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NATIONAL EDUCATION IN ENGLAND.

A subject of great social importance has lately occupied the attention of the British Parliament. On the night of the 11th of February, Sir J. Pakington moved in the House of Commons an address to the Queen for the issue of a commission "to enquire into the present state of popular education in England, whether the present system worked efficiently," and to "report what changes are necessary, if any, to extend sound and cheap elementary instruction to all classes of the people." In making this motion Sir J. Pakington drew a sad picture of the ignorance prevalent among the lower classes of England's population. Some of the facts mentioned in evidence of this were remarkable. The chaplain of the goal at Preston, Lancashire, reported that forty per cent. of the inmates of that place, not all criminals, were ignorant of the name of the world's Redeemer, and from sixty to seventy per cent. did not know the name of England's present sovereign. The result of all his inquiries had convinced the speaker, "first, that there were large masses in this country in a state of general ignorance, which was deeply to be lamented: and secondly, that in a considerable portion of the country, whether rural districts or towns, there were either no schools at all, or schools so ineffectual and so inefficient as to be totally inadequate for the purpose of national education."

By a statement drawn up by the Secretary of the Educational Board it appears that the per centage of children under ten years

of age attending school in England, which in 1850 was 37 and a fraction, in 1857 had fallen to 27 and a fraction, a decrease occurring every year, except in 1852. A school atlas, recently officially prepared, contains a diagram showing the estimated per centage of children between seven and fourteen years of age attending school in seventeen different countries, and England stands tenth upon the list. The per centage in Saxony was within a fraction of 100; in New England, 95; in Holland, 92. Next came Prussia, Switzerland, Denmark, Sweden and Norway. Belgium, Austria, Scotland and England, with a per centage of only 45. These were facts which justified him (Sir J. Pakington) in asking for an inquiry into the causes of our backwardness, and the remedies which ought to be applied. As representatives of the people they were bound to address themselves to a state of things so little creditable to England, and to endeavour to raise her in this respect, not merely to a par with other countries, but with other parts of Her Majesty's dominions. Scotland stood far above England in this respect. He recollected the noble lord the member for London stating in a former debate that a Scotch clergyman had told him that there was not a child in his parish seven years old who could not read. *In Canada there was an admirable system of education in existence, and the Australian colonies were most anxiously endeavouring to establish a sound system which should reach all parts of the population.* He was sorry to be obliged to think that Parliament took less interest in this question than any other part of the community. Out of doors the promoters of education, though not noisy agitators, were a numerous and zealous body, and the subject excited great interest among extensive and important classes of the community. In proof of this he might refer to the conference which was held in London last summer, under the presidency of the Prince Consort. That conference was held specially to consider the early age at which children left school, and the remedies that were to be devised. For three days, during which that conference lasted, he never saw a greater display of interest than was evinced by the intelligent men from all parts of the country who attended it. As another proof of the large and extended interest which was taken in the matter, he might refer to the large and important meeting which was held a few months since in Birmingham, under the presidency of Lord Brougham, for the establishment of an association for the advancement of social science. He begged to remind the House that a very long time had elapsed since an extensive inquiry of that nature had been made. In 1818 Lord Brougham, whose zealous services in this

cause they all honoured (cheers), and none more heartily than himself, obtained the appointment of a committee, which was the foundation of a commission on the subject. The next inquiry was in 1834-5, and that was followed by another inquiry in 1838, on the motion of the hon. member for Shrewsbury. But that last inquiry was of a very limited character, as it related merely to the state of education among the laboring classes of our large towns. It was followed by the establishment in the year 1830, of the Committee of Council, in which his noble friend the member for London had so large a share. That was 20 years ago. Since then there had been no inquiry, with the exception of that which was made on the subject of the Manchester and Salford Education Bill, and which was limited to the state of education among the laboring classes in those towns. (Lord STANLEY seconded the motion.) Mr. W. J. FOX in the course of his remarks said it had been assumed that education in this country was in a very progressive and satisfactory state. In that opinion he could not agree. (Cheers.) The facts were, indeed, very strong the other way. It was said that one child in nine was being educated, while 40 years ago the proportion was 1 in 17. But in this calculation the growth of the population and the proportion of the educated to the non-educated of the school age were entirely left out. The question was how many persons there were of the school age, how many were receiving education, and how many were uneducated. He found, upon examination of the latest statistical returns, that there was a larger number of children of the school age who were neither at school nor at work than in any previous returns. (Hear.) It was taken for granted that the secular system precluded the religious training of the pupils, but he challenged any hon. member to name any secular school of which this assertion could truly be made. The present educational machinery was a mongrel system of State interference and voluntary subscription. They were told they must not be in a hurry, but he thought that the friends of education had shown considerable patience. *In the colony of Canada schools of recent establishment had been scattered over the country, in which the use of Scripture was voluntary, and it was now the boast of the Canadians that education in that country was more extensive than in some of the American States that were foremost in the possession of a system of education.* (Hear, hear.) He knew of no one to whom the friends of education were more indebted than to the right hon. gentleman (Sir J. Pakington) who had brought this subject forward to-night (cheers)—whose Bill, introduced two or three years ago, was one of the most acceptable ever produced, and who had distinguished himself by his attendance at various societies with the view of enlightening the public on this subject. (Cheers.) The right hon. gentleman had proposed this commission, not to recommend his own theories or to endorse his own opinions, but to investigate the whole subject with calmness, to say what was being done, what was wanting, and what means would be best adapted to supply those wants (cheers.)

Mr. ADDERLEY thought they asked what it was which hindered the spread of education among the poorer classes? Why it was that their employers did not appreciate education. If public money had been given to the employers, to induce them to encourage education, then all that the right hon. gentleman desired would have followed. If employers could be got to demand educated labourers then the grave difficulty in the way of the spread of education would be got rid of.

Mr. COWPER, vice-president of the committee of education, thought the great hindrance to the spread of education appeared to be, not in the deficiency of educational supply, but in the unwillingness of persons to make use of it; and he thought, therefore, that an inquiry into the habits, the circumstances, and the characters of the children of the working classes, and into the causes which prevented them from using to the full those advantages which were provided for them, and would be most useful. He would ask what was meant by the present system of education? It meant that old system of elementary instruction which had been founded by the wisdom of our forefathers, which had sprung out of the opinions, habits, and feeling of the English people, which had received a vigorous impulse in the present century from our various religious denominations, and which had attained its newest development from the minutes of council instituted by Lord John Russell—a system based on the long-established principle that an elementary school for the children of the poorer classes was a necessary part of the machinery of a parish or of a religious congregation, combined with the further principle which had more recently gained ground—that it was the duty of the State to provide the means of educating those children in all that would be useful to them in ordinary life, and of teaching them their duty alike to God and man. (Hear, hear.) That system had many defects. In some respects it was inferior to the continental systems. But there could be little doubt that it was better suited to the English people than the German system; that it was, in fact, as well suited to the English people as the German system was to the German people. (Hear, hear.) At present the rights of English parents were so scrupulously respected that they were allowed not only to choose the school to which they would send their children, but to refuse, if they pleased, to send them anywhere. He did not believe, therefore, that there would be any utility in the commissioners inquiring into the

question whether there should be a power given, as in Germany, to compel parents to send their children to school. The proposed inquiry was to be directed to the question whether the present system was sufficient for its object. That might be construed to mean, whether the Parliamentary grants distributed under the minutes of council had attained their object. Now, the first set of minutes stated that the grants were intended to promote the general improvement of education—first, by improving the buildings; second, by raising the standard of the masters; third, by the employment of pupil teachers; and fourth, by the improvement of the books. Investigation into those points could hardly now be required. The regulations under which the grants were applied secured that for every shilling given from the public purse 2s. must be subscribed by voluntary agency. Those who complained of the red-tapeism and rigidity with which the grants were distributed should remember that a relaxation of the conditions would weaken the stimulus now afforded to private exertions. The grants were not designed to supersede those private exertions, but to supplement and to encourage them, as well as to obtain a marked improvement in the quality of the teaching. The two great hindrances to the general spread of education were the early age at which the children now left the schools and the irregularity of their attendance—evils attributable to the indifference of their parents. These impediments existed not in this country only, but in France, where, the attendance not being compulsory, there were 850,000 children who did not go to school at all, and a vast number who went only two or three days a week, or for only half the year. So urgent and permanent were the demands for children's labour that he despaired of seeing any measure adopted that would induce the working classes to keep their children at school long enough to acquire a complete education. Attention ought not to be too much concentrated on the primary schools. It would be sad to think that the beginning and end of the education of the children of the working classes must take place in those schools. A foundation only could be laid there. The children of the poor would never be properly instructed until the schools were adapted to their circumstances. It was while these young persons were earning their daily bread that they could hope to enable them to follow up the commencement they had made in the elementary schools. Happily, in various parts of the country great efforts were being made to establish evening schools, and the Privy Council had not neglected that important subject. They now gave gratuities to teachers employed only in the evening, and who did not adopt education generally as a profession. They had also been extending grants for giving aid to schoolmasters who devoted themselves to the visiting of night schools and other seminaries connected with mechanics' institutions and similar organizations. There was not, in his opinion, a nobler field for the exertions of benevolent and philanthropic individuals at the present time than that in which they could render services as volunteers in evening schools for adult persons. (Hear, hear.) They had had in the metropolis some remarkable instances of the success of schools of that kind, and in those schools in which the success had been greatest it had depended on two conditions—first, a careful classification of the students, so that the young should not be mixed with the old, or the more advanced with the less advanced; and, secondly, a proper selection of the topics of instruction which were those that the class of persons frequenting the schools were the most desirous of being instructed in. In connexion with King's College, London, there were some evening schools, and there the professors left it to the students to select the subjects of instruction for themselves. A class so constituted had been formed, and it had answered admirably. The subjects most in request among the students in it had been French, Latin, and others in which the House would scarcely at first have supposed the class of persons in attendance would have any great desire to be instructed. The Working Men's College, in London, had also met with great success. That, indeed, was a means of instruction from which he hoped great things. (Hear, hear.) The Privy Council had not neglected another point—namely, industrial training both for boys and girls, which had met with every encouragement. A complaint which was frequently made, that girls in schools were not sufficiently taught needlework and domestic economy, the Privy Council had endeavoured to remedy by requiring that every girl before becoming a pupil teacher should be examined in those branches. He (Mr. Cowper) found the returns for last year showed that while there was school accommodation for 875,000 children, the average attendance did not exceed 570,000. He believed education owed almost all its force and support to the religious bodies and to the Government of the country. The great bulk of the owners of property and of the middle classes, he feared, did not appreciate education to the extent that those persons did who were actively employed in carrying it on.

Mr. HENLEY said he had privately asked his right hon. friend (Sir J. Pakington) if he would consent to limit his inquiry to the two great matters which most pressed upon the House, about which all wanted to obtain information, and to which all desired to apply a remedy. What were those two questions? One had been stated very fairly by the opposite name of "the half-time system." The larger view of it was to ascertain why children left school at so early an age, and to en-

deavour to apply the best remedy to the evil. He (Mr. Henley) would agree to inquire into that, for it was a most important subject, and one of great difficulty. The other point was of still greater consequence. They all knew—take this town for example, with its vast population—that an immense number of children never went to school, and never went to work. These were the most destitute part of the juvenile population, and they required the attention of the House in the first instance. No inquiry had yet been able to find out the cause of a fact which everybody knew and everybody lamented. The object of the right hon. baronet and also of the noble lord (J. Russell) was to get a rate for education. It was due to the noble lord (J. Russell), whose efforts in the cause every one must appreciate, to say that in every one of his motions upon the subject, whether by bill or resolution, he had always adopted the principle of at least requiring the Bible to be read in schools. The schoolmaster ought to be an earnest man, who would omit no opportunity of enforcing and illustrating the principles and doctrines which he taught. If children lied, and children did lie; if they stole, and children would steal; if they were crabbed and ill-natured one towards another, they ought to be told that they should not do these things, because the first two were against the commands of their God, and to be kindly, affectionate, and forbearing one to another, to do unto others as they would be done by, was the command of their Saviour. (Hear.) These were things which might occur in a school every hour and every minute, and you could not enforce what you taught without putting this moral teaching on its proper foundation, without bringing then and there before the children the great truths of the Bible.

Lord J. RUSSELL.—I have, however, been so often disappointed in expectations that this House, and people generally, would agree to proposals for the promotion of education that, although disappointed, I am not surprised at the opposition which has been raised. When a proposal was made by lord Brougham, who has always been active and zealous in the cause of education, to inquire into the charitable trusts, there was an immense quantity of political opposition, and every sort of imputation was cast upon him as if he was going to rob those trusts of their property. Again, when in 1839, I, in concert with Lord Lansdowne, proposed the scheme of the Committee of Council, we were met with the greatest opposition in this House, and the first grant was only carried, after a long debate, by a majority of two. I now find the hon. gentleman who spoke with much ability at the commencement of this discussion founding himself upon the minutes of Council, declaring how excellent that system is, and begging us not to disturb its progress, but to rely upon its efficacy. It is a consolation to those who make advances in the face of much opposition to find many years afterwards that what was at first denounced as perilous and injurious becomes very soon an established part of our system, which it is reckoned the duty of every true Conservative to support and maintain. (Hear, hear.) Again, the minutes of 1846, when first promulgated, met with great opposition throughout the country, and petitions in great numbers were presented against them. (Hear, hear.) The last change which I had the pleasure of making in conjunction with my right hon. friend the member for Oxford University, (Mr. Gladstone) then Chancellor of the Exchequer—viz., that which established capitation grants—was not so much opposed, but it has not hitherto been carried to the extent that is necessary in order to promote generally the cause of education. (Hear, hear.) Let me remark, as the foundation of the motion of the right hon. baronet, that some gentlemen have entirely mistaken the present system. They seem to suppose that the inspectors are persons who inspect the whole education of the country. The Vice-President of the Committee of Council has told you that there are about 570,000 children receiving education in these schools, while, according to the report of Mr. Horace Man, which is the latest we have on the subject, but which is at the same time very general, there are 2,000,000 of persons between 5 and 15 receiving education at school. But, besides that, Mr. Mann states that the are about 1,000,000 who are at work and who do not go to school. He makes another allowance for a certain number of children who are out picking pockets and thieving in the streets, and who, he says, cannot be expected to attend school while thus engaged. (A laugh.) Again, he reckons a number who are neither at work or at school; making altogether somewhere about 4,000,000 children, of whom, as far as the reports of the inspectors are concerned, we know nothing. (Hear, hear.) The right hon. gentleman who spoke last objects, as it seems to me somewhat inconsistently, to the proposed inquiry. He said in the latter part of his speech that children are apt to lie and steal, and that they should be taught not to lie or steal because it is contrary to the commands of God. I quite agree with him, but why? If that is to be taught to the children who attend school, is it not to be taught to those who are running about the streets and who do not go to school? (Hear.) Is it an advantage or is it not, that the children of this country should receive a religious, a moral, and a secular education? I believe it is an advantage. Some gentlemen deny that it is advantage. With regard to them there is an end of the question, and I cannot dispute it. There are 4,000,000 or 5,000,000 children in want of education. The present system extends

to only 570,000. Why is it restricted to that number? The answer is easy. It was proposed to assist by grants the means of those who were willing to build schools and carry them on, but who could not themselves provide all the resources necessary for that purpose. The hope was that the establishment of these schools would lead by example to the establishment of others, and that thus the system might spread. It was very much in the nature of an experiment, and it remained to be seen whether that extension of education took place rapidly and generally, or whether it was a slow and partial process. The system has been now in operation for about 18 years, and I must say that, though with regard to those children who are under education it has been very successful, it has not spread so rapidly or so extensively as could have been wished. Let me ask, then, what is to be done? You are not making any very great progress, because, I believe, if any one will look at the amount and increase of the grants, and then look at the increase of the number of children, he will find that at least the 70,000 who have been added recently to the list of scholars are receiving grants from the State to a much larger proportionate amount in money than the 500,000 who first received the benefits of the system. (Hear, hear.) If that is the case, I think it is deserving of inquiry how the system can be beneficially extended. I can conceive many ways in which it might be beneficially extended. For example, I believe that in many cases the clergy of the established church, as well as the ministers of dissenting denominations, would be willing with their congregations to contribute to a certain amount, not, perhaps, complying with all the conditions of the Committee of Privy Council, but yet making better schools than now exist. Would not that be a desirable object? (Hear, hear.) I believe we have greatly improved the quality of education, but we ought not to lose sight of quantity, and if we find in certain districts educations making no progress, is it not desirable to examine whether, by restricted grants and less stringent conditions, we may not be able to extend the present system? (Hear, hear.) A bishop of the established church has told me that he thinks much might be done, and he pointed out to me that there were whole districts in his diocese in which there were no schools of any value whatever. (Hear, hear.) I have heard others who have great practical experience say that while in their own places there were schools very well conducted, that the grants of the Privy Council were not only sufficient but were munificent, you might go for 10 or 12 miles from their parishes and not find a single locality in which a valuable school existed. You cannot at present inquire into these facts; your inspectors cannot tell you anything about them. Is it not worth while then to have an investigation which shall inform you as to the actual state of things? (Hear, hear.) The right hon. Mr. Henley has truly said that in any plan of education which I have proposed I have always insisted upon at least a knowledge of the Bible being communicated to the children. I think it would be a very great misfortune if, in order to smooth over difficulties and put an end to jarring among different sectaries, any system of secular education were established by which religion should not be made the foundation of the instruction to be imparted in the schools. (Hear, hear.) I cannot but think that mere secular education would be regarded in this country in no other light than as being adverse to the Bible. (Hear, hear.) The people of England may, however, in my opinion, without adopting any such scheme, or indeed any very general scheme, be induced to extend that system of education which is already in force. It is said that the appointment of a commission would be productive of considerable expense. I may, however, remark that, as we have been told this evening 600,000*l.* are annually spent for educational purposes, we may very legitimately endeavour, by means of the labour of the proposed commission, to ascertain whether that sum might not be so managed as to go further than it now does in the extension of education in this country. (Hear, hear.) I am, then, of opinion that if this motion be carried a very considerable object will be effected. It binds us to no particular system of education, while it lays the groundwork of future improvement. We possess in this country the inestimable advantage which the people enjoy in being at liberty to read at their schools the great works of our English authors. They are brought up in habits of liberty suitable to our constitution. No compulsory action could produce anything like the advantages which result from that freedom, and I for one cannot give my assent to any scheme which would tend to deprive them of its happy influence. (Cheers.)

Sir J. PAKINGTON, with the leave of the House, then withdrew his original motion, and proposed another in the following terms:—"That an humble address be presented to Her Majesty, that she will be graciously pleased to issue a commission to inquire into the present state of popular education in England, and to consider and report what measures, if any, are required for the extension of sound and cheap elementary instruction in all classes of the community."

The House divided, when there were—Ayes, 110

Noes, 49

Majority for the motion, 61

II. Papers on Canada and various Countries.

1. CANADA AS AN OUTLET TO THE OCEAN.

From the London Morning Chronicle.

As the discovery of the passage to India round the Cape of Good Hope completely changed the course of trade between Asia and Europe, so in our times on the North American continent we may witness a revolution of a character scarcely less important, which will render the ports of the St. Lawrence the main conduit of the produce of the north western States of the American Union, superseding the Erie Canal and the harbor of New York. The Canadians already speculate on the junction of the Atlantic and Pacific by a railway stretching from the St. Lawrence to Vancouver's Island, through British territory, and they are actually preparing to connect Lake Ontario with Lake Huron by a ship canal. They calculate on transporting to Europe the agricultural products of a million and a half of square miles, lying around the great lakes, with the region west and north-west, where all the grains and grasses are capable of growing luxuriantly, where flocks of sheep will yield rich fleeces, and fat beaves reward the enterprise of the graizer. The line of coast formed by the margins of the lakes is upwards of 4,000 statute miles, and the region above the lakes organized into the North-Western Territory of 1787, now embraces the states of Illinois, Indiana, Ohio, Michigan and Wisconsin, and it is proposed to divert the whole of the enormous and annually expanding trade of these vast countries through the channel of the St. Lawrence for shipment to Europe. Nor is the scheme visionary, but has many recommendations, among which relative distances are prime elements. The distance from Quebec to Liverpool is 475 miles less than from New York to Liverpool. Kingston, at the foot of Lake Ontario, is 125 miles nearer Liverpool than New York is. From Hamilton, at the head of Lake Ontario, is the same distance as from New York to Glasgow. From Lakes Ontario, Erie, and the southern point of Huron, is nearly a straight line to the ports of Great Britain, through the St. Lawrence and the Straits of Belle Isle.

The sagacity of Washington foresaw this possible revolution in trade. In writing to a member of the national legislature, he urges the policy of preventing "the trade of the western territory from settling into the hands of either the Spaniards or the British." "It," he observed, "either of these happens, there is a line of speculation drawn between the eastern and western countries at once, the consequence of which may be fatal. . . . If then, the trade of that country should flow through the Mississippi or the St. Lawrence—if the inhabitants thereof should form commercial connections which we know, lead to connections of other kinds, they would in a few years be as unconnected with us as are those of South America. It may be asked, how are we to prevent this?" In answer he recommends the extension of the inland navigation of the eastern waters, connecting them as nearly as possible with those which run westward; the opening of these to the Ohio; of those which extend from the Ohio to Lake Erie; and, these points accomplished, then he considered that his countrymen would not only draw the produce of the western settlers, but the peltry and fur trade of the lakes.

As soon as the war of independence had been brought to a successful termination, the citizens of the new republic desired to reach the unexplored territory of the west and utilise its natural resources. The plan proposed was the construction of canals, and Washington himself projected a plan which was to stretch to the west by ascending the Potomac. But this effort and some others failed, because public opinion was not sufficiently advanced, or because capital was wanting. At length the genius and energy of De Witt Clinton, whose name will ever be honoured as one of the eminent benefactors of the United States, conceived and executed the plan of the Erie Canal connecting New York with Buffalo, and by this channel American enterprise had access to the western territory. The canal is 363 miles in length and seven feet in depth. The original cost was 7,143,780 dollars, and the enlargement 12,989,851 dollars, being at the rate of £13, 865 sterling per mile. This truly magnificent work was commenced in 1817, and finished in 1825, and is remarkable proof of the spirit of population of the state of New York who then only numbered 1,300,000 souls.

The British Government, perceiving the value of internal trade to Upper Canada, constructed the Welland Canal, which connects the Lakes Ontario and Erie. The length of the main trunk is 28 miles; the junction branch to Dunville 21 miles, and the Broad Creek branch 1½ miles, making altogether 50½ miles. It is not sufficient for the traffic lying round Lake Erie, and now it is proposed to carry a ship canal from Ontario to Huron, a distance of 100 miles, by which the commerce of all the lakes would be brought into direct communication with the St. Lawrence. With equal spirit the merchants of Chicago are prepared to cut a canal 150 miles in length through the southern part of Michigan to avoid the dangerous navi-

gation of the St. Clair Flats, which connect Huron with Erie. The position of Chicago for commerce is most commanding. It is the principal trading part of Illinois standing on the south-western bend of Lake Michigan, at the head of navigation as regards the lakes. Its rapid advance is a wonder, for in 1833 the Red Indian built his wigwam on its site, and the stag free and fearless, bounded over its plains. Lake Michigan opens to Chicago the trade of the north and east, while the Illinois and Michigan Canal gives it the trade of the south and south-west. Traversing about 100 miles to the head of steamboat navigation on the Illinois River, it opens a water communication of 1700 miles to the Gulf of Mexico, and completes an inland navigation of 3200 miles to the Gulf of St. Lawrence, by way of lakes, the Canada canals, and St. Lawrence River; and also by way of the lakes, the Erie Canal, and the Hudson River, to the city of New York, a distance of 3100 miles. The country surrounding Chicago, a mixture of woods and prairies, diversified with gentle slopes and irrigated with numerous clear streams, is the most fertile and beautiful that can be imagined.

These rich territories demand an outlet to the ocean to avoid the heavy cost of transhipment, and this can be effected by the junction of the Ontario and Huron by a ship canal. Goods could then be conveyed from Chicago to Liverpool and Glasgow without breaking bulk, and the same vessels that carried the agricultural products of the Far West to Britain would be freighted back with our manufactures. By this route the Erie Canal and the trading emporium of New York would encounter a formidable rival, and the fears of Washington might be realized. On these combinations Canadian energy has fixed its attention, and is eager to seize the advantages that present themselves both by land and water, by railways and canals. The Grand Trunk Railway, with an ocean terminus at Portland, in the state of Maine, never frozen, and the Great Western Railway, are magnificent undertakings; but when the ice does not impede, a complete system of canals, giving a continuous passage from Chicago through the St. Lawrence, must bear away the palm. We are not writing of any distant future. All the facilities we have described are now available, and indeed many exist, for already a voyage has been made through the Lakes to Liverpool, through the Welland Canal, though the vessel was of moderate burden; but a ship canal from Ontario to Huron of ample depth would completely revolutionise trade. Such are the brilliant prospects dawning upon Canada, and such are the new markets which may be opened up to our manufacturing industry. The inauguration of a Conservative Government having released us from the turbulent rule of Lord Palmerston, we may hope to live in peace with our neighbors, and devote our thoughts and energies to the development of the useful arts, both in India, and throughout our colonial empire.

THE SURVEY OF THE BRITISH AMERICAN FRONTIER.—An expedition to survey the Oregon boundary of the British possessions from Vancouver's Island to Lake Ontario, across the Rocky Mountains, has been organised, and will sail on the 1st of next month for their destination *via* Chagres and across the Isthmus of Panama, thence by steam to the Gulf of Georgia, where the expedition will commence its labors by tracing the 49th degree of North latitude. The force consists of Lieutenant-Colonel Hawkins, R.E., chief commissioner; Captain Haig, R.A., chief assistant; and sixty-five non-commissioned officers of the Royal Engineers, who are surveyors, topographers, photographers, &c., and thirty Hudson's Bay axemen. The expedition will probably require from three to four years to perform their laborious and arduous services.

2. AUSTRALIAN PROGRESS.

Our readers will remember that there was held in London, during the month of January last, a very influential meeting to celebrate the foundation of the first Australian colonies. This was Port Jackson or Sydney Cove, as it is called by the Colonial Secretary. For a long time this province of New South Wales made small progress. Its principal inhabitants were the gentlemen sent by a willing country to Botany Bay. It was at the very ends of the earth, and laying aside the fact that the emigrating era had not arrived, there was this other fact, that nobody who was willing to leave Britain, cared to go so very far from home. Years passed and the antipodal colony was really unknown. It was a bourne which few travellers reached, and from which, we may believe, fewer still returned. It was not until 1813, that the colonists themselves begun really to know the country they lived in; for not till that date did they leave the sea coast and cross the range of hills behind them. Still, with the tenacity of their race, these courageous pioneers progressed, defying the old axiom, and making it read, "out of nothing *something* came." After the peace of 1815, when trade grew dull, and war no longer provided for a teeming population, men turned to look for other homes with more room and opportunity. We pass by the troubles and distresses which between thirty and forty years ago, sent not a few to Canada and reach 1830, when in every shipping town of Britain, newspapers and

posters proclaimed passages for this country and Australia. Since that time these far off colonies have steadily advanced. Still, they were more sure than rapid in their movements. In 1835 South Australia was proclaimed, and its town, Adelaide, founded. But the entire population of this new colony did not ten years afterwards, exceed twenty thousand. New Zealand in those days drew aside many who, otherwise, would have gone to some part of Australia. In 1846, however, gold was discovered, and this fact becoming fully known, roused the energies of men on the spot, and so excited men at a distance, that in three or four years, thousands from all parts of the earth were hurrying to a country where this metal lay on the ground, and as was imagined by too many, could be got for the lifting. The colonies at present existing are those of Victoria, Western Australia, Southern Australia and New South Wales. We learn that a fifth, to be styled Northern Australia, is at present being formed out of the Moreton Bay portion. Thus if we reckon Van Dieman's Land, there are now six provinces in that portion of the world with a population of nearly a million.

The wealth of Australia is thus exhibited by the *Times* :—

"About a hundred years ago the most richly-laden vessels in the world were those sailing between Acapulco and Manila, and when the war with Spain broke out the one great object of the English squadron was to capture a galleon. Month after month did Anson and his ships lie in wait for these prizes, and when at last, after tedious cruises and numerous disappointments, one of them was secured, it was thought an ample recompense for all trouble because it contained a million and a half of dollars. At the present time a fleet of forty of these galleons, each as well stored as Anson's prize, would hardly serve to bring home the riches in gold only which are sent from Australia to England in a single year. Converting all these treasures, for comparison's sake, into old Scotch currency, we may say that a vessel as rich as a Manila galleon, arrives nearly every week, and the fact finds its place in our columns as one of only ordinary importance."

Its political consequence, too, cannot be overrated, and is in a fair way of becoming greater. We see that it is resolved on to have a "Federal Union" of all the colonies. So long ago as 1849, the Privy Council of New South Wales had a Committee, which recommended to her Majesty that she should appoint a Governor General of Australia, "with authority to convene a body, to be called the General Assembly of Australia, at any time and place within your Majesty's Australian dominions which he may see fit." In 1853, a Select Committee of the Legislative Council reported that "the establishment at once of a General Assembly to make laws in relation to the inter-colonial questions that have arisen, or may hereafter arise, is indispensable." And in 1857, "the General Association for the Australian Colonies," by an agent in London, memorialized the Colonial Secretary "to bring in a bill into Parliament, enabling any two or more of the Australian Colonies to take steps towards forming a convention, with power to create a Federal Assembly, and to define, as far as possible, the various subjects to which this federal action should extend. Mr. Labouchere's answer was in effect that, any measure for this object must originate with those colonies themselves. Within a few months, a Committee of the Legislative Assembly of Victoria has reported in favour of the necessity of a Federal Union, and has requested all the colonies, Tasmania included, to send three delegates a-piece to confer, in order to "frame a plan of federation, to be afterwards submitted for approval, either to the Colonial Legislatures, or directly to the people, or to both, as may be determined, and to receive such further Legislative sanction as may appear necessary." And, still more recently, a Select Committee of the Legislative Council of New South Wales has wished to sustain the course adopted by the Victoria Committee. Nine years have elapsed since Federal unity was first contemplated, and now it seems in a fair way of being achieved.

The functions of the proposed Union are to be as follows:—

- 1.—Inter-colonial tariffs, and coasting trade.
- 2.—Railways, roads, canals, &c., running through any two of the colonies.
- 3.—Beacons and lighthouses on the coast.
- 4.—Inter-colonial penal settlements.
- 5.—Inter-colonial gold regulations.
- 6.—Postage between the said colonies.
- 7.—A general Court of Appeal from the courts of such colonies.
- 8.—A power to legislate on all other subjects which may be submitted to them by addresses from the Legislative Councils and Assemblies of the other colonies; and to appropriate to any of the above objects the necessary sums of money, to be raised by a per centage on the revenues of all the colonies interested."

They are the best judges in their own affairs, and we give these momentous facts without pronouncing upon them in any way. All we can say is, that Australia bids fair to become at no far off day, a stupendous colony and federation which, under the fostering wing of Britain, will go onwards in prosperity, adding to the power of the Empire, and to the wealth, civilization and Christianity of the world.

Dating her real progress from 1847-8, one is lost in astonishment; and knowing that the gold yield is abundant as ever, we can set no limits to her greatness. If the colonies of our Empire prosper for fifty years longer, as they have done for twenty-five years past, the face of the earth will be changed and mankind will own the sway of races which shall speak our tongue, obey our laws, cultivate our letters, and fear our God.—*Globe*.

3. EDUCATION IN AUSTRALIA.

A correspondent in Australia, under date of January 11th, thus speaks of the progress of education in Australia:—Another very important measure, which has passed the second reading and has been committed, is an Education Bill. Hitherto we have had two systems at work, managed by two Boards, with a double machinery of secretaries, clerks, and inspectors—namely, the Denominational and the National or Secular system. In the schools under the Denominational Board religious instruction is mingled with secular teaching in any way and to any extent desired by the several denominations. In the National schools four hours of secular instruction are required, but certain hours are set apart during which the priest or minister or religious teachers approved by the parents have access to the children of their respective persuasions. The new Bill seeks to bring the whole under one board and to make the whole of the public schools of the country approach more nearly to the National system than they do at present. There is also what is called a compulsory clause; but it does not go to the extent of the Prussian system, which enables a policeman to catch a boy and take him—not to a police court as a "rogue and vagabond," but to a school. It merely adds the gentle pressure of an increased rate upon the parent who neglects or refuses to send his child to school. This Bill passed the second reading by a majority of 33 to 11. It is chiefly opposed by the Roman Catholic members in the House and by the priests out of it; but the lay members of that Church are not unanimous. Some persons are sanguine enough to suppose that the Bill can be so modified, without materially impairing it, as to obviate or soften the opposition of the priests and their followers, but I have no such hope. They will accept nothing but the unalloyed Denominational system. They state that it is an essential article of their religion that religious services should pervade secular instruction, and that it is contrary to their religion to separate secular instruction from devotional practices. But I believe the Bill may be made satisfactory to a great number of Roman Catholic parents. We have a large National Training School in Melbourne, with 714 scholars at the last report. The Roman Catholic bishop and clergy withhold their sanction from it, and yet it numbers 131 Catholic scholars. According to the proportions exhibited by the census returns, the number of children of the Roman Catholic faith should be rather under 180; that the school numbers as many as 131 shows how small has been the influence of the withholding of the bishop and clergy's countenance. [See also page 77.]

4. POPULATION OF FRANCE.

The rate of increase of the population of France is known to have been extremely slow ever since an accurate account has been taken of it. It is certain that in the thirty-seven years which elapsed from 1817 to 1852 the mean annual increase of the population of France was only 155,929; but from 1846 to 1851 this increase had fallen to 76,000 per annum; and from 1851 to 1856 to 51,200. * * * * Before the beginning of the revolutionary war the whole population of the country was estimated by the National Assembly at twenty-six millions; so that in more than sixty years the total increase has been under fifty per cent. In 1806 it may be taken at twenty-nine millions; in 1820 at thirty millions; this slender increase of one million in fourteen years being accounted for by the frightful consumption of human life in the last ten years of the war. The progress in the next twenty years was more rapid, for it had risen in 1841 to thirty-four millions and a quarter; but from that time to the present the augmentation has been almost insensible.—*Edinburgh Review*.

5. EDUCATION IN FRANCE.

A late report of the Minister states that, public instruction is being developed and free education promoted. The number of colleges has been largely increased. Education has become more moral and religious, with a tendency toward sound humanities and useful sciences. The college of France has been re-organized; elementary instruction is spreading far.

The budget of 1858 provides for better payment for teachers and professors, and for magistrates. I may point out an increase of charitable societies—in the country those of the medical corporations, and in the towns the establishment of soup-kitchens. One million has been distributed in relief of the populations which have suffered most from want of work.

6. FRENCH INDUSTRY.

The productive industry of France is estimated at nearly three thousand millions of francs, annually, cotton manufactures forming one-sixth of this; woollen the next in importance; third, hemp and flax; fourth, leather; and fifth, silk.

Iron from the ore to the perfect state, minerals, &c....	fr. 124,000,000
Copper, zinc, and lead	26,500,000
Glass, Crystal, and looking glasses	47,500,000
Tiles, bricks, lime, plaster	66,500,000
Porcelain, pottery, &c.	25,500,000
Chemical manufactures, the products	22,000,000
Hemp and Flax (supposed to be no less than 525 millions of francs.)	360,000,000
Cotton	500,000,000
Wool	400,000,000
Silk	230,000,000
Leather and skins	300,000,000
Sugar	45,000,000
Paper, colored and figured	25,000,000
Printed paper, books, &c.	25,000,000
Machinery	10,000,000
Clocks and Watches	30,000,000
Bronzes	25,000,000
" plated ware	6,000,000
" jewellery and goldsmiths' work	50,000,000
Distilleries, breweries	206,000,000
Different branches of industry	135,000,000
Mechanics and domestic arts	250,000,000

£116,440,000—2,911,000,000

The impression heretofore has been a general one, that silk manufacture is the leading one in France; but the above reliable table conveys another view. Of the general industry of France, it is remarked by an English cotemporary:—

"The manufacture of machinery has greatly increased. Steam engines have been introduced into France from Great Britain, where they are now employed in every department of industry. It was in the year 1779, at the village of Chaillot, near Paris, that the first steam engine was established in France; but owing to prejudices, and attachment to old customs, it was long before these engines came into very general use. Prejudice, however, gradually faded away before the productive powers and manifest utility of this extraordinary application of science to the business of life, and there are now many establishments for the manufacture of these machines. The scarcity of coal is a great obstruction to the extensive use of steam-engines; and the tax on foreign coal is, in this view, peculiarly impolitic, and injurious to the general interests of the community. The tax, though lately reduced by the imperial government, requires still further reduction. In 1836, of 1749 steam-engines in France, 1393 were home made. In 1839 the import surpassed the export. Since that year the reverse has been the case. The metallic castings in France are still very inferior to those of England. Paris is the principal seat of the manufacture of French machinery, then Arras, Creuzot, Rouen, Mulhausen, and Nantes. Locomotive engines are made at Bitschwiller, in the department of the Haut-Rhin; machinery for steam vessels at Indret."

7. AFRICAN DISCOVERIES.

In looking at a map of the African continent one is immediately struck with its imperfections, that is to say, so few places are marked upon it, and all the central portion is described as an "unexplored region," and in casting the eye over it, the word "desert" is frequently seen. From this, and many other causes, mostly traditional, the world has been in the habit of regarding the central portion of Africa as a gigantic waste of sand, on which a tropic sun was ever shining, and where the only breeze that ever wafted over its plains was the deadly sirocco or simoon. Gradually, but slowly, these ideas have been losing ground, and the reading and inquiring portion of the community here and in Great Britain have been anxious to know more about this portion of our globe, of which their pre-conceived notions were so very crude.

Mungo Park, James Bruce, and Gordon Cumming have all told us such marvellous tales of rich plains and verdant hills, rivers, and inland seas, that people have put them down as, at least, romances; but at last the time has come when all their accounts of beauty and fertility are fully corroborated, and the idea of African deserts has received, in a great measure, its death-blow, from two gentlemen whose travels are now before the world; one of them, Dr. Livingston, a missionary, and the other, Dr. Barth, a medical man, who was sent out we believe by the British government, to make an official report of his discoveries and researches. The former gentleman has chiefly explored Western Africa, and has discovered a vast inland sea (Lake Ngami.) Generally he found the land rich and fertile, and the inhabitants hos-

pitable, but not too much given to the arts of peace. In nearly the whole district through which for about ten years he has been travelling, the inhabitants were pagans. Dr. Livingston's book contains much valuable and interesting information, and is full of exciting anecdotes, and pleasant details of the manners and customs of the tribes who entertained him. But it is to Dr. Barth's travels in North and Central Africa that we must turn for practical information. He tells us that there is uninterrupted water communication from the Bay of Biafra to the great Lake Tsad (or, as it is spelled upon the maps, Tchad), by means of the rivers Bi-nuwe and Kwara. The banks of both these rivers are lined with vilages inhabited by peaceful and industrious natives, who raise cotton, tobacco, and negro corn; there is some attempt at ornament in their clay-built houses, and, altogether, they are in a far more advanced state of civilization than is generally supposed. The country is extremely beautiful, fertile, and well-watered, and in every way suited to the production of those plants which require a warm sun. The general description of all travellers has been: "Beautiful plains, well-wooded slopes, park-like scenery," and other expressions of similar import. As a climax, Africa is proved to be rich, not barren; fertile, not sterile; and all that she wants to develop her resources, is the improving hand of the white man, to teach her present owners the arts of civilization.

We should not be surprised if in less than fifty years, steam-boats were plying on her rivers, and tracks were being laid for railways, for there is little doubt that, now her resources have been made known, it will not be long before some enterprising Yankee goes off to find applications for them; and no matter who it may be, we shall wish every pioneer, from wherever he starts, who goes to spread civilization among the wild tribes of the desert, or more peaceful denizens of the plain, a most hearty and earnest "Success be with you."—*Scientific American*.

8. A TURKISH SCHOOL.

The following account of "A Turkish School" is from an English Magazine published in 1835, and may prove amusing and interesting to some of your readers and pupils, who, no doubt, will smile at the strange manners, modes and practices prevalent in the Turkish school room.—Yours, &c., MANFRED.

"EXTRACT FROM A LETTER FROM BUJUKDERE.

"I was walking with two friends along the main street of one of the adjacent villages, when a confused murmur of voices attracted my attention. I found that it proceeded from a mosque immediately at our elbow, and upon inquiring whether we might venture to go in—for no stranger is allowed to enter a Turkish mosque without express permission—I was answered in the affirmative. Following the direction from which the noise proceeded, we mounted a flight of steps, and instead of finding ourselves launched into a place of worship, we discovered that we had made our way into a roomy apartment, containing tables near the walls, at which a number of Turkish boys of all ages were posted with book in hand. It proved to be the village school; and scarcely a better one, as I afterwards learned, is to be met with in Constantinople itself. In one corner of the apartment we observed the master reclining on a decent carpet; he was an old mullah, or ecclesiastic, with an enormous turban on his head, a long gray beard, yellow kaftan, and legs crossed in the true Turkish fashion. His left hand held a long pipe, which he was smoking, and his right lay quietly in his lap, except that it was now and then agitated by a fidgetty motion, as if something particularly affected its owner. On his left we remarked a bag of tobacco, and in front of him a ponderous tome, probably the Koran; while an enormously long bamboo cane, which reached from the floor to the ceiling, stood against the wall on his right hand. He saluted us on our entrance with a nod of the head, but did not rise from his seat, or suffer his mouth to part for an instant from his pipe. The score and a half of urchins who were standing or kneeling, as their size required them, behind the tables, with carpets for their feet, were momentarily drawn off from their tasks by our appearance, but an involuntary glance at their master's brow, or perhaps some warning from the fingers of his right hand, which had not moved from his lap, set them all to work again. They appeared to be learning to read, and had certainly made considerable progress, as there was no spelling going on. All were reading rapidly, and as each of them was reading aloud, and none of them the same matter, I will leave you to conceive the noise and confusion of tongues that filled the room. The bigger boys, or rather the wiser ones (for there were several little fellows among them), seemed to act as under-masters, for they were not reading, like the rest of their comrades, but were hearing and correcting them, and this not merely by word of mouth, but with the assistance of certain very unceremonious boxes on the ear. One diminutive urchin in particular, who was quick as lightning in correcting a *lapus lingua*, made no scruple of doubling his Lilliputian fists, and directing them, might and main, at the face of a large and seemingly incorrigible dunce, with whom he was playing the part of monitor; reckless, by

the way, on what his blows fell, whether the giant's nose or his neighbor's. Throughout the whole scene the pedagogue in the corner lay quietly smoking his pipe on his carpet as if he had not a limb to move. One of my companions, who had a quantity of burnt almonds in his pocket, in a fit of mischief suddenly let them loose in the middle of the room. It was worth a day's purgatory to see the rout which ensued; monitors and scholars with one accord dropped their books out of their fingers, and gave chase to the prey; and the whole lot would have been devoured in a trice, had not the old mullah's fingers found their way nimbly to the bamboo cane, without costing him the pain of uncrossing his legs, or even displacing his darling pipe, he belabored the poor devils' backs with it in every direction, for there was not a corner of the room which could escape from its cruel length. All ran back to their posts as if Jack Ketch had been at their heels, and we ourselves took to our heels and made a rapid exit into the street."

9. HOW HINDOO SCHOOLS ARE GOVERNED.

The schoolmaster is always armed with a long cane, which he applies to the perhaps naked backs of his pupils with terrible energy and surprising frequency. If a boy plays truant he is forthwith fettered by the leg. An iron ring is fixed a little above the ankle, to that ring an iron chain is attached, and at the end of the chain a heavy log is fastened, which the culprit has to drag after him wherever he goes. Very bad boys are obliged to wear this fetter day and night for a week, or a month, and sometimes even longer. Other punishments to which evil doers are subjected are such as these: A boy is condemned to stand for half an hour on one foot, and should he shake or quiver, or let down his uplifted leg before the time, he is severely flogged. Or a boy has his hands and feet bound with cords, and is hoisted and tied up to the beams of the school. Or he is made to hang for a few minutes with his head downwards from the branch of a neighbouring tree. A very strange practice exists in some heathen schools. The boy who comes second in the morning gets one stroke of the cane on the palm of his hand; the next receives two strokes, and so on; each, in succession, as he arrives, receives a number of strokes equal to the number of boys that have got there before him, the first boy being allowed to administer the stripes to all the rest.—*Juv. Miss. Mag.*

III. Biographical Sketches.

No. 5.

PRESCOTT, THE HISTORIAN.

The July number of the *Massachusetts Teacher*, contains a very interesting article from the pen of Rev. George E. Ellis, upon Mr. Prescott and his histories. In this article Mr. Ellis introduces a friendly and communicative letter from Mr. Prescott, explaining the origin and extent of the difficulties under which it is well known he has labored in the composition of his histories. It is, says the *Boston Journal*, a pleasantly related tale of a faithful pursuit of knowledge under difficulties.

"I suppose you are aware that, when in college, I received an injury in one eye, which deprived me of the use of it for reading and writing. An injudicious use of the other eye, on which the burden of my studies was now wholly thrown, brought on a rheumatic inflammation which deprived me entirely of sight for some weeks. When this was restored the eye remained in too irritable a state to be employed in reading for several years. I consequently abandoned the study of the law upon which I had entered; and, as a man must find something to do, I determined to devote myself to letters, in which independent career I could regulate my own hours with reference to what my sight might enable me to accomplish.

"I had early conceived a strong passion for historical writing, to which, perhaps, the reading of Gibbon's autobiography contributed not a little. I proposed to make myself a historian in the best sense of the term, and hoped to produce something which posterity would not willingly let die. In a memorandum book, as far back as the year 1819, I find the desire intimated; and I proposed to devote ten years of my life to the study of ancient and modern literatures—chiefly the latter—and to give ten years more to some historical work. I have had the good fortune to accomplish this design pretty nearly within the limits assigned. In the Christmas of 1837 my first work, the history of Ferdinand and Isabella, was given to the public.

"During my preliminary studies in the field of general literature my eyes gradually acquired so much strength that I was enabled to use them many hours of the day. The result of my studies at this time I was in the habit of giving in the form of essays in public journals, chiefly in the *North American*, from which a number quite large enough, have been transferred to a separate volume of *Miscellanies*. Having settled on a subject for a particular history, I lost no time in

collecting the materials, for which I had peculiar advantages. But, just before these materials arrived, my eye had experienced so severe a strain that I enjoyed no use of it again for reading for several years. It has indeed never since fully recovered its strength, nor have I ever ventured to use it again by candlelight. I well remember the blank despair which I felt when my literary treasures arrived from Spain, and I saw the mine of wealth lying around me which I was forbidden to explore. I determined to see what could be done with the eyes of another. I remembered that Johnson had said, in reference to Milton, that the great poet had abandoned his projected history of England, finding it scarcely possible for a man without eyes to pursue a historical work requiring reference to various authorities. The remark piqued me to make an attempt.

"I obtained the services of a reader who knew no language but his own. I taught him to pronounce the Castilian in a manner suited, I suspect, much more to my ear than to that of a Spaniard; and we began our wearisome journey through Mariana's noble history. I cannot even now call to mind without a smile, the tedious hours in which, seated under some old trees in my country residence, we pursued our slow and melancholy way over pages which afforded no glimmering of light to him, and from which the light came dimly struggling to me through a half intelligible vocabulary. But, in a few weeks the light became stronger, and I was cheered by the consciousness of my own improvement; and when we had toiled our way through seven quartos I found I could understand the book when read about two-thirds as fast as ordinary English. My reader's office required the more patience; he had not even this result to cheer him in his labor.

"I now felt that the great difficulty could be overcome; and I obtained the services of a reader whose acquaintance with modern and ancient tongues supplied, so far as it could be supplied, the deficiency of eyesight on my part. But, though in this way I could examine various authorities, it was not easy to arrange in my mind the results of my reading, drawn from different and often contradictory accounts. To do this I dictated copious notes as I went along; and when I had read enough for a chapter—from thirty to forty and sometimes fifty pages in length—I had a mass of memoranda in my own language, which would easily bring before me at one view the fruits of my researches. Those notes were carefully read to me: and, while my recent studies were fresh in my recollection, I ran over the whole of my intended chapter in my mind. This process I repeated at least half a dozen times, so that when I finally put my pen to paper it ran off pretty glibly, for it was an effort of memory rather than creation. This method had the advantage of saving me from the perplexity of frequently referring to the scattered passages in the originals, and it enabled me to make the corrections in my own mind which are usually made in the manuscript, and which with my mode of writing—as I shall explain—would have much embarrassed me. Yet I must admit that this method of composition, when the chapter was very long, was somewhat too heavy a strain on the memory to be altogether recommended.

"Writing presented me a difficulty even greater than reading. Thierry, the famous blind historian of the Norman Conquest, advised me to cultivate dictation; but I have usually preferred a substitute that I found in a writing-case made for the blind, which I procured in London forty years since. It is a simple apparatus, often described by me for the benefit of persons whose vision is imperfect. It consists of a frame of the size of a sheet of paper, traversed by brass wires, as many as lines are wanted on the page, and with a sheet of carbonated paper, such as is used for getting duplicates, pasted on the reverse side. With an ivory or agate stylus the writer traces his characters between the wires on the carbonated sheet, making indelible marks, which he cannot see, on the white page below. This treadmill operation has its defects; and I have repeatedly supposed I had accomplished a good page, and was proceeding in all the glow of composition to go ahead, when I found I had forgotten to insert a sheet of my writing paper below, that my labor had all been thrown away, and that the leaf looked as blank as myself. Notwithstanding these and other whimsical distresses of the kind, I have found my writing-case my best friend in my lonely hours, and with it have written nearly all that I have sent into the world the last forty years.

"The manuscript thus written and deciphered—for it was in the nature of hieroglyphics—by my secretary, was then read to me for correction, and copied off in a fair hand for the printer. All this, it may be thought, was rather a slow process, requiring the virtue of patience in all the parties concerned. But in time my eyes improved again. Before I had finished 'Ferdinand and Isabella,' I could use them some hours every day. And thus they have continued till within a few years, though subject to occasional interruptions, sometimes of weeks and sometimes of months, when I could not look at a book. And this circumstance, as well as habit—second nature—has led me to adhere still to my early method of composition. Of late years I have suffered not so much from inability of the eye as dimness of the

vision, and the warning comes that the time is not far distant when I must rely exclusively on the eyes of another for the prosecution of my studies. Perhaps it should be received as a warning that it is time to close them altogether."—*N. Y. Com. Adv.*

IV. LORD PALMERSTON'S CAREER.

Lord Palmerston entered Parliament as a member for Bletchingly in 1806, and sat for Newport, Isle of Wight, from 1807 to March, 1811, when he was returned for the University of Cambridge, which he represented till 1831, when he lost his seat on his supporting Lord John Russell's Reform Bill in 1831. He was then elected for his old seat in Bletchingly, and in 1832 for South Hants, and since June, 1835, he has represented Tiverton. In March, 1807, Lord Palmerston was appointed a junior Lord of the Admiralty, on the formation of the Duke of Portland's administration. In October, 1809, he succeeded Lord Castlereagh as Secretary-at-War, and held that office (under the successive administrations of Mr. Perceval, the Earl of Liverpool, Mr. Canning, Lord Goderich, and the Duke of Wellington) till May, 1828, when with Mr. Huskisson and others, he withdrew from the Duke's cabinet. In November, 1830, on the retirement of the Wellington Administration, Lord Palmerston became Secretary of State for Foreign Affairs in Earl Grey's Administration, and this office he held (with the exception of his temporary retirement in 1831) till November, 1834, and again from April, 1835, (with the exception of a few days interval in May, 1839,) to August or September, 1841. From that time to 1846 Lord Palmerston was in Opposition. In July, 1846, on the resignation of Sir Robert Peel, his lordship returned once more to office as Foreign Secretary. In December, 1851, he retired from Lord John Russell's Cabinet. In December, 1852, he became Home Secretary, in the Administration of the Earl of Aberdeen. In December, 1853, he resigned, but after a few days resumed his post, at the solicitation of his colleagues; and this he held till March, 1855 when he succeeded Lord Aberdeen as Premier; and he has held the office of First Lord of the Treasury from that time to the present. His Lordship was born in October, 1784, and is consequently in his 74th year.

V. PRIME MINISTERS OF ENGLAND.

The following is a list of the prime ministers who have ruled the British empire during the present century:—William Pitt, 1801-2; Addington, 1802-4; William Pitt, 1804-6; Lord Grenville, 1806-6; Duke of Portland, 1807-9; S. Perceval, 1809-12; Earl of Liverpool, 1812-27; George Canning and Lord Goderich, 1827; Duke of Wellington, 1828-30; Earl Grey, 1834-34; Viscount Melbourne, 1834; Sir Robert Peel, 1834-35; Viscount Melbourne, 1835-41; Sir Robert Peel, 1841-46; Lord John Russell, 1846-52; Earl Derby, 1852-53; Earl of Aberdeen, 1853-55; Viscount Palmerston, 1855-58; Earl of Derby, 1858.

VI. LITERARY STATESMEN IN THE BRITISH CABINET.

An idea is sometimes entertained, by stupid people, that the pursuit of literature rather disqualifies a man for the active business of life, whether it be professional or political. Let us take a glance at the Palmerston and Derby's Cabinet, and it will be seen that some of their most active, able, practical men have, at least, dabbled in literature—indeed several of them have been productive authors.

Lord Palmerston is about the last politician in England who could be suspected of having any claim to be considered a man of letters. Yet he was one of the authors (the late Sir R. Peel being another) of the *New Whig Guide*; a satirical prose-and-verse melange published in 1819. The hit at heavy George Ponsonby, whig leader in the Commons, given as a parody on "Believe me if all those endearing young charms," was certainly written by Palmerston. It concludes with the lines:

"And Ponsonby leaves a debate at its set,
Just as dark as it was when he rose."

which are a free paraphrase of Moore's lines:

"As the sunflower turns to its God when it sets,
The same look that it gave when he rose."

Palmerston's Chancellor of the Exchequer, Sir Geo. Cornwall Lewis, succeeded Professor Empson, in 1853, to the editorship of the *Edinburgh Review*, which he retained until 1835, when he succeeded Mr. Gladstone as Financial Minister. He has published many political and historical works—the last of which is in two volumes, 8vo., entitled "Inquiry into the credibility of early Roman History."

The Duke of Argyll has written several pamphlets upon the Scottish Church. The first, published at the age of nineteen, when he was Marquis of Lorn, is called "Letter to the Peers from a Peer's Son," on the Auchterarder case, which led to the disruption of the Church of Scotland. His largest work, "Presbytery Examined," was published in 1848, when the writer was twenty years old.

To this might be added the name of Earl of Carlisle, Viceroy of Ireland, a poet as well as a scholar; Robert Lowe, Vice President of the Board of Trade, and joint editor of the *Times*, and of the Duke of Wellington, Master of the Horse, who has lately edited the Indian Despatches of his illustrious father.

In the new Cabinet, the Earl of Derby may take rank, from his published speeches, as man of letters. It is absurd, by the way, to speak (as has lately been done) of his title of having "been conferred in the feudal times." The first peer of the family was created in 1456, by Henry VI., who certainly was later than the days of old feudalism.

Mr. Disraeli, the new Minister of Finance, is a voluminous writer of prose and verse, of politics and biography, history and fiction, and one of the most successful authors of his time. When he was in office in 1852, his literary tastes were not found to prevent his bringing forward—though party coalition prevented his passing—a better, because a more practical budget than Mr. Gladstone, his successor.

Mr. Walpole, the new Home Secretary, obtained, at Cambridge University, the prize of the best Essay on the character and conduct of William III. The Earl of Malmesbury, Foreign Secretary, edited the diaries and correspondence of his grandfather, the celebrated diplomatist.

Lord Stanley, the new Colonial Secretary, one of the most rising young men of the day, has written several pamphlets on Colonial and Church questions.

Lord John Manners, a leader of the literary and political party denominated, "Young England," has written a great deal of poetry, which wants only condensation and a little common sense to be readable.—*Forney's Press, March 13.*

VII. Papers on Practical Education.

1. THE TRUE TEACHER.

There are three attributes, next to being educated, which a teacher should possess, in order to attain ultimate success in his vocation:—1. He should possess an indomitable *will*, which will shrink from no responsibility, however great, nor any obstacles, however appalling. He should, upon first entering his school room, exhibit to the pupils there assembled, his firmness of will,—in his look, his carriage, in his every action. Children are much better physiognomists than men and women. They arrive, by a species of miraculous intuition, at an accurate estimate of the character of their teacher. A teacher who is endowed, in an eminent degree, with the first attribute, will have very little difficulty in preserving perfect order in his school. The rod and ferule will repose amid the classic dust of his book-case, as useless promoters of peace and good order among the belligerent spirits of the school-room.

2. The true teacher should *aim* to be the perfect embodiment of a thorough-bred gentleman. He should be courteous to his pupils, and graceful in his movements about the school-room; the tones of his voice should be soft and persuasive, and his language should always be correct and elegant. Being thus the example of good manners, he could not fail to make a durable impression on the minds of his pupils.

3. The Teacher should be deeply imbued with proper religious sentiments. I do not mean that by being religious, he should consider himself a "Legate of the Skies," and enforce his own peculiar views of religion upon his pupils. No! he should, while pointing out to them the many eminent stations to which the noble and deserving students can aspire in this favored land, at the same time endeavor to awaken in their susceptible minds, principles of moral rectitude and religion; that they, while struggling on through the ceaseless mutations of this world, may make their "election sure"—before they pass to that world which knows no change.—*American Educator.*

2. DESERTERS FROM THE NOBLE PROFESSION OF TEACHING.

The following hints which we find quoted in the Rhode Island Schoolmaster, have a special application to the teachers' profession. No calling suffers more from the desertion of its members. Teaching is used but as a stepping stone to some other business—a sort of Jericho where the youth may tarry a little while till his beard is grown and he can successfully enter some other profession. Except in the higher departments, it is not looked upon as a proper business for a life time. Now why is this? No work is nobler, more humane—nay, more divine—than that of the christian teacher. No more exalted office is open to man than that of a teacher of his race. None labour for higher results; none wield a more potential influence.

Is it because an ignorant public sentiment pronounces other callings more respectable and pays them better wages, that the teacher leaves his business for the law or medicine? Let him reflect that true greatness is to be gained by cultivated growth rather than by climbing. A pigmy does not become a giant, merely by stepping into giant's shoes. Let the same mature learning and ripe talent persistently keep place in the teachers' calling, that has given reputation to the law, and teaching will soon come to have as strong a hold on the public esteem as the bar or the pulpit. The school room furnishes as noble a field for the exercise and growth of sound learning and sterling ability as either of the other professions. The career of Dr. Arnold is a remarkable instance of this.

Let teachers take service for life; let them seek by frequent association with fellow teachers, to widen their experience and correct their views, and by diligent study and extensive reading, ripen and enlarge their learning, and no position in society would be counted more honourable than that of the teacher. A generous scholarship, profound without pedantry, and extensive without superficiality, would command a truer respect than is now paid the lawyer or physician, while the high moral character of his labours would win for the teacher the affectionate regard which is yielded to the clergyman's office. Wages would increase with the real worth of the work done, and a grateful world would load with its rarest and richest honours, the men who were, in the full significance of their name, its **TEACHERS**.

This use of teaching as a stepping stone is a cruel wrong done to one of the most important and useful of human callings.—Would not the lawyer or physician justly complain if half educated young men were to go about practising medicines or pettifogging in the courts, till they could find something more profitable or more respectable to do? No profession could long maintain its respectability under such an infliction. But society, too, is deeply injured by thus degrading a profession on whose work the well being of society depends. The incoming generation might well complain of such a shameful desecration of that sacred office to which they must look for the education which alone can elevate them to the highest mark of a cultivated and useful manhood.—It were well, if no one should enter the teacher's ranks who does not intend to stick to the business.

There cannot be a greater error than frequently changing one's business. If any man will look around and notice who have got rich and who have not, out of those he started life with, he will find that the successful have generally stuck to some one pursuit.

Two lawyers, for example, begin to practice at the same time. One devotes his whole mind to his profession; lays in slowly a stock of legal learning, and waits patiently, it may be for years, till he gains an opportunity to show his superiority. The other, tired of such slow work, dashes into politics. Generally, at the end of twenty years, the latter will not be worth a penny, while the former will have a handsome practice, and count his tens of thousands in bank stock or mortgages.

Two clerks obtain a majority simultaneously. One remains with his former employer, or at least in the same line of trade, at first on a small salary, then on a larger, until finally, if he is meritorious, he is taken into partnership. The other thinks it beneath him to fill a subordinate position now that he has become a man, and accordingly starts in some other business on his own account, or undertakes a new firm in the old line of trade. Where does he end? Often in insolvency, rarely in riches. To this every merchant can testify.

A young man is bred a mechanic. He acquires a distaste for his trade, however, thinks it a tedious way to get ahead, and sets out for the West or California. But, in some cases, the same restless, discontented, and speculative spirit, which carried him away at first, renders continuous application at any one place irksome to him; and so he goes wandering about the world, a sort of semi-civilized Arab, really a vagrant in character, and sure to die insolvent. Meantime his fellow apprentice, who has staid at home, practising economy and working steadily at his trade, has grown comfortable in his circumstances, and even, perhaps a citizen of mark.

There are men of ability in every walk of life, who are notorious for never getting along. Usually it is because they never stick to any one business. Just when they have mastered one pursuit, and are upon the point of making money, they change it for another, which they do not understand; and in a little while, what little they are worth is lost forever. We know of scores of such persons. Go where you will, you will generally find that the men who have failed in life are those who have never stuck to one thing long. On the other hand, your prosperous men, nine times out of ten, have always stuck to one pursuit.—*Phila. Ledger*.

3. HINTS FOR STUDENT-LIFE.

From an excellent address lately delivered at Belleville Seminary, by A. Carman, Esq., B.A., we select, for its general applicability, the following closing advice to the pupils of that seminary:

In selecting your studies, you must not give uncontrolled scope to your natural prepossession. Some of you will prefer the Classics altogether, some the Mathematics, some the Natural Sciences, some the Metaphysics, and some the Fine Arts. What I wish to caution you against is, the undue gratification of any decided predilection, the undue cultivation of any one faculty. You must preserve the mental equilibrium. One faculty should not be made gigantic, while the others are dwarfish or their existence is ignored. The symmetry of the person is lost when one limb has outgrown the other. The tree whose branches are all upon one side, is neither beautiful nor safe. You must cultivate your imaginations that you may have sail, your powers of reflection that you may have ballast, and your reason that you may rudder, then as graceful vessels you will sail gallantly over the ocean of life.

Again in order to insure success in this calling, as well as in any other, your habits must be regular; you must learn to systematize. To aid you in this, in the management of the Institution, certain hours of each day are allotted to study, certain to recitation and lecture, and certain to bodily exercise. It belongs to you to attend to the minutiae of the arrangements. Give a certain portion of your time to the study of Arithmetic, another to Grammar, another to Philosophy, and so on, prosecuting the same plan each succeeding day. Do not fritter away your precious moments, by glancing first at one subject, then at a second, and a third, and by hasty repetitions of the same routine; but investigate thoroughly and entirely master each lesson before your attention shall have been diverted to some other. A careful review just before entering the class-room will prepare you for examination, render the exercises lively and mutually beneficial, and furnish a good groundwork upon which to dispose the ideas advanced by the teacher. A second review immediately upon leaving the class-room will fix more surely upon your memories the principles and truths contained in the lesson, and will enable you to incorporate more successfully the author's views and those of your teacher into your own mental processes. Sometimes, indeed, promontories may jut out and turn you a little from your prescribed course, yet nothing can occur to frustrate a well digested plan. Alfred the Great, a noble monarch, a finished scholar, and a good man, divided each day of his time into three portions of eight hours each, one of which he devoted to the concerns of his administration, another to meditation and reading, and the third to the refreshing of his body, by sleep, food, and exercise. His life was a splendid success; and if he could in such a course, with the onerous burden of government in turbulent and calamitous times upon his shoulders, why cannot you, who have nothing else to attend to?

It is very important that you commence each day aright, that you early get a draught from some inspiring fountain. Devote a portion of each morning to reading the Scriptures of Revealed Truth. They will give you such views of life as will enable you to study with redoubled diligence and learn with increased ease. You have come to commune with books. Here is the Book of Books. You have come thirsting for knowledge. Here is unfolded a knowledge of duty to God and men, knowledge of true terrestrial felicity and celestial bliss. Study then those Bibles that pious and affectionate fathers and mothers,—trembling as to the course you will pursue, now that you are from under their immediate direction,—have given you. Let not your model of true worth be that set up by the world, but that which is sanctioned in the Sacred Writings. Inexperienced and worldly minds place a very wrong estimate upon things presented to their view. They adore pageantry and despise humility. They are dazzled by the pomp of the present and apprehend not the abiding lustre of the eternal future. You will err if you measure action and events by their false standard. Erect within yourselves pure and noble ideals of manhood, and conform every day's practice to those ideals. And where, I ask, can you find higher types of purity and nobility than in the characters of the men whom God hath exhibited as examples of virtue, and pattern for the race? Would you have a tried pattern of chastity? Study the irreproachable life of Joseph, the son of Jacob. Do you admire disinterested and unsullied friendship? Read of Ruth and Naomi, of David and Jonathan. Do you look for bold moral contrasts? Place in opposition the true courage of John the Baptist, who, though an unassuming preacher, sacrificed his life to duty, and the pusillanimity of the craven Herod, who, though a king, dared not to deny a wicked damsel that life before debauched courtiers. Do you revere a holy self-denial? Behold it the very essence of the Acts of the Apostles. Do you seek enrapturing eloquence? Catch the strains of Job; mount after the soarings of the Psalmist; in spirit as well as in letter, run up the climaxes of the great Apostle of the Gentiles. Do you doubt that good can be uniformly returned for evil; that amidst buffeting and scorn, suffering for the right can be endured; that infinite power and glory are consistent with childlike simplicity? Walk by the side of the ever persecuted Redeemer of the world. Gaze upon him as an obedient child, an industrious unassuming youth. Mark him spending his energies amongst the poor and

the despised of this world; wonder, as He dies in behalf of those who had contemned him in life, and railed at him crucified. Meditate upon these characters, and learn the lessons taught by them, and you shall indeed be as "trees planted by the rivers of water." Live so that you may gain the immortality of the good, and you shall learn forever; shall eternally bathe in the infinite ocean of Truth.

VIII. Miscellaneous.

1. THE MAPLE TREE.

O'er barren hill, o'er valley,
The blazoned lions wave,
They greet the sun from earliest rise
To where he seeks his grave:
The terror of the tyrant,
The hope of freeborn man,
In many a bloody fight
For liberty and right
They've flashed amid the van.

But ours is not the blazon
That tells of life-blood shed,
Our standards float not on the breeze
That waifs o'er heaps of dead.
No lions grace our banners,
No kingly bird have we;
But ours the stately forms
That have braved a thousand storms—
Ours is the Maple tree.

A thousand hills are gleaming
Beneath the sun's glad rays,
A thousand hymns are echoing
Bird-hymns of joy and praise,
And o'er them off the Maple
Lifts high his noble head;
No fairer sight, I ween,
Than his many-tinted sheen
Of emerald and red.

All other things are fleeting,
All other boasts shall cease,
Our victories shall last for aye—
The victories of peace.
Oh, hallowed is each leaflet
That decks the good old tree,
For he towers to Him above,
Who alone is perfect Love,
And father of the free.

2. FIRST DISCOVERY OF MAPLE SUGAR.

In *Dodsley's Register* for October, 1765, it is stated that "a method of making sugar and molasses from the sap of a certain tree called maple, common in the New England Colonies, has just been discovered and put in practice at several portions of New England, but especially at Bernardston, about twenty miles from Athol."

3. A TOUCHING INCIDENT OF FRATERNAL LOVE.

A French paper says that Lucille Rome, a pretty girl with blue eyes and fair hair, poorly but neatly clad, was brought before the Sixth Court of Correction, under the charge of vagrancy. "Does any one claim you?" asked the magistrate. "Ah! my good sir," said she, "I have no longer any friends, my father and mother are dead; I have only my brother James, but he is as young as I am. Oh! sir, what can he do for me?" "The Court must send you to the House of Correction." "Here I am, sister—here I am! Do not fear!" cried a childish voice from the other end of the court. And at the same instant, a little boy with a lively countenance started forth from amidst the crowd and stood before the Judge. "Who are you?" said he. "James Rome, the brother of this poor little girl." "Your age?" "Thirteen." "And what do you want?" "I come to claim my Lucille." "But have you the means of providing for her?" "Yesterday I had none, but now I have. Don't be afraid!" "Well, let us see, my boy," said the magistrate; the Court is disposed to do all that it can for your sister. "But you must give us some explanation." "About a fortnight ago, sir," continued the boy, "my poor mother died of a bad cough, for it was very cold at home. We were in great trouble. Then I said to myself I will become an artisan, and when I know a good trade, I will support my sister. I went apprentice to a brushmaker. Every day I used to

carry her half my dinner, and at night I took her secretly to my room, and she slept on my bed while I slept on the floor. But it appears that she had not enough to eat. One day she begged on the Boulevard, and was taken up. When I heard that, I said to myself, come, my boy, things cannot last so; you must find something better. I soon found a good place, where I am lodged, fed and clothed, and have twenty francs a month. I have also found a good woman who, for those twenty francs, will take care of Lucille and teach her needle work. I claim my sister." "My boy," said the Judge, "your conduct is honorable. However, your sister cannot be set at liberty till to-morrow." "Never mind, Lucille," said the boy, "I will come and fetch you early to-morrow." Then, turning to the magistrate, he said, "I may kiss her, may I not, sir?" He then threw himself into the arms of his sister, and both wept warm tears of affection.

The little ones are near to God, just as the earth—a small planet—is near to the sun.

4. THE DISOBEDIENT SON.

A DARK SHADOW UPON MEMORY.

My father, after an absence of some years, returned to the house so dear to him. He had made his last voyage, and reached a haven of rest from the perils of the sea. During his absence I had grown from a child and baby of my mother's (for I was her youngest) into a rough, careless boy. Her gentle voice no longer restrained me. I was often wilful, and sometimes disobedient. I thought it indicated manly superiority to be independent of a woman's influence.

My father's return was a fortunate circumstance for me. He soon perceived the spirit of insubordination stirring within me. I saw by his manner that it displeased him although for a few days he said nothing to me about it.

It was an afternoon in October, bright and golden, that my father told me to get my hat and take a walk with him. We turned down an open field,—a favorite playground for the children in the neighbourhood.

After talking cheerfully on different topics for awhile, my father asked me if I observed that huge shadow, thrown by a mass of rocks that stood in the middle of the field.

I replied that I did.

"My father owned this land," said he. "It was my playground when a boy. The rock stood there then. To me it is a beacon, and whenever I look at it, I recall a dark spot in my life—an event so painful to dwell upon, that if it were not as a warning to you I should not speak of it. Listen, then, my dear boy, and learn wisdom from your father's errors.

"My father died when I was a mere child. I was the only son. My mother was a gentle, loving woman, devoted to her children, and beloved by everybody. I remember her pale, beautiful face, her sweet, affectionate smile, her kind and tender voice. In my childhood I loved her sincerely. I was never happy apart from her, and she, fearing that I was becoming too much of a baby, sent me to the high school in the village. After associating a time with rude, rough boys, I lost, in a measure, my fondness for home and my reverence for my mother; and it became more and more difficult for her to restrain my impetuous nature. I thought it indicated a want of manliness to yield to her authority, or to appear penitent, although I knew that my conduct pained her. The epithet I most dreaded was *girl-boy*. I could not bear to hear it said by my companions that I was tied to my mother's apron-strings. From a quiet, home-loving child, I became a wild, boisterous boy. My mother used every persuasion to induce me to seek happiness within the precincts of home. She exerted herself to make our fireside attractive, and my sister, following her self-sacrificing example, sought to entice me by planning games and diversions for my entertainment. I saw all this, but I did not heed it till it was too late.

"It was on an afternoon like this, that as I was about leaving the dining table, to spend the intermission between morning and evening school in the street, as usual, my mother laid her hand on my shoulder, and said mildly, but firmly, 'My son, I wish you to come with me.' I would have rebelled, but something in her manner awed me. She put on her bonnet, and said to me, 'We will take a little walk together.' I followed her in silence; and as I was passing out of the door, I observed one of my rude companions skulking about the house, and I knew he was waiting for me. He sneered as I went past him. My pride was wounded to the quick. He was a very bad boy, and being some years older than myself, he exercised a great influence over me. I followed my mother sulkily, till we reached the spot where we now stand, beneath the shadow of this huge rock. Oh, my boy, could that hour be blotted from my memory, which has cast a dark shadow over my whole life, gladly would I exchange all that the world can offer me, for the quiet peace of mind I should enjoy. But no! like this huge, unsightly pile, stands the monument of my guilt for ever.

"My mother, being feeble in health, sat down, and beckoned me to sit down beside her. Her look, so full of tender sorrow, is present to me now. I would not sit but still continued standing beside her. 'Alfred, my dear son,' said she, 'have you lost all the love for your mother? I fear you have,' she continued, 'and may God help you to see your own heart, and me to do my duty.' She then talked to me of my misdeeds, of the dreadful consequences of the course I was pursuing. By tears and entreaties, and prayer, she tried to make an impression on me. She placed before me the lives and examples of great and good men; she sought to stimulate my ambition. I was moved, but too proud to show it, and remained standing in dogged silence beside her.

"I thought, what will my companions say, if, after all my boasting, I yield at last, and submit to be led by a woman?

"What agony was visible on my mother's face, when she saw that all she said and suffered failed to move me! She rose to go home, and I followed at a distance.

"She spoke no more to me until we reached our own door.

"It is school-time, now," said she. "Go my son, and once more let me beseech you to think upon what I have said."

"I shan't go to school," said I.

She looked astonished at my boldness, but replied firmly, "Certainly you will go,—Alfred, I command you."

"I will not," said I, with a tone of defiance.

"One of two things you must do, Alfred, either go to school this moment, or I will lock you in your room, and keep you there till you are ready to promise implicit obedience to my wishes in future."

"I dare you to do it," said I, 'you can't get me up stairs.'

"Alfred, choose now," said my mother, who laid her hand upon my arm. She trembled violently, and was deadly pale.

"If you touch me I will kick you," said I, in a terrible rage.

"Will you go, Alfred?"

"No," replied I, but quailed beneath her eye.

"Then follow me," said she, as she grasped my arm firmly. I raised my foot,—oh, my son, hear me! I raised my foot and kicked her,—my sainted mother! Oh, my head reels as a torrent of memory rushes over me! I kicked my mother,—a feeble woman,—my mother! She staggered back a few steps, and leaned against the wall. She did not look at me, I saw her heart beat against her breast. "Oh heavenly Father," she cried, 'forgive him; he knows not what he does!' The gardener just then passed the door, and seeing my mother pale, and almost unable to support herself, he stopped; she beckoned him in. "Take this boy up stairs, and lock him in his own room," said she, and turned from me. Looking back as she was entering her own room, she gave me such a look,—it will for ever follow me. It was a look of agony, mingled with the intensest love,—it was the last unutterable pang from a heart that was broken.

"In a moment I found myself a prisoner in my own room. I thought for a moment I would fling myself from the window, and dash my brains out; but I felt afraid to die; I was not penitent. At times my heart was subdued, but my stubborn pride rose in an instant, and bade me not to yield. The pale face of my mother haunted me. I flung myself on the bed, and fell asleep. I awoke at midnight, stiffened with the damp night air, and terrified with frightful dreams. I would have sought my mother at that moment, for I trembled with fear, but my door was fast. With the daylight my terrors were dissipated and I became bold in resisting all good impulses. The servant brought my meals, but I did not taste them. Just at twilight I heard a light footstep approach the door. It was my sister, who called me by name.

"What may I tell mother for you?" she asked.

"Nothing," I replied.

"Oh, Alfred! for my sake, for all our sakes, say that you are sorry. She longs to forgive you."

"I won't be driven to school against my will," I replied.

"But you will go if she wishes it, dear Alfred," my sister said, pleadingly.

"No, I won't," said I, 'and you needn't say another word about it.'

"Oh, brother, you will kill her, you will kill her! and then you can never have a happy moment."

"I made no reply to this. My feelings were touched, but I still resisted their influence. My sister called me, but I would not answer. I heard her footsteps slowly retreating, and I again flung myself on the bed, to pass another wretched and fearful night. Oh, God! how wretched, how fearful I did not know.

"Another footstep, slower and feebler than my sister's, disturbed me. A voice called my name; it was my mother's."

"Alfred, my son, shall I come in? Are you sorry for what you have done?" she asked.

"I cannot tell what influence operating at that time made me speak adverse to my feelings. The gentle voice of my mother that thrilled through me melted the ice from my obdurate heart, and I longed to throw myself on her neck, but I did not. No, my boy, I did not. But my words gave the lie to my heart, when I said I was not sorry. I

heard her withdraw. I heard her groan. I longed to call her back, but I did not.

"I was awakened from an uneasy slumber by hearing my name called loudly, and my sister stood by my bedside.

"Get up Alfred! Oh, don't wait a moment! Get up, and come with me. Mother is dying!"

"I thought I was dreaming, but I got up mechanically, and followed my sister. On the bed, pale and cold as marble, lay my mother. She had not undressed. She had thrown herself on the bed to rest; arising to go again to me she was seized with a palpitation of the heart, and borne senseless to her room.

"I cannot tell you my agony as I looked upon her; my remorse was tenfold more bitter from the thought that she would never know it. I believed myself to be a murderer. I fell on the bed beside her. I could not weep. My heart burned in my bosom, my brain was all on fire. My sister threw her arms around me and wept in silence. Suddenly we saw a light motion of mother's hand,—her eyes unclosed. She had recovered consciousness, but not speech. She looked at me and moved her lips. I could not understand her words. 'Mother! mother!' I shrieked, 'say only that you forgive me.' She could not say it with her lips, but her hands pressed mine. She smiled upon me, and lifted her thin white hands, clasped my own within them, and cast her eyes upward. She moved her lips in prayer, and thus she died. I remained still kneeling beside that dear form, till my gentle sister removed me. She comforted me, for she knew the heavy load of sorrow at my heart,—heavier than grief at the loss of a mother, for it was a load of anguish for sin. The joy of youth had left me for ever.

"My son, the sufferings such memories wake must continue as long as life. God is merciful; but remorse for past misdeeds is a canker-worm in the heart that preys upon it for ever."

My father ceased speaking, and buried his face in his hands. He saw and felt the bearing his narrative had upon my character and conduct. I have never forgotten it. Boys who spurn a mother's control, who are ashamed to own that they are wrong, who think it manly to resist their authority, to yield to her influence, beware! Lay not up for yourselves bitter memories for your future years.—*British Mothers' Journal.*

5. FILIAL OBEDIENCE AND LONG LIFE.

"Honour thy father and thy mother that thy days may be long in the land which the Lord thy God giveth thee."

Here is, no doubt, a promise of temporal good to all such as respect and honour, love and obey their parents. Their days shall be prolonged—they shall live longer—shall live in the enjoyment of more earthly blessings—shall bask in the sunshine of God's countenance. They shall live longer. There is a general promise to this effect—the days of the righteous shall be prolonged—the fear of the Lord prolongeth days, but the years of the wicked shall be shortened. This is, no doubt, true as a general maxim; for, aside from the divine promise, there are natural principles at work to bring about such a result. Sin contains the elements of death. It is the seed of destruction. When it has conceived it bringeth forth death. Sin works death. It is not simply true that death or final dissolution is the consequence of sin; but disease and all the preliminary steps of death are to be traced back to sin, their rightful progenitor. The laws of nature (of which are the laws of our bodily structures) run parallel with, or rather, are the laws of God. Sin as inevitably does violence to the one as to the other. Sin is the great shortener of life. Other things equal, the greater the sinner, the less his chances for long life. Every sin does a greater or less violence to his nature. He is, too, more exposed to the casualties of life—more in the way of violence and danger—more liable to disease and premature death, than the man who is pursuing the even tenor of a pious life.

These are the general principles, which, when applied to children and youth, afford a most pleasing confirmation of our sentiment.

Childhood and youth—better to say infancy—childhood and youth are the season for laying the foundation of a healthful constitution, a good conscience, and a wholesome character; which, in their turn, are the best security for a long life. But how shall they gain this security? I hesitate not to say that neglect of parental instruction and reproof is productive of more evil in these respects than any other, or all other together. Parents are the natural guardians of their children, and though often the authors of many foolish things in respect to their offspring, they are really the authors of nearly all the good their children experience. Perhaps, nine-tenths of the bad constitutions with which some are afflicted through life—nine-tenths of the bankrupt characters which work death in the physical as well as in the moral man, may be traced back to some early neglect of parental precept and precaution. It is not too much to say that the child who does not respect the opinion, and improve by the reproof, and obey the precepts of his parents, will, in general,

be unqualified to meet the ever varying vicissitudes of life in a manner to shield him from its thousand ills, to give that peace of mind, and stability and purity of character, and that practical wisdom and forethought, so necessary to the comfortable prolongation of life. There is both truth and reason in the assertion, the wicked shall not live out half their days. Nothing is so conducive to health, comfort, and long life, as a good conscience, a pure and irreproachable character, and the undisturbed flow of the religious affections. Of pure and undefiled religion it is said: "Length of days is in her right hand, and in her left riches and honours."

And there is not a more effectual way of securing the pearl of great price, than by first learning to yield the will to parental authority. The child that has never learnt thus to yield his will, is the last to bow in submission to his God. If he can be ungrateful, unkind, undutiful to his earthly parent, whom he has seen—whose care has been unremitting—whose love has been unabated—if he has never brought his spirit to bow before the visible hand of his earthly parent, how shall he yield to the mandates of his Father in Heaven, whom he hath not seen? There is, indeed, little hope that the disobedient child will ever become the obedient servant of his divine Master. Nor is there more hope that he will ever become a good friend, neighbour or citizen. He has never learned to yield.

And not only do obedient children contract habits, and form a character, and pursue a course of conduct that gives a warrant for a longer life, but they possess more and enjoy more of life while they do live, than generally falls to the lot of the opposite class. They have more of life—have life in its better and higher type.—*British Mothers' Journal*.

6. GENTLENESS TO CHILDREN.

Be ever gentle with the children God has given you; watch over them constantly, reprove them earnestly, but not in anger. In the forcible language of the Scripture, "Be not bitter against them." "Yes, they are good boys," I once heard a kind father say—"I talk to them very much, but do not like to beat my children—the world will beat them." It was a beautiful thought, though not elegantly expressed. Yes, there is not one child in the circle round the table, healthy and happy as they look now, on whose head, if long enough spared, the storm will not beat. Adversity may wither them, sickness may fade, a cold world may frown on them; but amid all, let memory carry them back to a home where the law of kindness reigned, where the mother's reproving eye was moistened with a tear, and the father frowned 'more in sorrow than in anger.'

7. A MOTHER'S INFLUENCE.

"When I was a child," said a good man, a short time ago, "my mother used to bid me to kneel beside her, and place her hand upon my head, while she prayed. Ere I was old enough to know her worth, she died, and I was left too much to my own guidance. Like others, I was inclined to evil passions, but often felt myself checked, as it were drawn back, by a soft hand upon my head. When a young man, I travelled in foreign lands, and was exposed to many temptations. But when I would have yielded, that same hand was upon my head, and I was saved. I seemed to feel its pressure as in the days of my happy infancy, and sometimes there came with it a voice, in my heart, a voice that must be obeyed,—'Oh! do not this wickedness, my son, nor sin against thy God.'"—*Teacher's Guide*.

IX. Educational Intelligence.

CANADA.

—MODEL GRAMMAR SCHOOL, TORONTO.—Mr. J. H. Sangster, Principal of the Hamilton Central School, is about to retire from that onerous post, which he has long filled with great credit to himself, and distinction to the cause of common school education. Declining health, we are sorry to say, is the immediate cause of this step on the part of Mr. Sangster. Mr. McCallum, head master of the Model School here, will succeed to the vacant office in Hamilton, and Mr. Sangster will take a post in the educational department of the Model Grammar School of this city, where less labour will be required of him. A testimonial to Mr. Sangster is spoken of, and no doubt he well deserves some token of respect.—*Globe*.

—U. C. COLLEGE AND THE HUNDRETH REGIMENT.—We are glad to observe that a young Torontonian—Mr. John Ridout, son of the Cashier of the Bank of Upper Canada—has come off with distinguished honour in the trial examinations for an Ensigny in the new Regiment about to be raised. The Board of Examiners consisted of Col. Taylor, of the Artillery, Capt. Gallway of the Royal Engineers, and Rev. Mr. Rogers, Military Chaplain, and their report as to Mr. Ridout, was as follows:—"The Board in recom-

"mending Mr. Ridout for the distinction of a commission, wishes to express in strong terms its opinion of the very satisfactory manner in which he has acquitted himself. His education has evidently been conducted in a manner very creditable to the Institution in which he received it—Upper Canada College." We learn with pleasure that the Governor General on receiving this report, at once conferred an Ensigny on Mr. Ridout, without purchase. The young gentleman is a graduate of Upper Canada College, and we need not add, is a scion of one of our oldest and most highly respected Canadian families—his grandfather having settled in Canada in the year 1786.

—COLONIAL SCHOOL SOCIETY, MONTREAL.—We acknowledge, with thanks, the receipt of the fifth report of the Colonial School and Church Society for the diocese of Montreal. We extract the following gratifying paragraph:

It is a source of much gratification to the Committee that they can record the marked progress of general education within the Province, and that it has attained such momentum as that it is confidently believed no obstacles can arrest. The people direct the attention of their legislators to the subject in terms not to be trifled with, and the candidates for popular suffrage feel that it is a point which they dare not overlook in their addresses. The Government Superintendent of Education, with an energy, a perseverance, and a tact deserving of the highest praise, impels education with all the force with which the "Act" provides him, and the different denominations seem to co-operate with him in the most cordial manner. Thus the general cause is advanced, and the fruits of knowledge diffused throughout the land. The Committee feel, however, that a large amount of credit is due to the Society for this desirable aspect. For many years, when there was no Government system, and the School Act was inoperative, the Society sought out the destitute places of the land, and dotted the moral wilderness with more than twenty green spots where the waters of life and knowledge flowed freely, and the fruits and flowers of a diligent cultivation flourished abundantly. Besides those schools which had been established by the Society, and had become self-supporting, there were often more than seventy schools aided by the Society, and under the charge of its superintendent; and to this day their beneficial effects are seen and felt. The Normal School—the root of sound education—is carried on satisfactorily by the McGill Normal School authorities, and has attracted the attention and praise of all who take an interest in the education of the young. The students pass in rotation through the Society's Model School, where they are guided and taught by Mr. Burt, who has been appointed by the Committee Organizing Teacher. The religious teaching of those who belong to the Church of England is entrusted to the Society's Superintendent; they are met by him every week, and instructed in the doctrines of the Gospel, upon a system of which the articles of the Church of England are the basis.

—LOWER CANADA JOURNALS OF EDUCATION.—We have to acknowledge with many thanks, copies of the *Journal of Education* and *Journal de l'Instruction Publique* for Lower Canada. The copies sent are handsomely bound in cloth and gilt lettered. These journals have been ably conducted, and have no doubt proved most acceptable to the school authorities of Lower Canada. They contain many illustrated articles; and several original papers on the Colleges of Lower Canada by the Chief Superintendent of Education, the Hon. P. J. O. Chauveau. We cordially recommend these journals to our readers. The subscription price to each is \$1 per annum, payable in advance. They are edited by the Hon. Mr. Chauveau, aided by Messrs. Joseph Lenoir for the French copy, and by John Radiger for the English copy. The volumes, for 1857, handsomely bound, can be obtained in this city from Mr. Paul Smith, 90, Adelaide Street West.

—UNIVERSITY OF TORONTO.—RESULTS OF EXAMINATIONS IN FEBRUARY, 1858.—FACULTY OF LAW.—*First Year*.—Class I.—R. Adams, G. S. Papps, F. H. Spencer, H. C. Jones, W. A. Foster.—Class II.—J. George Hodgins, J. W. Bowly, W. Kerr, J. Livingston, J. W. Ghent, D. Blain, J. Dewar, J. McFayden, S. Cochrane, S. G. Wood, J. W. Hancock, J. J. Curran, ———— W. D. McIntosh, J. Turpin, G. C. Shaw.—Class III.—Hewitt Bernard, R. L. Benson, J. V. Ham, P. Cronyn.—*Second Year*.—Class I.—A. Cattanach, N. M. Trew.—Class III.—A. Stanton.—*Third Class*, LL. B.—Class I.—W. H. Bowly, gold medal, C. E. English, silver medal, D. A. Sampson, silver medal.—Class III.—E. Fitzgerald.

SCHOLARSHIPS.—*Matriculation*.—W. N. Miller, R. Smith, W. E. O'Brien, H. Robertson.—*First Year*.—R. Adams, G. A. Papps, F. H. Spencer.—*Second Year*.—A. Cattanach, N. M. Trew.

—QUEEN'S COLLEGE, KINGSTON.—ON the recent occasion of the conferring Academic honors and the distribution of prizes at Queen's College

there was a large attendance of those interested. The Rev. Dr. Cook, as Principal, closed the proceedings of the day and of the session, with an able address. The Senatus conferred the degree of A.M. on Robert Campbell, Drummond, C.W., and the honor of B.A. on Daniel J. MacDonnell, with honors in all classes; Archibald Currie, James Douglas, Edmund J. Hooper, and Joshua Fraser.

The Degree of M.D. was conferred upon the following gentlemen:— John R. Benson, B.A., Alexander Bethune, R. H. Davis, Henry Evans, William W. Elmer, Joseph Hackett, Donald Henderson, William Mostyn, George Smith, John Sweetland, and Michael Sullivan.

— COLLEGE RETURNS.—It gives us much pleasure to find, from returns lately laid before Parliament, that the following Institutions are in a highly prosperous condition; and that they received such large additions to the number of students during the past year. From the Report of the Senate of the University, and other information, we find the numbers were as follows:—

University of Toronto	113
University College (nearly).....	200

Of this large number, about 50 or 60, whose names appear as students in the Faculty of Arts in the University, attended University College, making the actual number of students attending the different departments of the University, including Upper Canada College, over 500.

The several faculties were thus represented in the University:—

	Matric.	Other years.	Total.
Law.....	24	12	36
Medicine.....	4	9	13
Arts (and Agric).....	33	31	64
Total.....	61	52	113

Of the Faculties, University College only gives instruction in one—the Faculty of Arts—and in that Institution the numbers are:—

	Matric.	Stud.	Occ. Stud.	Total.
Arts.....	60	50	90 (nearly)	200

While on this subject we may mention that by our late English papers, an order of the Queen in Council has been passed, conferring great and important privileges on the graduates of the University of Sydney, Australia, which, we trust, will also be extended to those of our national University. The published notice is as follows, dated:—

Downing Street, March 1: "The Queen has been graciously pleased to direct that letters patent be passed under the Great Seal, granting and declaring that the degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, Doctor of Laws, Bachelor of Medicine, and Doctor of Medicine, already granted or conferred, or hereafter to be granted or conferred, by the Senate of the University of Sydney, in the colony of New South Wales, shall be recognised as academic distinctions and rewards of merit, and be entitled to rank, precedence, and consideration in the United Kingdom, and in the colonies and possessions of the Crown throughout the world, as fully as if the said degrees had been granted by any University of the United Kingdom."

We are aware that a movement originated last year among the graduates of the University of Toronto, for the recognition of their degrees and certificates in the Royal Charter, about to be granted to the University of London, and that application was made to the Imperial Government through the Governor General for that purpose. The privileges conferred by the above order in Council, are, however, more extensive, and apply to all the Universities and learned professions in the United Kingdom and Colonies.

The Canada Official Gazette contains a notice from Lord Stanley, the Colonial Secretary for England, stating that "directions have been given by the Secretary of State for the Home Department, for the University of Toronto to be named among the affiliated institutions in the new charter now in preparation for the University of London." The despatch is dated 31st March.

From the Returns made by other collegiate institutions, under a recent statute, we find the following numbers:—

	Under 16 years.	Over 16 years.	Total.	
Victoria.....	39	248	287	
Queen's.....	5	102	107	
	44	350	394	
	Arts.	Theology.	Medicine.	Total.
Victoria College	not given	0	50	
Queen's.....	37	10	60	107

BRITISH AND FOREIGN.

— UNIVERSITY OF LONDON.—Before the late Ministry went out of office the new royal charter of the University of London was issued. All graduates of a certain standing will be incorporated in the university, and summoned at least once a year to meet in Convocation. The chief powers of Convocation will be to discuss and declare its opinion upon any matter relating to the university. The Senate will continue, as hitherto, the governing body, though subject to the influence of the expressed opinion of the Convocation. In future no new charter can be accepted, nor can any charter be surrendered by the university without the consent of the Convocation. It is understood that in any forthcoming Parliamentary Reform Bill the university will be admitted to the elective franchise.

— ENDOWED SCHOOLS OF IRELAND.—The Commissioners appointed to inquire into the Endowed Schools in Ireland have reported. Three of them recommend that the diocesan schools and free schools, together with a great number of other lesser foundations, be all placed under a general board, which is to replace the present Education Board; that the grammar schools and higher class schools constitute, in connection with the primary schools, now under the Board, a series of progressive schools for united secular education; and that the exhibitions in connection with Trinity College, now given to pupils of the royal schools, be increased and opened to all classes. Mr. Hughes and Mr. Stephens do not concur in the report.

— IRISH SCHOOL SYSTEM TO BE MAINTAINED.—On Friday, 19th of March, in the House of Lords, the Earl of Derby stated, in reply to an enquiry, that government would not be parties to any measure which would impair the efficiency of the system of education established for quarter of a century in Ireland. He said:—I think that the noble marquis must be under a misapprehension with regard to the observations of one of the members of the Government on this subject, because most certainly no such determination as that which he supposes to have been intimated has been come to on the part of Her Majesty's Government. I believe that, whatever differences there have been with regard to the merits or defects of the system of national education established in Ireland for the last quarter of a century, there is not, even among those who have been its most determined opponents, any one who does not admit that in its practical working it has very materially increased, and moreover improved, the character of education in Ireland. (Cheers.) I admit, for my own part, that I very much regret, first of all, that the system of united education, which was intended to be national, has to a very considerable extent failed to realize the expectations of its promoters. Next, I regret very much that, in consequence of scruples (which I respect, although I do not share in them), the clergymen of the church of England and Ireland have not taken that part in support of the system which I think they might have taken with great advantage to those under their spiritual care. (Cheers.) I regret also that in so large a portion of the schools support has been given to the arguments of those who are opposed to them, and that, in fact, in the great bulk of the schools, contrary to the intention of those who originally proposed the system, not only is no religious education given, but no facilities even are given for separate religious instruction by the ministers of different persuasions out of the school hours. A great handle has thus been given to those who are opposed to the national system of education in Ireland. Nevertheless, with all its defects I think it is most important that that system should be adhered to, and Her Majesty's Government will not be a party to anything which in their judgment would have the effect of impairing or endangering the continuance of it. I have at the same time to observe that I do not altogether concur with the noble Marquis in saying that that determination wholly excludes from the consideration of the Government the question whether it may be possible, consistently with the present system, to afford any assistance on the part of the State to schools founded on a different principle, even though to a certain extent that support might be in violation of the principle of the existing system. (Cheers.) I think that we are agreed upon that point. A committee sat upon the subject some few years ago, and although they very carefully considered it, yet, I very much regret to say, no report was made by them. They, however, I think, assented to the principle of giving some state assistance to schools of a different character, and carried on upon different principles; and I think I may say that even my noble friend, the then head of the Privy Council, was not unfavorable to that principle. But I am prepared distinctly to say this—that Her Majesty's Government have come to no decision upon that subject (hear, hear); that they are determined to do nothing which in their judgment may imperil the existing

system; and, further, that no alteration shall be made in the distribution of the grant without the previous assent and concurrence of Parliament.

— **EDUCATION IN SCOTLAND.**—A return moved for by Lord Melgund, M. P., specifies the names of the parishes in Scotland in which each school is situate to which assistance has been afforded by the country, together with the amounts of such assistance, during the last three years. The total number of schools receiving Government aid in Scotland in 1855 was 907; of these 318 were of the Free Church, 251 belonged to the Established Church, 158 were parochial schools, 100 schools without any religious denomination, 67 belonged to the Episcopalians, and 21 to Romanists. The sums given in different years to different schools were very various, ranging from several thousand pounds to a few shillings a year. The largest sum given was £2,095, in 1856, and the smallest 8s. 8d. in the same year. In a number of cases rural schools received small sums of £1, £2, and £3, though the average of the total grant given to all the schools was between £5 and £60 for each. The total grant in aid of education in Scotland in 1856 was hardly equal to one half-penny per head on the whole population.

— **EDUCATION IN INDIA.**—Copies of correspondence with the Indian Government, showing the progress of the measures adopted for carrying out the Education Despatch of the 19th July, 1854, (in continuation of Parliamentary Paper 398 of session 1854), have been published by order of the House of Commons, on the motion of Mr. Kinnaird, M. P. This correspondence is very voluminous, the result of the measures adopted being gathered from a series of "minutes" and "instructions" of the Government of India to the local authorities of that Empire, on matters of detail. There is also the draft of the Act establishing a university in Calcutta, which received the assent of the Governor General in January, 1857, and of the Act to establish a university at Madras, assented to in September, 1857, and an Act to establish a university at Bombay, assented to in July, 1857.

UNITED STATES.

— **\$3,500,000 WORTH OF SCHOOL HOUSES IN OHIO.**—The seventy-first anniversary of the settlement of Ohio was celebrated 7th April. The Hon. Thomas Ewing delivered the address. The only survivor of the party of forty-seven who arrived here in 1787 was present, as were also several who were born in the first blockhouse built in Marietta and Belpre, the three oldest living white natives of Ohio, and a large number of their descendants, and revolutionary soldiers. What a change in seventy-one years! Ohio has now 2,500,000 people industrious, enterprising, intelligent. She has \$850,000 of taxable property; \$3,500,000 in school houses; and an annual school tax for the education of all her children of \$2,500,000, and more miles of canal and railroad than any State in the Union. How wonderful has been her growth and her progress in all the elements of material, moral and intellectual wealth."

— **NEW JERSEY SCHOOL STATISTICS.**—The report of the New Jersey Superintendent of Schools presented to the Legislature of that state, on the 28th inst., gives the following statistics:—

The school system of New Jersey embraces one normal school, one model school, one Farnum preparatory school and 1,594 public schools, established in the various cities and townships of the state.

For the support of these the state has expended—

For Normal school	\$10,000 00
For Farnum school	1,200 00
For public schools	80,000 00
Raised by tax in addition for building, repairing and furnishing school houses	54,240 15
From other sources, being chiefly the interest on the surplus revenue appropriated by the counties for the support of school	52,504 40
Whole number of children between the ages of 5 and 18 years	180,638
Attended school the whole year	28,364
Attended 9 months, but less than 12	23,978
Attended 6 months, but less than 9	31,055
Attended 3 months, but less than 6	29,600
Attended a less period than 3 months	15,159
Attendants over the age of 18 years	1,534
Making a total of	129,720

An increase over the preceding year of	\$4,685
Teachers employed in the public schools	2,080
Average salary per annum paid to male teachers	\$390 00
To females	237 00

An increase in both cases over the preceding year.

— **NEW YORK INDIAN SCHOOLS.**—The Superintendent of Public Instruction for the State of New York mentions the gratifying fact that there are now in operation twenty-three common schools established specially for Indian children. The schools for the children of the Seneca Indians located on the Cattaraugus and Allegany reservations are in a very prosperous condition, and an increasing interest in the cause of education is manifested by the tribe. Of course this is more apparent among those who have embraced Christianity, but even among those who retain the faith of their savage life, not only are prejudices against education rapidly giving way, but many have become convinced that a knowledge of the elementary branches of English education is their only preservation against the encroachments of the white race on the one hand and the marked superiority and influence of the Christian Indians on the other.

The Indians of the Allegany reservation, which stretches along the river of that name, are so scattered that a large attendance at any one school is an impossibility. Their desire to have their children educated appears to be very strong, however, and they are anxious that a boarding school should be established. They claim that a former state superintendent had given them reason to anticipate that such an institution would be provided, and in their National Council they have resolved that a hundred acres of their lands, and all the building material upon their reservation, should be appropriated toward the erection of a suitable building. The present superintendent expresses his belief that such a school would remove many of the difficulties now in the way of educating the children of these Indians, and that justice to the remnant of a people who have always been friendly to the whites, while suffering great wrongs at their hands, demands that the most adequate provision be made for the education of their children. The expenses of these twenty-three schools for the year, have been less than \$7000.

X. Literary and Scientific Intelligence.

— **TORONTO METEOROLOGICAL RESULTS FOR 1857.**—The following facts are taken from an interesting paper read before the Toronto Canadian Institute. The mean temperature of the year 1857 was 42° 73, being 1° 34 below the average of 18 years. January was the coldest January, and February the warmest February on record. January exhibited a temperature of 20°, being the lowest absolute temperature on record in that month. The temperature of February was 52° 4, the highest that ever occurred in that month. The highest absolute temperature was 86° 6 in August, and the lowest 20° 1 in January. The highest reading of the barometer was 30.361 inches, which occurred on the 10th February, and the lowest was 28.452 on November 19th. The mean humidity of the year was 79. The days of the greatest humidity were 22nd January and 5th February. The most windy day was the 24th October, when the average velocity was 27.08 miles per hour. On the 10th February the velocity attained 44.6 miles per hour. The depth of rain was 33.205 inches. The greatest quantity of rain fell in August. Rain fell on 134 days, and snow on 79 days. There were 28 thunder storms, few of them very violent. The August periodic meteors were numerous and brilliant, but in November there was a remarkable absence of such bodies. Toronto Bay was clear of ice on the 17th of April. It was frozen over for a short time in November, but again open in December.

— **LITERARY AND SCIENTIFIC HONORS TO CANADIANS.**—We learn that Mr. Jacques Viger, well known by his historical and archeological researches and writings, has been elected a corresponding member of the Historical Society of the State of Michigan. The same Society has resolved to celebrate with great *éclat* the next anniversary of the foundation of the City of Detroit by Lamotte Cadillac, on the 14th July, 1701. The Academy of Sciences of St. Louis of Missouri has also elected Mr. H. Latour, vice-president of the Natural History Society of this city, one of its corresponding members; the same honor has also been conferred on the Hon. P. J. O. Chauveau by the Academy of Sciences of New Orleans.—*Montreal Herald.*

— UNIVERSITY COLLEGE LITERARY AND SCIENTIFIC SOCIETY.—The last public meeting of this society, during the current academic year, was held on Friday evening in the Convocation Hall of the University. During the preliminary proceedings the chair was occupied by Mr. M. Crombie, B.A. The debate was presided over by Dr. McCaul in his usual happy manner, which seemed to relieve the students of any embarrassment, and they were enabled to sustain their parts with confidence. There were also present, during the evening, Professors Croft, Hincks, Buckland, Wilson, Herchfelder, Wickson and Chapman. Mr. James Ross, B.A., opened with his Essay on "The English Language," which was highly and deservedly appreciated for excellence in matter and composition. It was well delivered. Passages from English authors were then read by Richard D. Waters, "The Hurricane," *Bryant*, and "The Hedge School and Schoolmaster," *Carlton*; by Mr. J. W. Holcombe, "Wooing of Hiawatha," *Longfellow*; by Mr. B. F. Fitch, "A Poem on the discovery of America by Columbus." These gentlemen acquitted themselves with great credit. The debate on the question "Was the execution of Charles the First justifiable?" was discussed in the affirmative by Messrs. A. Cattanach, B.A., M. Crombie, B.A., and C. E. English, LL.B.; and on the negative by Messrs. T. Hodgins, LL.B., R. Sullivan and W. J. Rattray. The affirmative directed their arguments to two points—the first, that it was justifiable in certain circumstances to execute a monarch; and in the second place that the circumstances with which history surrounds Charles were such as demanded his execution for the safety of the nation, its constitution, laws and liberty, which are of more importance to a people than the life of one man. The negative addressed themselves to rebut these arguments, and although admitting that Charles was guilty of crimes that deserved punishment, maintained that regicide was an unjustifiable extreme; that the constitution of the Courts was illegal, and his conviction and execution unjust and prompted by military violence and usurpation rather than deliberate and constitutional motives. The style and manner were highly praiseworthy and well spoken of by Dr. McCaul in a few closing remarks. The meeting being called upon, decided in favor of the negative.—*Leader*.

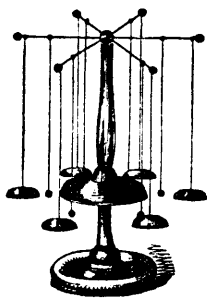
— ROYAL SOCIETY OF EDINBURGH.—The Keith prize for the best scientific paper contributed to the Royal Society during the sessions 1855-6 and 1856-7, has been awarded to Professor Boole of Cork, for his paper "On the Application of the Theory of Probabilities to the Question of the Combination of Testimonies or Judgments." The prize consists of a gold medal and about £50 in money or plate. Honorable mention was also made of Professor Gregory's paper on "Diatomaceæ," as highly valuable and original.

— WHEATON'S INTERNATIONAL LAW IN ENGLAND.—The editor of the Providence Journal has seen a private letter from Mr. Dallas, the American Minister in London, of which the following is an extract: "Mr. Wm. Beach Lawrence's edition of 'Wheaton's International Law,' with that admirable biographical sketch which preceeds the text, has been formally adopted by the University at Cambridge, [England,] as the very best work of the kind extant, and as a manual for tuition by the professor of legal science."

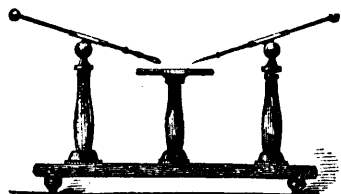
XI. Illustrations of New School Apparatus.

(Continued from page 64.)

ELECTRICITY.

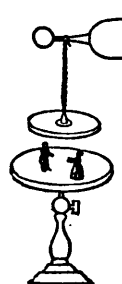


ELECTRICAL BELLS.



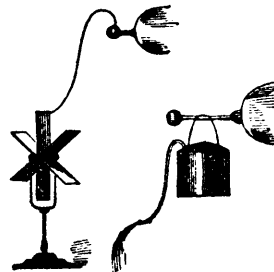
UNIVERSAL DISCHARGER.

- 112. Electrical Bells; set of three bells with frame to suspend to conductor \$3 25
- 113. Universal Discharger; large insulated table, swelled pillars with universal joints, sliding rod with balls, &c. 6 50
- 114. Leyden Jar, improved form, with moveable coatings. 3 00
- 115. Electric Spoon for igniting ether. 0 60



DANC. FIGURES.

- 116. Dancing Image plates; eleven inches diameter, to suspend to prime conductor. \$2 20
- 117. Dancing Image Plates; eleven inches on adjusting stand. 3 30
- 118. Insulating Stool; mahogany, 8 inch, swelled legs; neatly finished. 4 40
- 119. Insulating Stool; polished wooden top, 13 inches by 11 inches, four massive glass legs. 1 60
- 120. Miser's Plate; 12 inches square; plain. 1 20
- 121. do do mahogany frame, 1 80
- 122. Electric Seasons Machine, or Tellurian; mounted on insulated stand. 3 30
- 123. Electrical Orrery, for showing the revolution of the moon round the earth, and of the earth and moon around the sun. . 1 25
- 124. Electrical Inclined Plane. 3 60
- 125. Thunder House, for showing the effects of a stroke of lightning. 1 00
- 126. Electrical Pistol, for exploding the oxyhydrogen gas. 1 20
- 127. Electrical Gas Pistol; plain. 0 60
- 128. Electrical Swan and Basin. 1 20
- 129. Electrical Swan. 0 45
- 130. Artificial Spider, for attraction and repulsion. 0 60
- 131. Amalgam per Box, 30 cts. and. 0 60
- 132. Stout rod of Sealing Wax, 12 inches long. 0 60
- 133. Roll of Tin Foil. 0 20
- 134. Dutch Gold, per Book. 0 10
- 135. Gutta Percha insulating stands, about 5 inches high, with needle tips. 0 25
- 136. Gutta Percha insulating stands, about 5 inches high, with flat circular table tops. 0 25



WATER BUCKET.



JOINTED DISCHARGER.

- 137. Water Bucket, to shew electrified water. \$0 60
- 138. Jointed Discharger, with glass handle (small size). 1 25
- 139. Aurora Borealis Apparatus; consisting of a brass plate with three spikes to screw into the plate of the air pump, and another ground brass plate with three spokes, adapted to the top of the cylinder of the Guinea and Feather apparatus. 2 10
- 140. Head of Hair, for showing electrical repulsion when placed on the conductor of the Machine. 0 75
- 141. Glass Plume, for the same experiment. 0 75

XII. Departmental Notices.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada School Act of 1850, 13th and 14th Vict., chap. 48, has granted the under-mentioned students of the Normal School, Provincial Certificates of qualification as Common School teachers in any part of Upper Canada:

"XLIV. And be it enacted, that it may and shall be lawful for the Chief Superintendent of Schools, on the recommendation of the teachers in the Normal School, to give to any teacher of Common Schools a certificate of qualification, which shall be

valid in any part of Upper Canada, until revoked according to law: Provided always, that no such certificate shall be given to any person who shall not have been a student in the Normal School."

The certificates are divided into classes, in accordance with the general programme according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked.

Each certificate is numbered and recorded in the register of the Department in the following order:

Nineteenth Session, 1857-58.—Dated 15th April, 1858.

MALES.

First Class.

1st. Division A.

676 Anderson, William Walker.
687 Baikie, John (624.)
688* Bond, William.
689† Cosby, Alfred Morgan (628.)
690 Kinney, Robert (629.)
691† Moore, Richard (535.)
692 Nichol, William (536.)
693 Nichol, Peter (633.)
694† Thompson, James.

2nd. Division B.

695* Currie, Peter.†
696 McKay, John Wood.
697* Morris, James.†
698 Rathwell, William.

3rd. Division C.

699 Boag, Joseph (612.)
700 Duncan, James.
701 Mitchell, John (385.)

Second Class.

1st. Division A.

702 Doan, Robert Wilson.
703 Elliott, Thomas.
704 Frazer, William.
705* Kean, John Russell.†
706 Newman, John Byron.
707 Patterson, James Centenary.
708† Thompson, Alexander.

2nd. Division B.

709 Henderson, Gregg.
710 McGee, Alexander.
711 Maxwell, Henry William.
712 Robinson, John.

3rd. Division C.

(Expire one year from date.)

713 Brine, Henry James.
714 Burns, Robert.
715* Forrest, John.
716 Foster, Jesse.
717† Frazer, Mungo.
718 Grant, Robert.
719 Hillock, Moses.
720 Irwin, James.
721† McLelland, John.
722 Maxwell, James.
723 Pysher, David.
724 Scoles, John.
725† Snell, Charles.
726† Windsor, Francis.

FEMALES.

First Class.

1st. Division A.

727 Campbell, Sarah Anne.

First Class—(Continued.)

728* Clark, Annie Lydia.
729 Farron, Elizabeth.
730 Hayes, Almira.
731* McElroy, Maria.
732* Shenick, Adeline.
733* Sudborough, Esther.†

2nd. Division B.

734 Armstrong, Martha.
735 Brown, Maria.
736 Cattanach, Anna Jane.
737 Currie, Mary.
738* Currie, Menzies.

3rd. Division C.

739 Adams, Lucinda Ruth.
740 Blackburn, Mary.
741† Blain, Kate.
742 Dickinson, Eliza.
743 Newman, Mary Hargrave.
744 Robinson, Eliza.

Second Class.

1st. Division A.

745† Agar, Ellen.
746† Blackburn, Jane.
747 McCallum, Elizabeth.
748 McKay, Dorothy.
749† Morgan, Eliza Sarah.
750† Nichol, Margaret Elliot.
751† Stevenson, Mary Elizabeth.
752* Sudborough, Sarah Anne.†

2nd. Division B.

753 Betts, Eliza Ann.
754 Good, Rosa.
755 Hamilton, Sarah Maria.
756 Kellock, Agnes.
757* Liddell, Christina Blair.†
758† McBean, Jane.
759 Morgan, Augusta Anna.
760* Morgan, Eliza.
761 Rogers, Christina.

3rd. Division C.

(Expire one year from date.)

762 Burr, Hester.
763 Chesnut, Harriet Henrietta.
764 Evans, Jessie.
765 Hamilton, Susie Georgiana.
766 McCann, Susan.
767 Proctor, Sarah Anne.
768* Tidey, Martha Victoria.†
769 Thompson, Jane.
770 Wilson, Margaret.

Certified,

THOMAS HODGINS,

Registrar.

MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

The object of the Model Grammar School is to exemplify the best methods of teaching the branches required by law to be taught in the Grammar Schools—especially the elementary Classics and Mathematics—as a model for the Grammar Schools of the Country, as is the Model Common School a pattern for the Common Schools. It is also intended that the Model Grammar School shall, as far as possible, secure the advantages of a *Normal Classical* School to candidates for masterships and teacherships in the Grammar Schools; but effect cannot be given to this object of the Model Grammar School during the first few months of its operation. The utmost care has been taken to select duly qualified and able Masters. The pupils will board in private houses sanctioned by the Council, at prices agreed upon by the parents of the pupils and the keepers of the houses. A pupil will be allowed to board in any private family at the request of his parents. The following are the regulations which have been adopted in regard to the opening of the School:

Extract from the Minutes of the Council of Public Instruction
30th March, 1858.

Ordered, 1. That the Model Grammar School shall be opened for the admission of pupils on the second Monday in August, 1858.

2. That the qualifications for admission shall be the same as those required for admission into the County Grammar Schools.

3. That the subjects of instruction shall be the same as those appointed for the County Grammar Schools.

4. That no persons shall be admitted to the Model Grammar School who do not purpose taking up the prescribed course of instruction.

5. That the Scholastic Terms shall be the same as those appointed for the County Grammar Schools, and that the fee for admission shall be Five Dollars per term, payable in advance.

6. That three pupils from each County, and two from each City in Upper Canada shall have the prior right of admission; and if any County or City shall not avail itself of this privilege, then other duly qualified applicants shall be admitted in the order of their applications.

7. That all applications for admission shall be transmitted to the Chief Superintendent on or before the First day of July, 1858.

NORMAL SCHOOL.

The late Session of the Normal School closed on the 15th of April. The next Session will commence on the 15th of May. Applications should be made in person not later than during the first week of the Session.

PUBLIC SCHOOL LIBRARIES.

"Township and County Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord Elgin at the Upper Canada Provincial Exhibition, September, 1854.*

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Remittances must not be in less sums than five dollars.

A SCHOOL WANTED by a TEACHER of considerable experience and SECOND CLASS qualifications. Character unexceptionable. Address (stating salary) A. B., Port Dover.

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

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

TORONTO: Printed by LOVELL & GIBSON, corner of Yonge and Melinda Streets.

* Qualified to teach Elementary Blackboard Drawing.
† Qualified to teach Hullah's System of Vocal Music.