlemen received the diploma of Elementary Law.

The Vice-Chancellor next presented diplomas in Agriculture to three candidates.

The Vice-Chancellor then presented a number of medals and exhibitions of specified amounts to twenty gentlemen, which, he observed, had been awarded to them as an additional testimony to their merits.

Conclusion.—The Vice-Chancellor then addressed the Lord Lieutenant, and said that he had been deputed to convey to his Excellency the thanks of the Queen's University for his kindness in granting them the use of that noble apartment. His Excellency had seen all the Colleges upon whose students they had that day conferred so many honorary rewards, and was aware of the purposes to which they were dedicated. The charter of their university had placed the Lord Lieutenant of Ireland in a high position in connection with it, and coming, as his lordship did, from a land which might boast of one of the greatest schools of medicine in the world, and rich in the possession of a learned and time-honoured University, he trusted that his Excellency would, for that very reason, take an additional interest in the proceedings of the infant institution which he had that day condescended to honour with his sanction, and with his presence.

His Excellency then rose and said—Mr. Vice-Chancellor and Gentlemen, it is with great pleasure that I have been present on this, the first occasion on which the Queen's University of Ireland has come into active operation. You, Mr. Vice-Chancellor have rightly said that I have personally visited the three Colleges on whose students we have been conferring honours on the present occasion. I can assure you that I admired every arrangement I then saw, but most particularly the tasteful manner in which those colleges have been built. And now, gentlemen, let me address a few words to you who have gained those honours to-day. In this free country there is no honour in the various learned professions, at the bar or even in the senate, which may not be open to you. So far your destinies are in your own power; but remember that no talent will avail you if it be not coupled with good conduct, with temperance, with integrity, with religion. Serve God, honour your Queen, obey the laws of your country, and love your neighbour without distinction of creed or opinion, and you will prove yourselves worthy of the land which has given you birth, and of the magnificent institution in which you have received your education. I wish you all health and happiness. I congratulate you on the progress you have made to-day, and I trust that success will attend your future career.

The successful candidates then received the congratulations of the Vice-Chancellor and the Presidents of the Colleges, after which the proceedings terminated.

WONDERFUL TREES.

Among the remarkable trees in the world, the following, of which we have here compiled brief descriptions, are some of the most curious:

THE GREAT CHESTNUT TREE.—On the one side of Mount Etna there is a famous Chestnut tree, which is said to be one hundred and ninety-six feet in circumference, just above the surface of the ground. Its enormous trunk is separated into five divisions, which gives it the appearance of several trees growing together. In a circular space formed by these large branches, a hut has been erected for the accommodation of those who collect the chestnuts.

THE DWARF TREE.—Captains King and Fitzroy state that they saw a tree on the mountains near Cape Horn, which was only one or two inches high, yet had branches spreading out four or five feet along the ground.

THE SACK TREE.—There is said to be a tree in Bombay called the Sack tree, because from it may be stripped very singular natural sacks, which resemble "felt" in appearance.

THE IVORY-NUT TREE.—The Ivory-nut tree is popularly called the Tagua plant, and is common in South America. The tree is one of the numerous family of Palms, but belongs to the order designated as Screw Pine tribe. The natives use their leaves to cover their cottages, and from the nuts make buttons; and various other articles.

In an early state, the nuts contain a sweet milky liquid, which afterward assumes a solidity nearly equal to ivory, and will admit of a high polish. It is known as Ivory-nut, or Vegetable Ivory, and has recently been brought into use for various purposes.

THE BRAZIL-NUT TREE.—The Brazil-nut tree may justly command the attention of the enthusiastic naturalist. This tree thrives well in the Province of Brazil, and immense quantities of its delicious fruit are annually exported to foreign countries.

It grows to the height of from fifty to eighty feet, and in appearance is one of the most majestic ornaments of the forest. The fruit in its natural position resembles a cocoa-nut, being extremely hard, and of about the size of a child's head. Each one of these shells contains from twelve to twenty of the three-cornered nuts, nicely packed together. And to obtain the nuts, as they appear in market, these shells have to be broken open.

During the season of their falling, it is dangerous to enter the groves where they abound, as the force of their descent is sufficient to knock down the strongest man. The natives, however, provide themselves with wooden bucklers, which they hold over their heads while collecting the fruit from the ground. In this manner they are perfectly secure from injury.

THE CANNON-BALL TREE.—Among the plants of Guinea one of the most curious is the Cannon-ball tree. It grows to the height of sixty feet, and its flowers are remarkable for beauty and fragrance, as is its fruit for its fragrance and contradictory qualities. Its blossoms are of a delicious crimson, appearing in large bunches, and exhaling a rich perfume.

The fruit resembles enormous cannon balls, hence the name. However, some say it has been so called because of the noise which the balls make in bursting. From the shell domestic utensils are made, and the contents contain several kinds of acids, besides sugar and gum, and furnish the materials for making an excellent drink in sickness. But, singular as it may appear, this pulp, when in a perfectly ripe state, is very filthy, and the odor from it is exceedingly unpleasant.

THE SORROWFUL TREE.—At Goa, near Bombay, there is a singular vegetable—the Sorrowful tree—so called because it only flourishes in the night. At sunset no flowers are to be seen; and yet, half an hour after, it is quite full of them. They yield a sweet smell; but the sun no sooner begins to shine upon them than some of them fall off, and others close up; and thus it continues flowering in the night all the year.

THE COW TREE.—This tree is a native of Venezuela, South America. It grows in rocky situations, high up the mountains. Baron Von Humboldt gives the following description of it:

"On the barren flank of a rock grows a tree with dry and leathery leaves; its large woody roots can scarcely penetrate into the stony soil. For several months in the year, not a single shower moistens its foliage. Its branches appear dead and dried; yet, as soon as the trunk is pierced there flows from it a sweet and nourishing milk."

"It is at sunrise that this vegetable fountain is most abundant. The natives are then to be seen hastening from all quarters furnished with large bowls to receive the milk, which grows yellow, and thickens at the surface. Some drain their bowls under the tree, while others carry home the juice to their children; and you might fancy, as the father returned home with this milk, you saw the family of a shepherd gathering around and receiving from him the production of his kine."

"The milk obtained by incisions made in the trunk is tolerably thick, free from all acidity, and of an agreeable and balmy smell. It was offered to us in the shell of the calabash tree. We drank a considerable quantity of it in the evening before going to bed, and very early in the morning, without experiencing the slightest injurious effect."

THE BREAD-FRUIT TREE.—This tree is found on the islands of the Pacific Ocean. The trunk rises to the height of thirty or forty feet, and attains the size of a man's body. The fruit grows about the size of a child's head. When used for food, it is gathered before it is fully ripe, and baked among ashes, when it becomes a wholesome bread, and in taste somewhat resembles fresh wheat bread.

This is a very useful tree to the natives; for, besides its fruit, which supplies them with food, its trunk furnishes timber for their houses and canoes; and the gum which exudes from it, serves as pitch for the vessels, and from the fibres of the inner bark a cloth is made to cover their persons.

THE UPAS TREE.—For some ages it was believed that a tree existed in the East Indies which shed a poisonous, blighting, and deadly influence upon all animals that reposed under its branches; and that so fatal were its effects, that birds attempting to fly near it, fell to the ground and perished. For several years past, there being no reliable authority that such a tree really existed, it has

generally been supposed among the intelligent to be fabulous, and hence termed the "Fabled Upas Tree."

But a few years since, a tree was discovered in a peculiar locality in the East Indies, which it is believed gave rise to the wonderful accounts of the Upas tree. In the location where this modern Upas tree was discovered, there is a constant and dense collection of carbonic acid gas; consequently, all animals that come near it die, by breathing this poisonous gas. The cause of such an abundance of gas being collected in the locality of these trees is unknown.

A few months since, a tree was discovered on the Isthmus of Darien, which appears to have a similar influence on animal life. The *Panama Star* says, "A man, named James Linn, being tired, lay down under a tree to sleep, and on waking, found his limbs and body swollen, and death soon followed. Cattle avoid eating or ruminating under this tree."

THE TALLOW TREE.—This tree is found in China. It is called Tallow tree, because a substance is obtained from it resembling tallow, and which is used for the same purposes. It grows from twenty to forty feet in height.

LACE-BARK TREE.—In the West Indies is found a tree, the inner bark of which resembles lace, or net-work. This bark is very beautiful, consisting of layers which may be pulled out into a fine white web, three or four feet wide. It is sometimes used for ladies' dresses.

AN ELEMENT IN SUCCESSFUL TEACHING.

An excellent teacher knows *what* to impart and *how* to impart it, so that his pupils shall be interested in his narrative. This faculty is akin to that possessed by the orator. There are many teachers whose minds are full enough of instruction, but the manner in which they impart it is so devoid of interest, that their pupils suffer more than the pupils of men of less learning, but gifted with tact and energy. A dull teacher is never blessed with good pupils. The occupation of teaching is one full of interest, and if there be one who has learned to make it a mere, routine, let him leave the field to a better man. No one, whose soul is not easily and always enkindled by reading the thoughts of the great, or by some magic touch of the pen or pencil of genius, can expect to hold in sympathy the teeming mind of childhood. To succeed here, one must love the employment. If it is not too great for him, he will love it. No mechanical teaching will succeed. The teacher must be in just the condition he is striving to bring his pupil into: full of interest. He should seize the subject with a perfect enthusiasm, convey his truths all in flame, and they will leave an impression that will endure. But he need not be boisterous, and talk in a loud tone of voice. A noisy teacher is rarely—I might say never—an interesting one. To teach well, one must of course sacrifice himself; but he will not deem it a useless sacrifice, if he can thus buoy up his young immortals. He who would communicate a proper fervor to other minds, must be full of genuine fervor himself! Like heaven, it will communicate itself to the whole. A teacher must come to this work full of a disinterested desire to improve his pupils. He must be pure-hearted. There must be an earnest spirit within the man, that carries conviction to each one's heart, that he is just what he seems.

A teacher should have good thoughts. He should be a student himself, and bring some of his treasures to the sight of his pupils. He should show them that he is in search of just such wealth as they seek. Let him not fear to select for them a beautiful truth, from any science. They should thus be constantly taught that their teacher has many bright gems of thought in his mind—that they are his choicest treasures. His language should be simple, yet vigorous, conveying in few terms just what is intended.

A teacher should never have less love for a subject, because he has taught it long. He should be interested in his pupils, and the subject will be new. When the mind springs out to help a scholar trying to escape from the darkness by which he is encompassed, the sympathies are aroused, and efforts are made to simplify a subject the teacher thought he perfectly understood. It is just this state of mind that has produced so many excellent school books. A teacher, in passing over his ground often, finds means to reduce the number of principles, and teachers these better every time.

True teaching educates the heart as much as the intellect. Never allow one to be developed at the expense of the other. If the feelings of children are not kept alive in the school-room, their interest in their studies will die also.

The manner of the instructor will be such as to indicate the presence of deep feeling. He must be always in earnest, and never frivolous. The scholar who suspects that his teacher is not what he should be, will have no confidence in mankind. A teacher should be above mistrust. The pupil who believes that, out of the school-room, his teacher will take a course his conduct within it condemns, will not improve in either mind or heart. The confidence existing between a son and his father, is not more sacred than that which should and may exist between the pupil and his teacher.

To succeed in teaching, one must be perfectly at home in his subject, and plead earnestly and fluently as a model advocate for his client's life. Above all things, do it with a consciousness that you are working on impressible material; and if with a right spirit, you will have success. If you are successful, you will only be so when you have found a short and certain road to your pupil's attention and affection.—*Ohio Journal of Education.*

CO-OPERATE WITH THE TEACHER.

After having engaged your teacher or teachers, and provided a comfortable place for the school to assemble, and plenty of good dry wood well fitted and placed under cover, you have yet more to do or else your school will not answer the end for which it was opened. No teacher, however well qualified, can sustain himself and keep a good school, without the sympathy and co-operation of the parents and friends of education within the district. Every parent and every friend of sound, popular education, should, therefore, do all in their power to render the school as efficient for good as it is possible to make it.

It is true the teacher, if skilful and experienced, will most probably be the leader of the little host under his command, but unless his hands be staid up by the prayers and labours of those for whom he works, he can accomplish but little—and that little will cost him far more anxiety, toil, and vexation of mind, than keeping a good school would do, under favourable circumstances—such as when parents faithfully co-operate with, and emphatically sustain the teacher—one whom they have employed to help them in doing the most important work that parents can employ aid in doing, to wit, the right education and training of their children for an honorable place in the world that now is, and so to do this, as not to jeopard their happiness in that future state of being, for which this whole probation is but a preparation.

The first thing to be done in this work of co-operation is to see that your children are as well furnished with suitable books, that is to say, such as are deemed the best to aid them in doing the work in which they are about to engage. Never scold nor complain, nor find fault when you are requested to procure such books as are really necessary, for every farmer and mechanic knows that without suitable implements or tools to work with, he cannot accomplish the labour that he otherwise might. So in school, precisely—good books aid in doing more and doing it better—therefore, do not urge the objection mis-named economy, as a reason for not providing for your children all necessary school-books—and the teacher is, or should be the best judge in this matter. Ergo, if you would co-operate with the teacher, provide such books as are needed, asking no further questions for conscience's sake.

In the second place, if you would co-operate with your teacher you must see every morning of a school-day that your children are made ready and sent to school in good season—so as not to be tardy one minute—see also, that they take their books, pencils, &c., so that when they arrive at the school-room, the master's ears are not filled with I have forgotten this, or I have forgotten that, or something else—things which the child needs, and which the teacher cannot provide for the day. Children are forgetful and careless, and it is the part of educating to correct these habits by steady attention on the part of both parents and teachers. No parents should permit their children to leave home until the mother or some one else sees that everything is in readiness.

In the third place, every parent should understand that it is expected of him that, in sending his children to school, he tacitly delegates to the teacher power to govern them while in school,

unless he expressly reserves it, and requests the teacher to send the children home to be corrected when disobedient. And when this power is delegated, it is reasonably supposed on the part of the teacher that he may use such means to restrain or constrain the children under his charge as are employed by parents. The teacher must establish his authority by bringing all to line in obedience to his will. Unless this be done, the first requisite of a good school will be wanting. When the teacher finds it necessary, as he sometimes will, to use force, in order to secure submission and obedience, the parent should not interfere, unless the teacher has abused the trust committed to him, or, in other words, the parent should no sooner meddle here, than he would with the neighbourhood government of parents over their children. If the child or children be abused, protect the injured, and see that justice is administered, and the weaker party protected from further injury of this kind. Do not by interfering, undermine the teacher's authority to govern his school, for where disorder prevails, the school cannot prosper, the children cannot grow in knowledge, wisdom, and virtue. Never take the sides with your children against the teacher, but rather sustain him, and never listen to charges made against him until you ascertain from other sources that there be good cause for complaint.

Fourthly, make it a rule to enquire of the children at the close of every day, What have you learned to-day? What lesson, if any, you have failed to recite? &c., &c.; thus showing the children that you feel a deep interest in knowing what they are doing, and thus manifest it by daily watching their progress.

These are some of the ways by which parents may greatly aid teachers in their arduous labours. Without some such aid and sympathy, there is scarcely a more forbidding vocation in which a man or woman with a conscience can be engaged—with sympathy and faithful co-operation from parents, there is hardly a more pleasant employment than that of teaching the young.—*Rural New-Yorker*.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

At a Special Convocation of the University of Toronto, held lately, graces were passed for conferring the degree of B.A. on the following gentlemen:—J. T. Huggard, H. W. Peterson, E. J. Alma, Wm. Meudell, Wm. Boyd, S. J. Bull, C. W. Woodruff. The *Pictou Sun*, of the 26th ult., strongly advocates some public provision being made for female education in the higher departments of knowledge. This provision has already been made in the Normal and Common Schools for a superior elementary education. Institutions, corresponding with the Grammar Schools and Colleges, are still wanting to render the system of female education complete. From the *Hastings Chronicle*, of the 4th inst., we learn that the examination of the County Grammar School took place on the 29th ult.—It was highly creditable. 60 pupils attend the school. Mr. J. Hammond succeeds Mr. Harding as assistant to Mr. Burdon.—Both were trained at the Normal School. At a convocation, held on the 27th inst., the Honorable Robert Baldwin was elected Chancellor of the University, in place of the Hon. P. B. de Blaquiere resigned. The formal opening of the Normal School for Upper Canada, took place in the theatre of the institution, on Wednesday the 24th inst. Various addresses were delivered; a full report of which will be given in the *Journal* for December.

Victoria College.—This Institution is high in public favour at present. The Session to-day opens with no less than eighty students, and arrangements have been made for a large number more who are expected to arrive almost immediately. But Victoria College is not the only educational establishment in Cobourg that is rapidly rising in public estimation. The Cobourg Church Grammar School is also making progress, the number of students being three times what it was last year.—*Cobourg Star*.

Colleges in Canada.—There are in Upper Canada five colleges possessing university powers, viz:—1. The University of Toronto, a provincial institution supported out of the public funds, i. e. by the sale of lands set apart for that purpose. 2. Trinity College, Church University, an Episcopalian Institution, recently projected and established by Bishop Strachan, at Toronto. 3. Queen's College, at Kingston, a Presbyterian

Institution, in connection with the Church of Scotland. 4. Victoria College, at Cobourg, a Methodist Institution, under the control of the Wesleyan Conference; and 5. Regiopolis College, at Kingston, connected with the Roman Catholic Church. In addition, there are in Upper Canada the following institutions, which are, properly speaking, superior grammar, or high schools, viz:—1. Upper Canada College, Toronto, a provincial school. 2. Knox's College Toronto, a Presbyterian, (Free Church) theological school. 3. Bytown College, a Roman Catholic theological school. And very recently 4. St. Michael's College, Toronto, a Roman Catholic theological institution also. In Lower Canada there is but one College possessed of university privileges—McGill College, Montreal. Besides, however, a great number of very superior Roman Catholic colleges, theological and secular, there is one Episcopalian theological institution—Bishop's College, Lennoxville. The Baptists had a college at Montreal, but it has been recently closed.—*Cor. N. Y. Commercial Advertiser*.

NOVA SCOTIA.

Acadia College.—The numerous friends of this Institution will be gratified to learn that there is now a strong probability that the endowment scheme, originating as we believe with the Rev. Dr. Cramp, will succeed. The proposition was to raise £10,000 by voluntary donations to be invested in 6 per cents, and already £7,000 of the amount have been secured on the 17th of October. There exists, therefore, little room for doubt that Nova Scotia may soon be able to boast of the existence of *one College*, handsomely endowed. This sum of £7,000 has been secured within a very few months, and it is expected the whole amount will be forthcoming before the 1st January, 1853, when the staff of Professors is to be enlarged, and the College re-opened under most favourable auspices.—*Nova Scotian*.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The degree of D.C.L. has been conferred on the Earl of Derby, by diploma, on the occasion of his election as Chancellor of the University of Oxford. The inauguration banquet has been deferred until after the funeral of the late Chancellor, the Duke of Wellington. The National Education Society of England has been favoured with the usual royal letter directing a collection to be made in all the Protestant Episcopal Churches and Chapels throughout England. The new Kingswood (Wesleyan) School, recently erected on Lansdown Hill, near Bath, was formally opened on the 28th ult. The London Correspondent of the *Edinburgh Witness* states an interesting fact, that, Queen Victoria has a Sabbath and day class of children which she regularly teaches when she is at Windsor Castle. The recipients of the royal attention are children of the domestics of the castle.

Education in Scotland.—The General Assembly having appointed the annual collection for increasing the means of education in Scotland, to be made on the 10th of October, the education committee have issued a circular, in which it is stated that the General Assembly schools are attended more numerously than ever; the average attendance at all the 176 schools, on the 1st of April last, was seventy-one; and the whole number of those who had been receiving instruction at these schools for some period throughout the year, including 1,787 Sunday scholars, was 17,661; and if to these be added 1,122 attending the Edinburgh and Glasgow Normal Schools, the whole number of children receiving instruction, during the past year, at schools supported by the General Assembly, may be estimated at 18,784.

An Imperial Inspector of Schools in Russia.—A German journal has the following on the habits of the Emperor of Russia:—The Czar frequently rises in the middle of the night from the iron camp bedstead on which he sleeps, and getting into a droschki, drawn by a single horse, goes to inspect the public schools. Sometimes he leaves his palace on foot, and gets into the first hackney carriage that he meets with. In one of his nocturnal excursions the snow was falling in heavy flakes, and an islorstchik took him to one of the most distant quarters of the city. The sledge waited for him a long time, and when the Emperor returned, he wished to pay the coachman before he got again into the vehicle; but he found that he had no money. The driver replied that it was no consequence; and when the Czar was seated, he said, without thinking, "Na doma" (home). The man whipped his horse into a gallop, and drove to the winter palace, where he stopped. The Emperor, surprised, asked the man if he knew him. He replied, no; and on the following night received a royal gift, not for his veracity, but for his discretion. In his noc-

turnal visits to the schools, the Emperor examines carefully the thermometers in the corridors, to see if the persons charged with the fires keep up the prescribed degree of heat. He then inspects all the rooms, to see if they are in good order, and examines the beds of the pupils, their linen, and their bodies, to ascertain if they are kept with proper cleanliness. Sometimes, in order to judge of their physical strength, he provokes them to a wrestling match. The remark made by Henry IV. to the Spanish Ambassador, "Are you a parent? then I may continue my play!" has filled all the *vade mecum* of tales more or less true; but nothing is more laughable than to see schoolboys fighting with the powerful Czar. In his most intimate circle he laughs with pity at all the improbable tales circulated against him, and which come to his ears. One day he said to the Marquis de Custine, in presenting to him several children of these public schools, whose flourishing health astonished every one, "Here are some of those whom I visit from time to time."

Schools for Seamen.—Endeavours are now being made, under the patronage of a number of influential shipowners and other benevolent persons, to establish, in London, Liverpool, and the various large ports of the empire, schools for the gratuitous instruction of such adult seamen and boys apprenticed to the sea as may be unable to read and write, or do so only imperfectly. It is calculated that there are at all times upwards of 4000 adult sailors in the port of London, and about 1000 boys, and it is a well-ascertained fact that fully one-half of this number have received but a very imperfect education, many of them, indeed, no education at all. One school has already been opened in London, and it is intended speedily to establish three others in the metropolis. Several also will soon be opened in Liverpool, Glasgow, Portsmouth, &c. The hours of school are from six to eight o'clock, P. M., for those who can attend by the permission of their captains two hours every evening; and from three to five in the afternoon for those who are waiting in port for engagements to go to sea. A note is taken of the name, place of birth, history, &c., of each pupil, as he enters, which individual particulars will be published in the regular quarterly reports, thus affording an interesting contribution to an important branch of moral statistics.

UNITED STATES.

MONTHLY SUMMARY.

Dr. Shattuck, of Boston, has given \$7000 to Dartmouth College for the purpose of erecting an observatory. The trustees are to raise \$3000 more for the purchase of instruments. We learn from the *Worcester Transcript*, that James Smith, of Philadelphia, lately a citizen of Leicester, has offered to the trustees of the academy in that place, a donation of \$10,000, on condition that by other subscriptions the sum shall be increased to \$15,000, before January 1st, 1853. The effort to raise \$50,000 by scholarships to endow Delaware College, has succeeded. We learn from the *Boston Daily Advertiser* that President Sparks has resigned the office of President of Harvard University. The resignation to take effect at the close of the present term. The standing committee of the Board of Education, for the city of New York, have reported to the Board of Supervisors their estimate of the amount of money required for school purposes for the year 1853, viz. \$569,036 08. The Board of Education for the city of Brooklyn, have just given out a contract to erect a single school at a cost of \$16,000. Canada does well, but this spirit of liberality exceeds hers.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

A German gentleman, named Leidersdorff, who has just died, has left 400 thalers a-year to the heirs male of Schiller for ever, as "a tribute of admiration to the poet's genius." The Bank of England Library and Literary Institution, which was started under the auspices of the Directors, with a donation of £500 and apartments within the Bank, now numbers 600 members, and the library contains 4,000 volumes. The city government of Boston have passed an ordinance providing for a permanent organization of the *Free Public Library*. It is to be under the charge of a board of seven trustees, five to be selected from the citizens, and one from each branch of the City Council. A committee of seven citizens is also to be annually appointed, to make an examination of the state of the library. Several donations of valuable books have been received, and also a check of \$1000 from Hon. Samuel Appleton, to be expended in books. Joshua Bates, Esq., of the firm of Baring, Brothers and Co., of London, has made a munificent donation of fifty thousand dollars to the city in aid

of the library, on condition that the city shall provide a suitable structure for the library, and that a free reading-room, capable of accommodating one hundred and fifty persons, shall be connected with the institution. At a recent meeting held at Fonthill, in Pelham, resolutions were passed for the establishment of a Public Library in that village. It has been proposed to place a memorial to the poet Wordsworth in the church now rebuilding at Cockermonth. It is the place of his birth, and he received the first elements of his education in the endowed school adjoining the church-yard. His father, also, was buried near the chancel. The Rev. Dr. Robinson has returned to the United States after a year's absence in Palestine, collecting valuable information respecting the typography of the Holy Land, &c. The results of the exploration, we learn, are very satisfactory, and will add much to the sum of our archaeological learning. It is the purpose of Dr R. to compress the three volumes of his *Researches* into two, and to add a third volume of entirely new matter. That these results will take the place of established truths, and that his new work will become at once a standard authority on all questions relating to the Holy Land. The President of the United States (we learn from the *New York Commercial Advertiser*) has appointed the Hon. Edward Everett, LL.D., of Massachusetts, Secretary of State, to succeed the Hon. Daniel Webster, lately deceased; and Mr. Everett has signified his acceptance of the office. He has had the enviable honour of being recommended by Daniel Webster for the position next in rank and assimilation of duty to that which he is now called to fill, and of having been endorsed for that position by Henry Clay. His literary and academical career, as linked with the *North American Review* and with the Presidency of Cambridge University, has also acquired him an extensive and enduring reputation for scholarship of the first order. The appointment will give universal satisfaction. Mr. Everett is familiar with diplomacy. He was ten years in Congress, from 1825 to 1835, was subsequently Governor of Massachusetts, then United States Minister at London, and on his return accepted the Presidency of Harvard University, which he resigned after holding it for two or three years. Mr. Everett is a native of Boston and in his 59th year. Thomas Thompson, of Edinburgh, a coadjutor of Jeffrey, Sydney Smith and Lord Brougham in the establishment of the *Edinburgh Review*, died on the 2nd inst. He was a prominent member of the Scottish bar. From a statistical return just published by the Prussian Government, it appears that there now exist in that country 2,207 spinning-mills; 5,188 manufactories, dye-works, and cotton-printing establishments; 39,253 mills of different kinds; 12,960 large metal works; 17,165 breweries and distilleries; and 4,535 other manufactories of different kinds, making a total of 81,308 establishments, occupying 515,551 workmen. We learn from the *Boston Traveller* that G. P. R. James, Esq., delivered the funeral oration on the life, character, and public services of the late Duke of Wellington, before the British residents of Boston and their invited guests, at the Melodeon, on the 10th inst. We have to announce the death of Dr. Scholz, one of the most distinguished oriental scholars of Germany. He was senior member of the Faculty of Theology at Bonn, and a Professor in the University of that town. He studied Persian and Arabic under the celebrated Sylvestre de Lacy of Paris; brought out a new critical edition of the *New Testament*, for which he consulted innumerable original documents; made a complete literary and scientific exploration of Alexandria, Cairo, central Egypt, Palestine, Syria, Marmarica, &c., and published accounts thereof. He also wrote several volumes on France, Switzerland, &c. He has bequeathed his valuable collection of Egyptian, Greek and Roman manuscripts, antiquities and coins, together with his very valuable library, to the University of Bonn. About 200 coins of the Roman Emperors, Gordian, Antoninus Pius, Gallienus, and Valerian, were found a few days ago in digging for a rail-way near Villefranche, in France. M. de Lamartine continues his literary labours with extraordinary industry. He has just brought out another volume, the seventh, of his 'History of the Restoration;' and the eighth and last is to appear before the end of the month. Pensions have recently been conferred from the civil list, on Dr. Charles Richardson, author of the new English Dictionary, £75; and Mr. Francis Ronalds, of the Kew Observatory, £75, in "consideration of his eminent services in electricity and meteorology." One of the most learned and accomplished scholars of his day, Mr. Henry Fynes Clinton, died last week. The 'Fasti Hellenici' and 'Fasti Romani,' are works which entitle him to the high place he holds in modern classical literature. The next annual meeting of the Scientific Congress of France is to be held at Dijon

A Silk Newspaper.—In Pekin, a newspaper of extraordinary size is published weekly on silk. It is said to have been started more than a thousand years ago—somewhat earlier than the one under the patronage of the "Good Queen Bess!" An anecdote is related to the effect that, in 1827, a public officer caused some false intelligence to be inserted in this newspaper, for which he was put to death. Several numbers of the paper are preserved in the Royal Library at Paris. They are each ten and a quarter yards long.

Recent Interesting Orations at Edinburgh.—Four remarkable orations have recently been delivered at Edinburgh. There was, first, Mr. Macaulay's address to the electors, when about making his first appearance as their representative in the new Parliament. The subjects were chiefly political; but he threw over them the brilliancy of historical and literary illustration for which all his speeches are conspicuous. The University of Edinburgh lately commenced its winter session, when the usual introductory address was delivered by the Very Rev. Principal Lee. Dr. Lee, after referring to the special occasion of the meeting, entered on a review of that portion of the recently published "Life and Letters of Barthold George Niebuhr," the historian, which describes his residence at Edinburgh. The learned Principal, who was a college contemporary of Niebuhr, defended the University and the learned societies of the northern capital from the charges made by Niebuhr. In the course of his address, the learned Principal referred to the changes in the professorships since last session, especially to the retirement of Professor Wilson, and the appointment of Mr. Macdougall, concluding with an historical statement of the question of University tests, and an able argument against the views which in some quarters seem still to be entertained. On the following day, Mr. Macdougall delivered his introductory lecture in the Moral Philosophy Class-room, and was received with great enthusiasm by the students, and by the crowded and distinguished audience, including the professors and city magistrates, attracted by the unusual circumstances under which the Professor commenced his academical career. The lecturer justified the highest anticipations formed of him as the successor of Professor Wilson. On the same evening, a lecture was delivered in the Philosophical Institution, "On the Spirit of Hebrew Poetry," by Isaac Taylor, the author of the "Natural History of Enthusiasm." The citizens of Modern Athens have certainly enjoyed in these four addresses, delivered within two days, a display of eloquence, learning, philosophy, and genius, such as in this or any country is rarely surpassed.

Uncle Tom's Cabin.—The number of separate editions of "Uncle Tom's Cabin," issued to the 10th ult., was twenty-one, varying in price from ten shillings to a shilling, and even sixpence. Of this sixpenny edition, no less than two hundred and fifty thousand copies had been printed. The proprietor has already cleared, in the space of two or three weeks from this and other editions in which he is interested, about £4,000, and fully calculates they will yield him \$10,000. He employs four hundred men, women and children, constantly occupied in binding the work, and has scoured and cleared the warehouses of all the principal stationers to find paper for it. Messrs. Smith, the railway booksellers, have sold upwards of three hundred copies a day, of the better editions for some weeks past. The sixpenny edition they do not keep. It is confidently estimated that a profit will be realized to the publishers of these editions of not less than £20,000, and, (observes the Literary Gazette,) with the single exception noted in our article of last week, not a penny of this will go to the authoress!—*London Weekly News.*—3000 copies of this work has been published in Toronto, by Mr. T. Maclear.

The Immensity of the Universe.—As a proof of what an immense book the heavens is, and also of the indefatigability of the student man in turning over its leaves, Dr. Nichol, in his work describing the magnitude of Lord Rosse's telescope, says that Lord Rosse has looked into space a distance so tremendous, so inconceivable, that light, which travels at the rate of 300,000 miles in one second, would require a period of 250,000,000 of solar years, each year containing about 32,000,000 of seconds, to pass the intervening gulf between this earth and the remotest point to which this telescope has reached! How utterly unable is the mind to grasp even a fraction of this immense period; to conceive the passing events of a hundred thousand years only is an impossibility, to say nothing of millions and hundreds of millions of years. The sun is ninety-five millions of miles distant from the earth, yet a ray of light will traverse that immense distance in 480 seconds; long as the distance may seem to be passed in so short a time, what comparison can the mind frame between it and that greater distance, which Dr. Nichol and Rosse demonstrate, would require every second of that time to represent more than five hundred thousand years! And recollect the study of astronomy is not only useful to excite emotions of grandeur and sublimity at such discoveries, but it is the basis of navigation and of our note of time, and unites the strictness of mathematical reasoning and the most certain calculations.

Singular Geological Fact.—At Modena, in Italy, within a circle of four miles around the city, wherever the earth is dug up, and the workmen arrive at the distance of sixty-three feet, they come to a bed of chalk, which they bore with an augur five feet deep. They then withdraw from the pit before the augur is removed, and upon its extraction, the water bursts up with great violence, and quickly fills the well thus made, the supply of water being affected neither by rains nor droughts. At the depth of fourteen feet are found the ruins of an ancient city, houses, paved streets, and mosaic work. Below this, is again a layer of earth, and at 26 feet

walnut trees are found entire, and with leaves and walnuts still upon them. At 28 feet, is found soft chalk, and below this vegetables and trees as before.

Cleopatra's Needle.—The following is a translation of the inscription upon Cleopatra's Needle. "The glorious hero—the mighty warrior—whose actions are great on the banner—the king of an obedient people—a man just and virtuous, beloved by the Almighty Director of the universe—who conquered all his enemies—who created happiness throughout his dominions—who subdued his adversaries under his sandals. During his life he established meetings of wise and virtuous men, in order to introduce happiness and prosperity throughout his empire. His descendants, equal to him in glory and power, followed his example. He was, therefore, exalted by the Almighty All-seeing Director of the world. He was the Lord of the Upper and Lower Egypt. A man most righteous and virtuous, beloved by the All-seeing Director of the world. Ramesis, the third King, who for his glorious actions here below was raised to immortality."—*The Builder.*

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