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a notice in writing, dated the 28th of April, 1864, to the trustees of the school section (of which the plaintiff was one) requiring the matter in dispute to be submitted to arbitration, naming in such notice her arbitrator, and notifying the trustees to name one; the defendant Rous, who was the local superintendant, being the third arbitrator by virtue of the statute: that the trustees, at the instance of the plaintiff, named and duly appointed the defendant Pake the arbitrator on their behalf: that the three arbitrators met on the 2nd of May, and on that day the arbitration was entered upon and concluded, and their award made and signed by the three arbitrators, and on the same day it was handed to the trustees, and they were cautioned they would be liable personally if the amount awarded was not paid within a month. It also appeared in evidence that after the month's notice had expired, the arbitrators caused the three trustees to come before them, and that they, the arbitrators, "gathered from them (the trustees) that they levied no rate, made no money, and paid none:" that the arbitrators, in the beginning of July, issued their warrant, directed to the defendant Johnston as their bailiff, to distrain and seize the goods of the three trustees, under which warrant Johnston seized and sold the goods of the plaintiff. The chief witness called by the plaintiff was the defendant Rous, who testified to the facts stated. He also said that an agreement, made between the trustees and the teacher, McGurn, was produced before the arbitrators, and which he thought was under the corporate seal, but on this point he was not sure one way or the other. Patrick Reagon, one of the trustees, was also called by the plaintiff, and he stated in his evidence that he was served with a notice of the award, and that the plaintiff told him he had also been served with a like notice: that the plaintiff was the treasurer of the trustees: that prior to the 19th of May he had collected part of the money from the school section, and that he did not pay over the amount of the award.

LEGAL DECISION ON THE SCHOOL LAW, BY THE COURT OF QUEEN'S BENCH.

HUGHES V. PAKE, NAYLOR, ROUSE AND JOHNSTON.

Arbitration between trustees and teacher—Consolidated Statutes U. C. ch. 126—Evidence of Agreement—Form of award.

Held, following *Kennedy v. Burness*, 15 U. C. R. 487, that arbitrators between school trustees and a teacher, under the U. C. Common School Act, acting within their jurisdiction, are entitled to protection under Consol. Stat. U. C., ch. 126, as persons fulfilling a public duty; and therefore that trespass would not lie against them and their bailiff for seizing goods to enforce their award under sec 86.

It was contended that the arbitrators had no jurisdiction, as no contract under the corporate seal, required by 23 Vic., ch. 49, sec. 12, was proved to have been produced before them; but the plaintiff's witness said an agreement was produced which he thought had the seal, and the plaintiff, as a trustee, had named an arbitrator and submitted the matters in dispute. *Held*, that under these circumstances it might be assumed that the arbitrators had before them all that was necessary to give jurisdiction.

Held, also, that the award set out below was sufficient; and that the act, 23 Vic. ch. 49, sec. 9, which directs that no want of form shall invalidate such awards, should receive a liberal construction.

Trespass de bonis asportatis. Plea, not guilty, per statute. The defendants appeared by different attorneys, and the statutes noted in the margin of the pleas were Consol. Stat. U. C. chaps. 19, 64, 65, and 126; also, 18 Vic. ch. 131, 16 Vic. ch. 180, and 26 Vic. ch. 5.

The case was tried at the last Belleville assizes, before *Draper, C. J.* From the evidence it appeared that the plaintiff was a trustee of the Roman Catholic separate school No. 20, in Thurlow, of which school one Ann McGurn was teacher: that she claimed nine and one-half months' salary as being due to her: that the matter being in dispute, McGurn, under subsection 2 of the 84th section of the U. C. School Act, addressed

At the close of the plaintiff's case *Diamond*, on the part of the plaintiff Rous, moved for a nonsuit, on the ground that he was a public officer, acting under the 3rd sub-sec. of the 84th sec. of the U. C. School Act: that the action should have been case: that there was no allegation or proof of the defendant having acted maliciously or without probable cause, and that he was entitled to the protection of the act to protect trustees and other officers from vexatious actions. *Holden*, for the arbitrators, defendants Pake and Naylor, made the

like objections; and *Dougal*, for the defendant Johnston, contended that as bailiff he was entitled to the same protection.

It was agreed, with the consent of the learned Chief Justice, that the defendants should have leave to move to enter a nonsuit on the objections taken, and the question of damages was left to the jury, which they found to be \$71.

Diamond, in pursuance of leave reserved, obtained a rule nisi to set aside the verdict and to enter a nonsuit as to defendant Rous, on the ground that the action should have been case, under Consol. Stat. U. C. ch. 126, sec. 1: that it was proved at the trial that Rous was an officer performing a public duty: that it was not proved he acted maliciously and without reasonable or probable cause, but that he was acting *bond fide* in reference to the making of the award and issuing the warrant which formed the subject matter of this action, and that he was consequently protected by ch. 126 above mentioned; and that no cause of action was proved. *C. S. Patterson*, on behalf of the defendants Pake and Naylor, obtained also a rule nisi to enter a nonsuit, on the ground that they were arbitrators appointed under the U. C. School Act, and were within the protection of ch. 126, and that trespass would not lie against them. And *Robert A. Harrison*, on behalf of defendant Johnston, also obtained a like rule, setting out similar grounds, that if the arbitrators were entitled to protection, he, Johnston, was equally so entitled, &c.

The three rules came on for argument together. *Jellet* shewed cause, and *Patterson*, *Harrison*, and *Diamond* supported their respective rules, citing *Kennedy v. Burness*, 15 U. C. R. 473; *Sage v. Duffy*, 11 U. C. R. 30; *Spry v. Mumby*, 11 C. P. 285, 288; *Waddell v. Chisholm*, 9 C. P. 125; *Davis v. Williams*, 13 C. P. 365; *Helliwell v. Taylor*, 16 U. C. R. 279; *Hardwick v. Moss*, 7 Jur. N. S. 804; *Bross v. Huber*, 15 U. C. R. 625.

The statutes cited are referred to in the judgment.

Morrison, J.—By the 84th section of "The Upper Canada Common School Act," it is enacted that "in case of any difference between trustees and teacher, in regard to his salary, the sum due to him, or any other matter in dispute between them, the same shall be submitted to arbitration, in which case:

1. Each party shall choose an arbitrator.
2. In case either party in the first instance neglects or refuses to appoint an arbitrator on his behalf, the party requiring the arbitration may, by a notice in writing to be served upon the party so neglecting or refusing, require the last mentioned party, within three days inclusive of the day of the service of such notice, to appoint an arbitrator on his behalf, and such notice shall name the arbitrator of the party requiring the arbitration; and in case the party served with such notice does not, within the three days mentioned therein, name and appoint an arbitrator, then the party requiring the arbitration may appoint the second arbitrator.
3. The local superintendent, or in case of his inability to attend, any person appointed by him to act in his behalf, shall be a third arbitrator, and such three arbitrators or a majority of them shall finally decide the matter."

The 85th section enacts that the arbitrators may require the attendance of the parties and witnesses, books, &c., and administer oaths, &c.

The 86th section authorizes the arbitrators, or any two of them, to issue their warrant to any person named therein to enforce the collection of any moneys awarded to be paid, and the person named in such warrant shall have the same powers and authority to enforce the collection of the moneys mentioned in the warrant, &c., by seizure and sale of the property of the party against whom the same has issued, as any bailiff of a Division Court has in enforcing a judgment and execution issued out of such court.

The 87th section enacts, that no action shall be brought in any court of law or equity to enforce any claim or demand between trustees and teachers which can be referred to arbitration as aforesaid.

And by the 9th section of 23 Vic. ch. 49, it is declared that if the trustees wilfully refuse or neglect, for one month after publication of award, to comply with or give effect to an award of arbitrators appointed as provided by the 84th section of the Upper Canada School Act, the trustees so refusing or neglecting shall be held to be personally responsible for the amount of such award, which may be enforced against them individually by warrant of such arbitrators within one month after publication of their award; and no want of form shall invalidate the award or proceedings of arbitrators under the school acts.

It was contended on the part of the plaintiff that the arbitrators had no jurisdiction to make any award, as no contract under the corporate seal of the trustees was proved to have been produced before them—the 12th section of 23 Vic. ch. 49, enacting that all agreements between trustees and teachers to be valid and binding shall be in writing, signed by the parties thereto, and sealed with the corporate seal. But it was proved by the plaintiff's witness

that an agreement was produced before the arbitrators, and the witness thought under the corporate seal; and as the plaintiff, as a trustee, named an arbitrator, and submitted the matter in dispute to the arbitrators, we may, under these circumstances, assume that the arbitrators had all the necessary materials before them to give them jurisdiction to enter upon the arbitration and make the award.

It was also objected, that the award was informal: that there was no award, as it was not made in terms between the corporation and the teacher. The award put in evidence was in the following words:

"At an arbitration, held May the 2nd, 1864, to decide a dispute between the trustees of the Roman Catholic separate school No. 20, Thurlow, in the village of Canifton, and Miss Ann McGurn, teacher in said section, the following were the arbitrators: Wm. Naylor, on behalf of Miss McGurn; S. S. Pake on behalf of the trustees; F. H. Rous, Local Superintendent of Hastings. After hearing the evidence, and considering the case fully, the arbitrators decide and award that the trustees of said section shall forthwith pay into the hands of Mr. Rous the sum of sixty-four dollars twenty-two and one-half cents, such sum to be disposed of as follows:

To Miss McGurn	\$59 12½
Expenses of arbitration	5 10
	\$64 22½

(Signed) SAMUEL S. PAKE,
WILLIAM NAYLOR,
F. H. ROUS, L. Sup. S. Hast.

Belleville, May 2, 1864.

The 17th section of the Separate School Act, Consol. Stat. U. C. ch. 65, declares that the trustees of each separate school shall be a body corporate, under the name of The Trustees of the Separate School of (as the case may be), in the township, city or town (as the case may be) of, &c.; and, as before stated, the latter part of sec. 9 of 23 Vic. ch. 49, enacts that no want of form shall invalidate the award or proceedings of arbitrators under the school acts.

The object of the legislature was to give a simple, speedy and inexpensive mode of settling disputes between trustees and teachers by arbitration, and it probably assumed that it might frequently happen that arbitrators would be appointed from a class unacquainted with the drawing up awards in a technical form; and in order to avoid expense and litigation, and to give effect to the adjudication of the arbitrators when acting within their jurisdiction and powers, provided against their awards becoming inoperative from want of form. Such being the case, I think it is incumbent on us to give the most liberal construction to the provisions of the statutes, with a view of carrying into effect the intentions of the legislature; and where we can see, as in the present case, on the face of the award itself, that in all material points it is sufficiently certain, although informal in some respects, to strive to uphold it. And in my judgment the objections taken to the award are to matters of form, within the meaning of the enactment, and they do not render the award invalid.

Upon the other point in the case, and which was the principal one argued at the bar—whether the arbitrators and their bailiff were within the protection of the statute for the Protection of Justices of the Peace and other officers from vexatious actions—I am of opinion that they are. Arbitrators such as these defendants were are, by force of the common school acts, upon their appointment constituted a tribunal upon whom is cast the duty of determining the rights and liabilities of the parties concerned, and indeed the only one to which the parties can resort to ascertain their rights—See sec. 87 above quoted, and *Tiernan v. School Trustees of Nepean*, (14 U. C. R. 15); and the legislature has invested them with authority, in the event of non-compliance with their award, after the period mentioned in the statute, to enforce obedience by the issuing of their warrant to seize and sell the goods of the trustees, clothing the person to whom they direct their warrant with the same power and authority for its execution as a bailiff of the Division Court.

It therefore appears clear to me that these defendants were persons fulfilling a public duty imposed by act of parliament, and that this action is brought against them for acts done by them in the performance of such public duty, and that they are consequently within the protection of ch. 126, the 1st sec. of which enacts that such an action shall be an action on the case as for a tort, and in the declaration it shall be expressly alleged that the act complained of was done maliciously and without reasonable or probable cause, and that if upon the trial, the general issue being pleaded, the plaintiff fails to prove such allegation he shall be nonsuit, &c. Here the action is one of trespass, and the evidence adduced by the plaintiff on the trial negatived, in my opinion, malice and want of probable cause.

In *Kennedy v. Burness et al.* (15 U. C. R. 487) Sir *John Robinson*, in giving judgment, and discussing the question whether trespass would lie against the arbitrators in that case, says: "It would not lie, I think, if the arbitrators had jurisdiction in the matter in which they acted, because then their making the award in favor of the teacher in a matter within their jurisdiction would be a legal act, and the issuing of the warrant to enforce the award is enjoined upon them by the legislature. If they took an erroneous view of the merits, and mistook the law, or came to an unsound conclusion upon the evidence, when the matter referred to them was within their jurisdiction, that would not make them trespassers. They would be protected, as justices would be protected who are authorized by statute to determine differences between masters and servants"—referring to *Lowther v. Earl of Radnor*, 8 East 113.

Upon the whole case I am of opinion that our judgment should be in favor of the defendants, and that the rules be made absolute to enter a nonsuit.

Draper, C.J.—If this question were *res integra*, I should have taken further time to consider before adopting any conclusion. But agreeing in the general views expressed by my brother *Morrison* as to our giving a liberal interpretation to the act in favor of those called upon to give effect to its provisions, I am prepared to adhere to the opinion already expressed in this court, and cited in the judgment just delivered. I treat that opinion as deciding the point until it shall be overruled by a higher authority, and therefore concur in making the rules absolute to enter a nonsuit.

Hagarty, J., concurred, saying that he thought the point settled by the case referred to. Rule absolute.

2. SCHOOL SECTION AUDITORS.

A correspondent, whose letter we publish in another place, asks us whether he, having been elected auditor by the ratepayers of his school section, can claim payment for his services as such auditor?

To answer this question, we must turn to the Common School Law. But this, it will be noticed, does not provide for the payment of rural school section auditors, any more than for the payment of rural school section trustees. The act does provide for the payment of arbitrators, the reason apparently being, that these arbitrators chiefly refer to disputes between individuals, with which the general public has only a remote interest.

The case of the rural sections accounts is different, for the correctness of the accounts is a matter of general interest to each ratepayer in a small rural community; they are in fact auditing their own accounts. Formerly, the accounts were only audited (when a dispute arose in regard to them) by persons specially selected at the annual meeting; but the difficulties experienced in an impromptu audit of this kind were so many, that the law was amended. Trustees and the annual meeting are, therefore, now required to appoint school auditors at the preceding annual meeting. For the same reason the powers and duties of the Auditors are defined and fixed by law, and the whole proceedings have been greatly simplified. As the audit was intended merely to afford a guarantee to the ratepayers of the correctness of the school accounts, it was thought inadvisable, unnecessarily to add to the expenses of the school section for such an audit, when the labour performed was often a mere matter of form, and the auditors themselves were as much interested in the correctness of the accounts as any of the ratepayers. The whole scope of the act would seem to shew, that their position is an honorary one, and that it was not the intention of the Legislature that their services, which cost but little labour and in most cases are merely nominal, should be paid for.—*The Local Courts' and Municipal Gazette.*

II. Papers on British North America.

1. BRITISH NORTH AMERICA AS A MARITIME STATE.

No branch of industry has grown up in the Provinces to greater dimensions in the course of a comparatively short period of time than the Maritime interest. When British North America is elevated into a Confederation, it will be entitled to the proud position of the third Maritime State in the world. Great Britain and the United States will alone exceed it in maritime influence. In 1863 no less than 628 vessels were built in British America, of which the aggregate tonnage was 230,312. The industry represented by these figures shows an export value of nearly nine million dollars. On the 31st December, 1863, the figures were as follows:

	Vessels.	Tons.
Canada	2,311	287,187
Nova Scotia	3,539	309,554
New Brunswick	891	211,680
Prince Edward Island.....	360	34,222
Newfoundland	1,429	89,693
	8,530	932,336

Great Britain and the United States largely exceed this number, but France, the next greatest commercial State,—with thirty-five millions of population, an immense foreign trade, and an extensive sea-coast,—owns only 60,000 tons of shipping more than British America. In 1860 the aggregate commercial navy of France was 996,124.

Another important statement is the return of shipping entering and leaving the ports of British America:—

	Inwards.	Outwards.	Total Tons.
Canada	1,061,307	1,091,895	2,133,204
Nova Scotia	712,959	719,915	1,452,854
New Brunswick ...	659,258	727,727	1,386,985
P. E. Island	69,080	81,200	150,288
Newfoundland.....	156,578	148,610	305,188
	2,659,182	2,769,347	5,428,519
And for Inland Navigation,			
Canada	3,530,701	3,368,432	6,907,133
	6,189,883	6,137,779	12,335,652

The United States at the same period only exceeded us by 4,000,000 tons, and our excess over France in one year was 4,000,000 tons.

It will also be interesting in connection with this subject, to see what will be the strength of the United Provinces in sea-faring men.

By the census of 1860, it appears that the number of those engaged in maritime pursuits were as follows:—

Canada ..	5,958
Nova Scotia	19,637
New Brunswick	2,765
Prince Edward Island	2,318
Newfoundland.....	38,578
Total	69,256

Here we see that five years ago the Provinces unitedly had no less than 70,000 able-bodied men engaged at sea, either in manning their commercial shipping or their fishing vessels.—In case of war this force would be the most valuable element of strength British America would possess. Facts like these must have great weight when placed before the world. They give an idea of the importance of British North America that other statistics could hardly afford. It must be remembered that this maritime interest is not stationary but progressive. It must increase with the progress of the Provinces in population, and the other elements of wealth. A half century hence—it is not hoping too much—British America will stand side by side with the mother-country,—the foremost maritime State in the world.—*Montreal Witness.*

2. THE FISHERIES OF BRITISH AMERICA.

At the present moment when so much interest is felt in the fishery question, and such grave and important results may possibly arise therefrom, a brief history of these rich "sea farms" of the Atlantic so long ploughed and reaped of their hidden treasures by our hardy fishermen, will not be uninteresting.

In the golden days of "good Queen Bess," when the anarchy and confusion engendered of long years of civil strife and turmoil began to pass away, Englishmen first seem to have assumed those habits of industry and to have become possessed with that spirit of enterprise which have since done so much to place the nation in its present position of wealth and power. Then it was that Sir Humphrey Gilbert received at the hands of his Sovereign a grant of two hundred acres of land round any spot he might choose to select, on the Island of Newfoundland. He at once started with a squadron of five vessels and a force of 500 men, and made an attempt to establish a colony near St. John's; but, after battling against the severities of the climate for some months, he returned disheartened, after losing several of his men. This was the first attempt made by England to found the fishing system, which has now become so large and important an interest. Numbers of Frenchmen settled soon afterwards and engaged in the fishing business with more success, paying a tribute of five per cent. to England for all fish taken in the waters of Newfoundland. In the reign of Charles II., the right to tax the French fishermen was given up, and the fisheries

were enlarged by the French adventurers. The right of taxation was again asserted by William the Third, and was one of the causes of the declaration of war which was made against France during his reign. From the time of Sir Humphrey Gilbert's expedition, up to the reign of William the Third, a number of English residents settled in Newfoundland, and engaged in the fishery business. The war ended, and the Treaty of Utrecht gave to France the right of fishing in Newfoundland waters, but reserved the greater portion of the bank to the use of the English fishermen. This arrangement, however, did not suit the French fishermen, and disputes were constantly occurring, which not unfrequently resulted in bloodshed. The importance of maintaining a hold upon the Fisheries, as a school for seamen, seems to have been fully recognized by France, and the strongly fortified harbor of Louisbourg was constructed at an enormous cost (30,000,000 livres), for their protection; the materials for its construction being all sent out from France. This last stronghold of France, however, at length yielded to the assault of the British forces.

The fish mostly taken in the waters of British America, are cod, mackerel, herring, seal, oysters, and last, though certainly not least, the whale. The cod are taken on all the shores and bays of the Gulf of St. Lawrence, where they come to deposit their spawn, and then leave for deeper water. During the summer months the sails of innumerable fishing boats whiten the seas of Labrador and Newfoundland, and thousands of fishermen are employed in the trade. It is estimated that nearly 2,000,000 tons of fresh cod are taken every year by the fishermen of British America and of the States.

The seal fishing of the Gulf is a far more exciting sport. In Spring, when the seals begin to leave the Gulf, they are taken in immense nets, 100 fathoms in length. Very costly nets they are, as much as \$5,000 being frequently paid for one. The meshes of these nets are about eight inches square, and the seals, when they find themselves entrapped, dive, and running their heads into these meshes, are strangled in their efforts to escape. The Harbour seals [*Phoca vitulenta*] abound on the coast all the year round, and are killed by means of swan shot.

Between ten thousand and fifteen thousand fishermen earn their livelihood by seal-fishing. Three millions of gallons of seal oil, and half a million of seal skins is reckoned as the average annual export of the Island of Newfoundland alone.

The herring fisheries on the Labrador coast are wonderfully productive. The shoals of fish are frequently eight or ten miles long by three or four feet deep. They are easily taken by means of nets fastened to stakes extending one or two hundred yards into the sea. An opening in this barrier allows the fish to enter into a "pond," out of which they are baled in scoops.

Many hundred thousand barrels of mackerel are taken yearly. The mackerel travel in "shoals" not unlike the shoals of herring before referred to, and are taken with hooks and lines. The rapidity with which an experienced fisherman will haul in this fish seems perfectly incredible. A barrel is filled in a very short space of time. Ten men have been known to take as many as 12,000 mackerel in the course of one day in the Bay of Chaleurs.

From these brief particulars some idea may be formed of the immense importance of all questions connected with the Fishery interest of British America. Not only are the Fisheries a source of great wealth to the Provinces, but finding employment as they do to so many thousands of fishermen, they form one of the best possible "nurseries," so to speak, for the reinforcement of the Royal Navy—that important arm of the service upon the efficiency of which, the stability and power of the Empire so much depends. The Imperial authorities seem to be desirous of raising a small flotilla in each of the British Colonies, which, added to the present immense fleet of Britain, would constitute such a naval force as would be able to bid defiance to the combined navies of the world. The importance of giving all possible encouragement to the Fisheries, becomes under these circumstances more obvious than ever.—*Hamilton Spectator*.

3. MINERAL WEALTH OF NEWFOUNDLAND.

A correspondent writing from St. John's to the *New York Journal of Mining*, under late date, furnishes the following respecting the mineral wealth of Newfoundland:—

"This island abounds in minerals, but as yet the working of the claims is in truly verdant infancy. The Union mine is the only one being worked with vigor, and yields 12 per cent. of copper. The shipments from it so far this season reach 800 tons, but the proprietors expect to ship 2,000 tons this year. There is another mine at Little Bay, which has been worked seven years, and produces ore containing 50 per cent. sulphur and only three to four per cent. copper. It is not extensively worked at present, but the lessees are about to extend their operations, expecting, as they des-

cent, that the quality of the ore will improve. Besides these several copper lodes of great richness have been discovered, and work commenced. Of these, some have been since abandoned, while others promise much success. Private capital alone has been employed, and no companies formed yet. A lead mine opened at La Manche, produced a large quantity of good rich ore. It was commenced by a company who were in some degree connected with the promoters of the electric telegraph, and yet, although a very rich metal, and yielding largely, it does not appear to have been a success. This merely indicates that the management was faulty, and persons well qualified to judge are of opinion that there is an immense amount of metal there, and that it would yield a handsome return for capital judiciously expended upon it. At Lawn there is another lead mine from which valuable ore has been extracted. The operations connected with it are as yet, however, in their infancy, and it would be premature to say much more with respect to its probable future. Harbor Mille, in Fortune Bay, was lucky enough to have, a few years since, a valuable vein of silver; the working of which, however, was abandoned for want of capital and energy on the part of the parties interested. It will, no doubt, at a future day, when the knowledge of mining and the spirit of enterprise become more general, be resumed. From all parts of the island samples of copper, and from almost every direction, specimens of good lead are obtained, but until some capital is brought to bear, and some new life infused, the progress of development will be slow, and the most valuable deposits will remain unproductive. Coal has been discovered in several places about Bay St. George, but no attempt has hitherto been made to work it; yet I am assured that in St. John's coal is seldom or never sold under twenty-five shillings currency, per ton. Plumbago has been found in several quarters, and lately some attention has been paid to it, but nothing of importance has been done regarding it. Valuable marbles abound on the northern portion of the island, and last year a few men were employed in opening a quarry, which is still being prosecuted, but the operation is one on the most limited scale. So much for the minerals of Newfoundland, which, despite their known riches, only employ about one thousand men, a fact which does not redound to the credit of the many wealthy residents on the island, and the many more, who, having made fortunes in it and retired from it, will not invest a share of their winnings in properties which would enrich them, while they would afford a permanent source of employment to the poorer portion of the community.—*Montreal Witness*.

4. NORTH WEST TERRITORY.

Taking it for granted that the settled policy of the present Ministry, will lead to the acquisition of the North-west Territory, we propose to examine the nature of the acquisition in the light of its adaptability for agricultural purposes. Three things are essentially necessary before any region of country can become successful agriculturally—good soil, genial climate, and accessibility to markets. We propose to avail ourselves of "The First Report of the Select Standing Committee on Immigration and Colonization," in which this matter is investigated with some success.

Soil.—Captain Palliser, who explored the portions of British North America, lying between the British boundary and the watershed of the Northern ocean, under the authority of the British Government, in the years 1857 to 1860 inclusive, and who is presumed to be an authority, in speaking of a certain section remarks, "It is now a partially wooded country, abounding in lakes and rich natural pasturage, in some parts rivalling the finest park scenery of our own country [England.] Mons. E. Bourgeau—a fellow explorer with Captain Palliser—in writing to the late Sir William Hooker respecting the Hudson's Bay Territory, remarks, "But it remains to me to call the attention of the English Government to the advantage there would be in establishing agricultural districts in the vast plains of Rupert's Land, and particularly in the Saskatchewan. This district is much more adapted to the cultivation of staple crops of temperate climates, wheat, rye, barley, oats, &c., than one would have been inclined to believe from the high latitude." Professor Hind, another authority, remarks, "The area of this extraordinary belt of rich soil and pasturage is about forty millions of acres. It was formerly a wooded country, but by successive fires it has been positively cleared of its fresh growth, but abounds with the most luxuriant herbaceous, and generally possesses a deep rich soil of vegetable mould." Mr. James Taylor, of St. Pauls, Minnesota, in an appendix to an official report, dated March 2nd, 1858, and addressed to the Governor of Minnesota, remarks, "There is, in the heart of North America, a distinct sub-division, of which Lake Winnipeg may be regarded as the centre. This sub-division, like the valley of the Mississippi, is distinguished for the fertility of its soil, and for the extent and gentle slope of its plains watered by

rivers of great length." More than two-thirds of 65,000 square miles are at once available for the purposes of agriculture.

Climate.—Captain Palisser says, "Throughout this region of country the climate seems to preserve the same character, although it passes through very different latitudes its form being doubtless determined by the curves of the isothermal line." Mr. Taylor remarks, "It has a climate not exceeding in severity that of many portions of Canada and the Eastern States. Mr. A. J. Russell, of Ottawa, who is said to be a surveyor of great experience, remarks that, "The depth of snow at Lake Temiscaming is less than at Quebec, and becomes less as you approach the Lake of the Woods."

Access.—Captain Blakeston, another co-explorer with Captain Palisser, says: "Taking either branch of the Saskatchewan River, it is navigable for boats from Lake Winnipeg to near the base of the Rocky Mountains, a distance of 1200 miles. I am glad to say I was fortunate enough to travel on it from its mouth to Fort Edmondston, 1000 miles up, at a time of year when I saw the water at its lowest." This will show that the natural lines of communication and inner access are quite easy. The lines of access from without, for emigrants, for instance, and they are what requires most consideration, are not quite satisfactory. The Report says: "The direct route from England *via* York Factory, and also that from Canada *via* Lake Superior, are tedious, difficult, and expensive for the generality of settlers." This is the purport of the answer given by Captain Palisser to the question as to what means of access were in existence for British emigrants to reach the settlement. But then it is said that Captain Palisser, not having had the opportunity of examining and reporting upon some routes, his answer must be taken with a qualification. Later surveys have shown that a direct road from Thunder Bay to Dog Lake, which would then be within a half a day's drive from Lake Superior, instead of taking nearly five days to reach it, as it did by former roads, will considerably remove the disadvantages of access complained of by Captain Palisser. Mr. A. J. Russell says, "That a direct line drawn from Montreal to Fort Garry, on Red River, will lie along the Upper Ottawa, strike the mouth of the Montreal River, will strike the more northerly point of Lake Superior and the north part of the Lake of the Woods. This line would be 400 miles shorter to Fort Garry than any line south of the great lakes. By a direct route, Montreal is distant from Fort Garry 1,400 miles." It will thus be seen that the three great essentials are to be found, and we may, therefore, safely presume that, in acquiring the North Western Territory we shall not pay too dearly for our "whistle."—*Ottawa Citizen.*

5. THE U. E. LOYALISTS AND THEIR HISTORY.

It is now nearly a hundred years since the settlement of the British Provinces was commenced by a body of men who yet await a Macaulay or Motley to record their sacrifices and their virtues. Since they went to their reward, a great revolution has passed over the minds of men. Men shout exultantly that this is the age of the Steamboat, the Telegraph, the Railway, this is the age of enlightenment, of progress. If it was not useless to attempt to stem the current, one might point out the fact that this also is the age of Mormonism, of Spiritualism, of Cæsarism, of Democratic Centralism, all diseases of the most advanced nations. As for the selfishness of the age who can doubt it? England blandly preaches Free Trade as the panacea of all ills, after having conclusively proved at home that it is to her special advantage; the United States are endeavouring to make a Japan of their gifted country; and last of all the susceptibilities of that most uneconomic people the Irish are now being extensively utilised to the support of long-headed compatriots and in struggles for power among strangers.

So amid the blowing of steam-whistles and the din of congratulation of this nineteenth century the actions of our forefathers are well nigh forgotten. A well-known United States writer looks across the Niagara River "to a land without a history." Another speaks of Canada "as a country without a destiny which will do well if it keep up with the progress of civilization." English M. P.'s sometimes favour our country with a casual notice at the end of one of their chapters on the United States. The wonder with such men seems to be why these colonies did not rebel with the others, and why they can possibly desire to remain connected with the British Crown? Yet we who are born and bred here look back with pride upon the history of our country; for a more stainless record of self-sacrificing loyalty exists not on the page of history. In one month of 1783, 12,000 souls sailed from New York for the various remaining colonies of the British Crown. These were not of the poorer classes, such could have stayed, but all had lands, houses, property which they left behind them at the call of duty and honour, and which were divided among the victors. Massachusetts, now so solicitous for the slave, had small sympathy for the thousands of her own white citizens who adhered to conscientious

convictions, different from those of the mob. If Yankee school-masters are tarred and feathered in the South, it was she who taught such intolerance. It was she who had the wicked pre-eminence in persecuting all whom the mob called Tories, in burning their houses, in smoking them in closed rooms, in waylaying and insulting them, in imprisoning clergymen who would not pray for Congress, in turning into the woods old and infirm men and women, who, having feared God and honoured the king in their youth, would revile neither in their old age. South Carolina and Virginia followed hard in the footsteps of their Northern sister in this cruel persecution. If the descendants of Lee and Washington feel the confiscation of their lands a hardship, let them call to mind how many of their forefathers acquired them.

If the old families of Shelburne, of Yarmouth, of St. John, of Cornwall, of Toronto, would relate their stories, it would be seen whether we had a history. The foundations of these Colonies were laid with self-sacrifice, with tears, and with blood. Other men entered into the labours of our forefathers, while they commenced anew in the wilderness, and the fabric grew steadily by their industry and the sweat of their brow. They have gone to their long home, and their children are told that their manifest destiny is absorption into the Southern republic!

Nor is this republic the same as that which our forefathers repudiated? It has changed, and for the worse. The influx of foreigners has radically altered it. It seems strange that the assertion so confidently made of the success of Republican principles should pass current unchallenged, while the events of the past four years stand out in all their reddened horror. If such is success, what can failure be? Not a thread, not a vestige of the principles of the Revolution remains; but the principles of our exiled forefathers glow yet in the hearts of their children.

And our destiny is to transmit these principles to our children. The meaning of the word loyalty, which the United States rediscovered of late, has always been known to us. It is not found in the pages of Mill or of Malthus, but neither are the virtues of religion, of charity, or of duty. It is covertly sneered at by philosophers, but the existence of these colonies and their determination to abide by the old ideas in their proposed Confederation is a standing proof that our fathers have not made their sacrifices in vain. The events of the past four years have more than justified their course. The most philosophic of Union writers (Dr. Brownson) in denouncing secession is obliged to admit that the rebellion of the 13 colonies was unjustifiable. Every Union argument proves the same thesis. The sacred right of revolution was lauded to the skies by every United States writer until within the last 4 years. JEFFERSON maintained that there should be a revolution every 19 years, because no one generation had a right to bind its successors. But now all is changed, and our ancestors are justified by the lips of their enemies. While Confederation under the Crown proves that the old land marks are not forgotten at least on this side of the water.—*Montreal Gazette.*

III. Papers on Practical Education.

1. SUGGESTIONS ON TEACHING GRAMMAR.

But the children of the poor, who do not mix in good society, and who are constantly hearing the rules of the English tongue violated, cannot have the same advantage as the rich. Will, however, the little syntax that can be taught to them ever alter their mode of speech? Will, in short, the technical teaching of grammar influence them? No; there must be a more potent means employed. Let scholars early be corrected when they speak incorrectly, and let them constantly read the best specimens of the English language—the best productions of the masters of English prose. Our new style of reading books will do more for the children in the schools than all the rules of syntax they can ever learn. But even yet our modern reading books afford reading expressed in only fifth-rate English, instead of presenting to us the best pieces of the best writers. Scott is harsh at times and tedious, and is becoming less and less read; still his works would afford pleasing and correct extracts. Then there is Goldsmith's beautiful prose. Seldom, if ever, has there arisen an author whose writings possess the sweetness, the clearness, and the flow of Dr. Goldsmith. Whether you examine his *Citizen of the World*, beautiful for all time, or his *Vicar of Wakefield* or his *Essays*, you cannot, if only on account of their charming style, cease to admire his wonderful genius. Whole passages of a cheerful, happy cast, and full of feeling, might be culled from Goldsmith's works and put into reading books for the upper classes in our schools. Washington Irving, again, the Addison of America, is a charming, elegant, and correct writer. His *Sketch Book* alone would furnish several sweet little passages. Charles Dickens is also a charming, and, when he pleases, a careful and

correct writer also. *Eothen*, again—a vivid description of the East—would furnish one or two passages, if carefully selected, but the book is flippant. But we cannot enumerate all the pleasing and elegant books whose titles rise unbidden to our minds. Last, but not least, let us not forget some of the *Roger de Coverley* papers, and others, in the *Spectator*. Depend upon it, the best specimens of prose constantly read, the teacher pointing out their beauties, and constant care taken to correct the children when they speak ungrammatically, will do for them more than the little technical knowledge of syntax you can ever give them by the exercise called parsing.—*English Monthly Paper of the National Society.*

2. TEACH THE CHILDREN TO SING.

The benefits attending the study of geography and history, English reading and grammar, are seen and admitted by all intelligent people. The utility of mathematics and philosophy, and the ancient and modern languages, is quite generally understood and conceded. But what are the claims of music as a regular branch of education? Is there any cogent reason why—to say nothing at present about instrumental music—children should not be *universally* taught to sing? Upon this interesting as well as important question we have a few words to say.

1. Music is a science, as well as an art. Johnston gives it a place among the seven liberal branches of knowledge. The abstract and speculative principles upon which it depends have been fully and plainly elucidated, and satisfactorily tested in practice. From the Bible, and Grecian classics, and Egyptian antiquities, we learn that music was a science in very ancient times. No doubt it was then in a very crude and imperfect state. But the first elementary principles were then understood; and since that it has progressed, until now it is developed as a most beautiful branch of knowledge. As such it should be taught, and no person's education is complete who is not acquainted with its fundamental principles.

And here, we remark, is a great defect. While in our public, and many of our private schools, music is taught as an art, it is not usually taught as a science. Perhaps a few lessons are given upon the first rudiments, but for the most part, children in this country are only taught to sing by rote. They hear the melody, and easily catch it; and if they have a good ear, and ordinary musical talent they may put in the subordinate parts, and complete the harmony. If, in this loose way, they learn to sing, how much more proficient they would become if early inducted in this beautiful science!

2. Every child, except the unfortunate mute, is endowed with musical powers. He or she has a voice, and that voice is capable of making different intonations. It can make high sounds and low sounds, hard sounds and smooth sounds. It can indicate anger and joy, hatred and love. And it is reasonable to suppose, that the child that can talk and shout, laugh and cry, can also if properly instructed, learn to sing.

Nor is this a mere theory or supposition. In certain parts of Germany as great care is observed in teaching children to read music, as to read writing or printing, and lack of natural ability for the one performance is no more complained of than for the other. And in our own country, distinguished musicians, like Professor Hastings, declare that they have never met with a person, young or old, who, if he had a voice, could not learn to sing.

No doubt, some have a greater talent, and are more likely to become proficient in the science, than are others. So it is in all departments of learning. But he who has but one talent should not be permitted to bury it,—he should be taught to use it. Every child who can articulate, can, with some pains, learn to sing—to sing correctly if not beautifully. His wise and beneficent Creator means that he shall sing, or He would not have thus endowed him. And if we do not teach our children to glorify their Maker in noble song, the warbling birds and bleating flocks will reproach us and them, and the choirs of heaven will look down in pity and astonishment.

3. Music has ever been regarded as a great and innocent amusement. It is such to those who listen, but still more to those who participate intelligently and correctly in the song. It not only affords relaxation for the weary mind, but likewise relief for the burdened spirit. It re-assures the desponding, elevates the downcast, cheers the drooping. It acts like an angel of mercy to the mourner. The heart that is almost broken with sorrow is comforted as it listens to the sweet and plaintive melody; and if the voice can be controlled so as to join in the strain, how great and indescribable is the relief! The gentle Kirk White well said:

'Oh, surely melody from heaven was sent
To cheer the soul, when tired of human strife;
To soothe the wayward heart by sorrow rent,
And soften down the rugged road of life.

4. But music does more. *It exerts a most salutary influence upon human character and conduct.*

It soothes the passions. When a tempest rages in the soul, and conflicting waves leap furiously, one upon another, the soft strain of melody, as it approaches, and is more distinctly heard, subdues the storm, and at once there is a great calm.

Music operates favorably upon the affections. Every thing like asperity it removes. The mind, which naturally inclines to indifference, it fills with generous emotions. It renders pliable the feelings. It dispels selfishness and promotes benevolence; and thus its influence is in the highest degree ennobling.

Mark its effect also upon the taste—how refining! Upon the energies—how animating! It frowns upon all that is low and grovelling—upon all that is dull and stupid; and produces lofty aspirations and lively movements.

Upon these and other points we might dwell at considerable length, but our object is not to write a lengthy and elaborate article. We simply wish to suggest to professors and teachers, and trustees throughout our land, the importance of a more thorough and complete instruction of this great and delightful science. We hope to see the day when it will be placed beside grammar, arithmetic, and geography, and be taught efficiently in all our schools.—*Am. Ed. Monthly.*

3. RULES FOR SCHOOL SPEAKING.

1. Don't choose a piece too large for you or too long for the audience.

2. Learn the author's name; when, why, and where he spoke or wrote.

3. Read your selection very carefully several times before you begin to commit it to memory.

4. Study tone, time, emphasis, inflection, gesture, etc., and get them as nearly right as you possibly can. Ask your teacher about them.

5. Learn your piece well before you try to speak it at all.

6. Wear a neat, plain dress. Attend to hair, teeth, hands, nails, and shoes.

7. Walk to the platform quietly, firmly, and gracefully. Don't hurry. Don't swagger as if you didn't care.

8. Get into the right place, near the front, before you bow.

9. Bow by easily and gracefully bending forward body and neck.

10. Commence in a moderate tone, just loud enough to be clearly heard by all in the room, unless the piece begins with some sudden excitement or strong feeling.

11. While speaking, try to imagine yourself the original author or speaker. Make the piece *your own*. THINK what you do MEAN what you say.

12. Don't stand still through the whole speech. Change your posture as the subject changes. But don't swing or move the body constantly, and don't keep restlessly stepping about all the time.

13. Don't use any gestures unless you know their force and meaning.

14. You may use gestures not marked in the piece.

15. When you get through, bow without hurry, and go back as you came.

16. Be WIDE-AWAKE, thoroughly IN EARNEST all the time.

PROF. KNOWLTON in *Cal. Youth's Companion.*

4. SCHOOL TEACHERS' CONVENTIONS.

Dromore, August 31st. 1866.

TO THE EDITOR OF JOURNAL OF EDUCATION,

Sir.—Permit me, a teacher of fifteen years experience, to offer a few remarks on things that are at present engaging the attention of the wise, the learned, and the great.

I notice, with pleasure, the revision of our school system and school readers. Township boards may be an improvement; but the Provincial Board of Examiners is decidedly a grand improvement. If teachers would get a certificate for ten years on the first, and for life on the second successful examination, it would be still better. I can say from experience that I have been more improved from attending one teachers' convention than from attending a dozen county examinations.

Therefore, if we have to attend frequently, let us attend to what will improve us; and, to this end, it would be an improvement to grant teachers time to attend conventions instead of (or not instead of) visiting each others' schools. The day of the teachers' convention has two attractions: it is a day of recreation as well as of improvement. And, if teachers were allowed time to attend, and were unwilling to do so, they might be set down as unwilling to improve, or to be improved; and such a circumstance might be brought to effect the duration of their certificate.

If four days were allowed for quarterly township conventions, and one for an annual county convention, to be held shortly before the great annual convention, at Toronto. Then teachers would have the fullest opportunity for improving themselves in their professional capacity. And, if superintendents would encourage such meetings by their presence and exertions, such meetings would be well attended.

Also, if superintendents, when visiting schools, would spend the first half of the day in observing the teacher going through his work, and the other half of the day let him take the teachers' place, if necessary, and exhibit, in a practical way, anything he may think an improvement, either in managing the school, examining the scholars, or in the teaching of any certain branch, or the illustration of any particular point. In this way, and with the help of the teachers' convention, the best methods of teaching would be widely diffused, and extensively practised.

If compulsory attendance be introduced, it ought to be left to the choice of the people in each city, town, &c., then the love of a nominal liberty would be found to give way, where necessary, to the love of order, and the well-being of society; and the government would be saved the odium of being tyrannical.

I have something to say on the distribution of prizes, but I withhold it yet in the hope of seeing that little pamphlet which you are kind enough to offer to any one that will apply for it.

If our school readers are to be Canadianized, it is very well. Let us have the Whip-poor-will instead of the Cuckoo; or, if both are allowed, let the words "this country" be used so as to refer to Canada instead of the British Isles.

If we had an account of wild ducks, geese, pigeons, &c., their destination, where to, and where from; also, an account of the days of the week, the mouths of the year, eras and epochs, with the origin of their names, &c., &c., such matter would be found very interesting and instructive.

But the great improvement of which these readers are susceptible is to make them readers of numbers as well as of words. If we had a few exercises at the end of each lesson, rising in the first book from 1 to 20 or 30; in the second from 10 to 1,000; in the third from 1,000 to 1,000,000; and in the fourth from one million upwards; then, with far less labour we would have scholars that could read numbers as well as words, which is not generally the case now.

At an examination held here lately the teachers differed as to whether the Georgian Bay is a part of Lake Huron or not. Since you are the first geographer in the land, we hope you will be kind enough to decide for us. Please also to decide for us respecting the tract of country from Lake Superior or the Red River to the Rocky Mountains. In Lovell's Geography it is called a "fertile belt;" while on Chewett's large map it is marked "arid plains."*

It is a pity Canada does not provide for the advancement and preferment of poor but talented scholars from the common schools. If some means, say district or county examinations, were taken to pick out one, two, or three scholars, according to the size of the county, to whom free education might be granted in a high school, with or without board, according to the ability of the parents. What a stir this would make among the schools, and what a generation of scholars, what a race of intellectual giants Canada would then produce.

And why should not Canada, with her hardy and energetic race, produce as great men and as great scholars as any other part of the world. If Canada means to be great she must educate her sons, and especially her talented ones.—Yours truly,

ROBERT LEGATE.

IV. Papers on Education in other countries.

1. REPORT ON THE CONDITION OF EDUCATION IN THE STATE OF NEW YORK.

The Standing Committee, of the New York State Teachers' Association, on the Condition of Education, respectfully report:

Statistics.—The latest statistics of Education in this state cover the school year ending September, 30, 1866, and embrace the last six months of the war for the Union. Any data drawn from them therefore, can not be taken as evidence of the legitimate condition of education in the state, nor as evidence of the sentiment of the people in regard thereto. It remains, therefore, for your committee to cite only such items of these statistics, as will show advance even under the most unfavorable circumstances; to state such facts as they have been able to glean in regard to the current working of the schools, and make suggestions touching such points as they deem demand the attention of this association.

Two Points of Failure.—The school system of the state, though still lacking in several important points, is ample enough to secure education to every child, whilst in state beneficence it may challenge comparison with that of any of our sister states. It fails chiefly in two particulars. 1st, That it practically leaves to incorporated institutions and to private beneficence and private enterprise the work of providing for the higher education of our youth; and 2nd, Whilst nearly a million and a half of dollars are annually drawn from the public treasury, it fails to exact of the people of the local districts, the performance of their part of this implied compact to furnish free education to every child, and see that none are necessarily debarred, by the criminal neglect, indifference or parsimony of parents, from the enjoyment of this inestimable boon.

Academies.—The system of academic instruction under the management of the Regents of the University, has for seventy years done noble service in the educational cause, and given our state a proud preëminence. The free high school would perform a better service now, and be more in harmony with the views of public education entertained by the wisest of our educators. We are not, however, of the number, who counsel the inauguration of measures of doubtful utility, and we would deprecate any policy which would impair their usefulness, without supplying more effective agents to do their work. In regard to some of them, the question has already been solved by their reorganization as union Free Schools; and the University Convocation will do much, in its annual sessions, towards enlarging and liberalizing the policy of academical institutions. If wise counsels prevail, the day is not distant when they will all be free; and it is believed that no precipitate action on the part of this association is now needed. It is only a question of time, and of the removal of such disabilities as stand in the way of the expression of the most enlightened policy.

Rate Bill.—The time is ripe for the final blow that shall strike away forever that relic of selfishness and barbarism—the rate bill. The necessity of this action is no longer an open question. It has long enough been a clog upon our system of public education. No teacher who has had any experience in our rural schools, or who knows any thing of their history need be told how effectually it dampens the most earnest spirit of educational enterprise, standing in the way of enlightened and liberal policy in the employment of competent teachers, and is a perpetual bid for cheap and inefficient teachers; while it is the rule rather than the exception, that it withdraws attendance, or makes it irregular and fitful, and operates directly to abbreviate the term of school. Let the influence of this association be but exerted to secure the enlistment of a few earnest men in our next legislature in favor of Free Schools, and we shall take our place side by side with our most enlightened sister states. It will be a day of glory and of joy, to every earnest and sincere educator, when the jubilee of free schools is ushered in.

Attendance.—The record of attendance upon the means of instruction shows, that the average daily attendance of pupils is less than 50 per cent. of those enrolled during the year, and, making due allowance for those young children who from any cause are prevented from attending, and those over 16 or 17, whose common school education is completed, or whom necessity compels to forego further instruction, it is notorious that a large number due at the schools, never enter their doors.

Non-attendance.—Irregularity and tardiness are evils, public as well as individual in their effects, that demand remedy. Other means have failed, and are likely to fail until there is the general appreciation of the value of our schools, which universal education alone can create.—We must try compulsion. If the state has a right and if it is her duty to provide the means of free education, she surely has the right and it is her duty to protect, against themselves and against the injustice of parents and guardians, the throng of truants who run our streets in idleness, and the army of little ones pressed into labor to save a paltry pittance to the hand of grasping avarice, that would barter their souls for gain.

School Hours.—The new school law of California provides that children under eight years of age shall be confined to the school room but four hours a day, and that the sessions of all schools, the average ages of whose pupils do not exceed eight years, shall be restricted to four hours. A provision similar to this might safely be adopted in this state, and the sessions of the primary schools in our cities should certainly not exceed three or four hours. If it be thought that this will give the primary teachers too little work to do, the classes might be divided and alternate by half days. There would then be none too much room, nor would the classes be too small.

School Sites.—The legislature of last winter passed two important school acts—one providing for the taking of sites for school houses on appraisal. This will result in the securing of commodious sites in many districts, where formerly not a foot of available ground could be obtained. Under its auspices, new school houses are springing up, with comfortable play grounds, and the taste and

* See Palliser and Hind's Reports.—Ed.

liberality of the people, as well as the comfort and welfare of the children can not be but largely improved.*

Normal Schools.—The other law, providing for four new normal schools, has already met with answering response from a number of localities, vying with each other in the liberality of their proposals for the location of a new school. When the commission shall have decided upon their locations, they will, without doubt, speedily go into operation, augmenting greatly the educational force of the State. It appears to your committee that such an arrangement should be made that at stated times during the year, the normal school faculties should be employed in giving instruction in institutes, thus affording to inexperienced teachers, and such others as have not had the benefit of professional training, some notion of the more improved methods these schools are designed to foster.

Teachers' Institutes.—The annual report of the Superintendent of Public Instruction gives a most encouraging account of the influence and value of Teachers' Institutes; and the observation of your committee, as well as the reports they have received from other sources, corroborates his statement. There are, however, disabilities still in the way, some of which may be remedied, and doubtless will be in part the present year. Among these may be named:

1. That the expense of attending the annual institute draws so largely upon the miserable pittance which teachers receive for their services, that many who desire to attend are compelled to forego the privilege.

2. The institutes are held for the most part during the months of September, October and November, when skilful instructors, who are in charge of regular schools can not be spared in the work, except (as is the case in a few honorable instances), in their own county.

3. The salaries of School Commissioners are too meagre for any one to expect from them that amount of preparatory labor and personal effort with school officers and teachers necessary to give the best efficiency, and it must regretfully be added, there are many whom no influence short of compulsion can avail to enlist in any public measure for their own improvement or the good of the cause.

During the years of the war, there was a marked decay in County Teachers' Associations, partly from the general absorption of the public mind in the great question of our national existence, and partly from the fact, that in many counties the most active and intelligent of our young men were drawn away to the field. It is believed that the associations have commenced to exhibit new vigor, and it is hoped that they may speedily attain to more than their former efficiency.

Trustee Conventions.—In Indiana and several other of the states, conventions of school trustees have been established, much to the advantage of the schools, and have achieved a good degree of popularity. It is believed that no other measure could be recommended whose realization would be fruitful of more salutary reforms. We trust that teachers and school commissioners will use their influence for the organization of such associations.

Free Schools.—The revised school law touching the establishment of Union Free Schools, has given a great impulse to this movement. Your committee have no statistics at hand, but it is believed that within the past year, nearly as many such schools have been organized as in all of the twelve years preceding; and the citing of such statistics is unnecessary to show their efficiency.

Teacher's Wages.—The wages of teachers have increased, but from a change in the basis of reporting, and from the manifest inaccuracy of the statistics themselves, no perfectly reliable figures can be given. Excepting such as we have, and the average, in cities is \$13.17 per week; in rural districts, \$5.49.

We regret that the fact must still be reported, that small as are the wages of male teachers, those of females are beyond all reason comparatively much smaller. It is not the province of your committee to report at length upon this topic, but we note it as an evil, which we believe to be both the effect and the continued cause of almost innumerable evils and injustice.

There is a steady comparative increase in the number of female over that of male teachers, the figures of 1864 and 1865 being as follows:

	Males.	Females.	Total.
1864,	5,707	21,181	26,888
1865,	4,452	22,017	26,469

It is much to be regretted that there is no uniform system of reporting. Indeed, taking into account the wholesome emulation, which evidences of progress in one city or state is calculated to produce in others—it is one of the serious drawbacks to educational progress that few reliable statistics can be obtained, and we have

come, and sometimes with reason, to look upon the crude generalities the annual reports afford as at least highly coloured statements of the facts they affect to give. And when this is not the case, the bases of the statistics differ so widely, that comparative statistics are out of the question.

National Bureau.—We look forward hopefully to the passage by Congress of the ordinance for the establishment of a National Bureau of Education, which, whilst it shall encourage and promote universal education, shall also provide for uniformity in methods of reporting. The bill before the present Congress was defeated in the House, but subsequently reconsidered and passed by a vote of 80 to 44. We have not thought proper to make a digest of the provisions of this bill, as they are doubtless well known to the members of the association and should command our united support.

Professional Schools.—It is matter of serious concern, that while there is a growing appreciation of the necessity for the culture of the schools to fit our young men for the various pursuits of business, the tendency is strongly utilitarian; and schools of special training have rapidly multiplied, and are liberally supported. Not a few among our leading men, are advocates of this so-called practical education, and one of our most influential public journals has for years been its champion. The material demands of business swallow up all other interests. Boys long to be men, and dreams of wealth and the charm and bustle of business put aside all hope of thorough culture. The law school turns out ambitious disciples of Blackstone in a single term; the Medical College in six months transforms the rustic lad, fresh from the plow and the farm yard, into a disciple of Galen, and the Commercial College cheats the world of scholars to make quick accounts and elegant penmen. The tendency of the American mind is already so decided in this direction, that restraint rather than stimulus is needed, and its many sidedness would seem to indicate that more than any other people we need a style of public education that shall give breadth, solidity, rather than the superficial culture, whose interest can beforehand be reckoned at a stated income.

Chief of all, must be noted the fact, that such utilitarian education produces, and from the nature of things must produce imperfect, one-sided development, instead of the broader manhood which is the fruit of enlarged and liberal culture in all the branches of learning—or we might say, of the culture in due degree of all the faculties of our complex and mysterious being.

Cheap and Unqualified Teachers.—A wide spread evil in connection with our schools, complicated in its nature, and for which we can look for no immediate remedy, is found in a very general employment of cheap and unqualified teachers. There is never a dearth of this class,—some too ignorant to know the nature of their duties, and scarcely, in a knowledge of the subjects, in advance of those whom they are employed to teach; some too indifferent of success or reputation, and too recalcant to their trust to seek for any personal progress. These last are content to rest in the past, and no generous professional spirit ever seems to animate them.

After making all due allowance for influences brought to bear upon examining officers to deal leniently with such, we believe it is in their power, as it certainly is their duty to refuse licenses to the notoriously incompetent, and to continue licenses to those only whose professional zeal and growth clearly entitles them to be recognized as live teachers. The ultimate remedy will be found, however, in supporting the means for the training of a better class, and in the creation of a public sentiment that shall demand the best. We presume that this and its related subjects will receive attention at the hands of the committee on professional certificates.

Teacher's Certificates.—It is the opinion of your committee, after careful inquiry, that great disparity exists in different and even neighbouring counties, in the examination test of candidates, and we respectfully suggest that the school commissioners, or the Superintendent of Public Instruction should establish a uniform method and a standard scale of qualification for different grades of certificates. We are not prepared to suggest any means other than the thorough organization and support of institutes and normal schools, and the issue, upon examination and proof of creditable success in teaching, of professional certificates to remedy the evil so justly complained of, of the transient and non-professional character of our teachers. Nevertheless we do not desire that the vocation should be dragged in among the other professions to meet with like dishonour, and be represented so largely by those whose sole title to rank is found in the sheepskin that bears their name, and the cabalistic "*Omnibus has literas.*"

State Expenditure.—Amid all the discouragements in the way of public education in our state, we are unquestionably making great gains, and the amount actually spent during the last fiscal year (nearly \$6,000,000), for the maintenance of public schools, is a proud record for our noble state.

Resolutions.—In conclusion, by way of recapitulating some of

* An Act was also passed by the Legislature of Canada last session, (but applying only to Lower Canada) providing for the compulsory selection of School Sites by arbitration.—Editor of Journal of Education for Upper Canada.

the views presented in this report, your committee respectfully submit the following resolutions :

1. *Resolved*, That it is the duty of the State to provide for the free education of all the children within her borders, by the establishment of a system of free schools, from the primary school to the university.
2. *Resolved*, That a judicious law should be enacted and enforced for the prevention of truancy and irregularity of attendance upon the schools, and that parents should not be permitted, unless for the most cogent reasons, to withdraw their children from school.
3. *Resolved*, That this association recommends the incorporation of academical institutions with the common schools, as the free high school departments of the same.
4. *Resolved*, That the number of school hours for younger children in our schools should be lessened, and that we recommend frequent recesses, and the most ample provision for healthful recreation.
5. *Resolved*, That we heartily commend the action of the legislature for the establishment of more normal schools, and that we believe that a part of the public funds, especially the \$55,000 now annually appropriated for libraries, might be judiciously expended for the support of teachers' institutes and the encouragement of associations.
6. *Resolved*, That the salaries of the school commissioners should be largely increased, and that the entire time of those officers be devoted to the specific duties of their office.
7. *Resolved*, That the practice of paying our teachers, especially our female teachers so meagrely, is due in great degree to the usurpation of the post of instructor by so many young persons of insufficient qualification who underbid those of culture and experience, and that we urge upon examining officers the creation of a higher standard in the examinations, and a more rigid enforcement of its demands.
8. *Resolved*, That we approve of the establishment of a National Bureau of Education, and that a committee of three be appointed to prepare a suitable memorial addressed to the senators and representatives of this State in the National Congress, urging their support of the measure.
9. *Resolved*, That we recommend teachers to use their influence to promote conventions of school officers and parents, in behalf of public instruction.
10. *Resolved*, That we deprecate the growing tendency of the times towards special education, to the neglect of regular and systematic training in all the branches of a liberal culture.

2. PUBLIC INSTRUCTION IN NOVA SCOTIA.

The following details, reproduced in a condensed form from the report of the Superintendent of Education for Nova Scotia, which we have just received, will be found to contain valuable information, especially as regards the public schools and progress of education in that Province.

According to the above report the number of the inhabitants of Nova Scotia is about 400,000, of whom the majority are of British origin, and the number of the different religious denominations not less than twenty-two, the R. Catholics numbering 87,000, the Presbyterians 70,000, and the Episcopalians 48,000. There are about 850 churches, making an average of one for every 400 inhabitants. The principal educational institutions are, the colleges of St. Francis Xavier, Antigonish; St. Mary's, Halifax, under the direction of Roman Catholic priests and receiving each an annual grant of \$1,200 from the government; the Presbyterian Theological Hall; Dalhousie, at Halifax; King's College, Windsor; Acadia, Wolf-town; Mount Allison, Sackville; ten town and four county academies, one normal school, and a provincial institution called Model School, with a farm attached for practical instruction in agriculture. The country is divided into thirty-four districts, which are subdivided into 1,421 sections, for school purposes. The number of schools in operation last year, was 763 during winter, and 989 during summer.

Number of male teachers employed :—		
	1st term.	2nd term.
1st class	126	157
2nd "	145	167
3rd "	194	160
Belonging to no class in particular	62	28
Number of female teachers employed :—		
	1st term.	2nd term.
1st class	70	119
2nd "	85	169
3rd "	86	179
Not classified.....	33	54

The number of pupils who attended school during the last term of 1865, was 43,771.

The school organization and the duties performed by the several school functionaries are the same as in Canada, with this difference however, that the district commissioners have the right to grant teachers' diplomas as our Boards of Examiners.

The annual grant accorded by the government is \$90,000, and the contributions, voluntary or otherwise, amount to three times that sum; this grant is divided among the thirty-four districts according to the population of each, and the school commissioners distribute it among the teachers on the same principle.

Mr. Rand, the Superintendent, considers the system of distributing the funds in proportion to the population as very defective, and has applied to the Executive to have it changed, and to substitute an equal division among all the teachers according to the class to which they belong, giving first class male teachers \$120, second class \$90, third class \$60; female teachers, first class \$90, second class \$60, third class \$45. The assistant teachers, whether male or female, to receive a part of the grant according to their capacity and length of service.

Taking the number of sections into consideration it is rather surprising that there are only 989 schools in operation, but Mr. Rand attributes this disproportion to the recent changes in the educational system which have overturned the old routine countenanced by a part of the population, and established a new system, thus causing hesitation and delay in the execution of the law. Besides this, many of the sections not having any schools in operation, were employed in erecting and repairing their school-houses. The last Act passed by the legislature to regulate the system of education has caused a great step to be made towards the advancement of the country. The Superintendent takes an active part in this work, suggesting new ideas and striving to surmount difficulties; the energy displayed by him in resisting prejudices seems highly commendable.

The Superintendent's report purports to contain a correct statement of the condition of education in the colony, and gives an interesting view of his system of school organization, which may be considered as a protest against the abuses and prejudices favored by a certain class of people, and the vague aspirations after ideal perfection indulged in by others.

While a portion of the people opposed the introduction of compulsory taxation altogether, others would have the schools supported entirely from the public revenue, and demand that a general system of taxation be adopted for this purpose. Mr. Rand rejects the views entertained by these parties and ably maintains that they are either inconsistent with the educational requirements of the country or wholly impracticable.

A glance at the history of the colony shows that education had at a comparatively recent period, made as yet but slow progress. Eighty years ago not a single school existed in the populous county of Pictou, whereas the number reported for the year 1865, is 120. In 1787, only thirty schools could be found in the whole province and Cape Breton. The annual grant accorded by the government about thirty years since, was \$16,000, and at that period children in most cases were taught at home by their parents, there being but few persons found willing to enter upon the duties of school-master, and these not unfrequently incompetent. This is in striking contrast with the present condition of the schools. The grant now is \$90,000. The two provincial establishments known as the Normal School and Model School, founded in 1855 and 1857, have provided the most distant districts with teachers of first class merit and capacity. Nowhere are the educator's services more properly appreciated. Some teachers receive \$600 a year, and none less than \$180, a liberality which must contribute materially to their encouragement and success.

The educational institutions of Nova Scotia have sent out but few literary men as yet, and the books published in England and the United States supersede in a measure native productions; nevertheless, the writings and works of Sam Slick (Judge Haliburton), John Young, Professor Dawson, the able Principal of McGill University and McGill Normal School, Professor Syall, Rev. George Paterson, and of several others, would not be unworthy of a place in an English or American library.—*Lower Canada Journal of Education.*

3. REFORMATORY SCHOOLS IN ENGLAND.

A statute was passed on the day of the Prorogation to consolidate and amend the Acts relating to reformatory schools in Great Britain. In this Act there are 38 sections and a schedule containing several forms to be used. The Secretary of State is empowered, on the application of the managers of a reformatory school for the better training of youthful offenders, to direct one of the inspectors of prisons to examine into the condition and regulation of the school, and to report to him thereon, and if satisfied with such report the Secretary of State may certify that such school is fitted for the reception of youthful offenders. The school is to be inspec-

ted at least once a year, and a certificate may be withdrawn should the inspection be unsatisfactory. Whenever any offender who, in the judgment of the court, justices, or magistrates before whom he is charged, is under the age of 16 is convicted on indictment or in a summary manner of an offence punishable with penal servitude or imprisonment, and is sentenced to be imprisoned for the term of ten days, or a longer period, the court, justices, or magistrates may also sentence him to be sent, at the expiration of his period of imprisonment, to a certified reformatory school, and to be there detained for a period of not less than two years, and not more than five years. A youthful offender under the age of ten years is not to be sent to a reformatory school, unless he has been previously charged with some crime or offence punishable with penal servitude or imprisonment. In choosing a reformatory school, the court is to ascertain the religious persuasion to which the youthful offender belongs, when he may be attended by a minister of the same persuasion. The parent or guardian may apply to remove an offender from one school to another, in accordance with his persuasion. The managers of a school may, after 18 months' probation, by a licence, permit a youthful offender to live with any trustworthy and respectable person named in the licence willing to receive and take charge of him. The licence is not to extend beyond three months, nor to be renewed until the detention has expired. Penalties are to be enforced for escape, or on persons assisting in an escape. "The managers of a certified reformatory school may at any time after an offender has been placed out on licence as aforesaid, if he has conducted himself well during his absence from the school, bind him with his own consent apprentice to any trade or calling or service, notwithstanding that his period of detention has not expired, and every such binding shall be valid and effectual to all intents." With regard to the expenses at reformatory schools, it is enacted that the conveyance of an offender and the expenses of proper clothing for his admission are to be defrayed by the prison authorities within whose district he has been last imprisoned. While in school, his parent, step-parent, or other person legally liable to maintain him, may be ordered, if of sufficient ability, to contribute a sum not exceeding 5s. per week. The order may be varied, and arrears may be enforced by distress warrant. The Secretary of State is now empowered to send youthful offenders who, before or after the passing of this Act, have been sentenced to transportation, penal servitude, or imprisonment, and pardoned on condition of placing themselves under the care of some charitable institution, to a reformatory school for a period not less than two years and not more than five years. There are other provisions to consolidate and amend the Acts on reformatory schools in England and Scotland.—*English Monthly Paper of the National Society.*

V.—Papers on Meteorology.

1. THE VALUE OF METEOROLOGICAL RECORDS.

The *Edinburgh Review*, in an article suggested by a recent investigation respecting the late Admiral Fitzroy's system of weather forecasts, makes the following observations. The Committee was appointed by the Royal Society, the Admiralty, and the Board of Trade, and recommend a discontinuance of the publication of the *forecasts of weather* by the Meteorological Department, while they attach the greatest importance to records of regular and careful observations. The Reviewer says:—

"There can be no utility in such vague, uncorroborated, and often unsuccessful daily forecasts of weather as have hitherto been issued by the Department. The Committee, therefore, wisely recommend the discontinuance of their publication, and they believe that in so doing they are borne out by the best practical meteorologists. M. Le Verrier, of Paris, who had attempted something of a like nature, has, it is said, given it up. M. Dove, of Berlin, is confining himself to a system of storm warnings, and even in this appears to find some difficulty. M. Matteucci, of Turin, was obviously in difficulty, even as regards the storm warnings, and the Committee 'can find no evidence that any competent meteorologist believes the science to be at present in such a state as to enable an observer to indicate day by day the weather to be experienced for the next forty-eight hours throughout a wide region of the earth's surface.' To this it might be added that competent meteorologists are by their aversion to vulgar and fallacious pretensions indisposed to take serious steps in this direction. They are now labouring to constitute this science as one of precise observation, and to disentangle it from popular prejudices and misconceptions. They relinquish the rod of the prophet for the pen of the recorder. They multiply observations, and diminish conjectures. By their present actions they say in effect,—We are busy enough with the work of to-day and will not concern ourselves with the probabilities of to-morrow. Discredit has been cast upon our studies by almanac-makers, and weather prophets. With such we have no con-

nexion, nor, whatever they may pretend, have they any with us. In the philosophical application as well as the etymological, of the word, such men may rightly be termed *lunatics*, and those who trust them may bear the same appellation."

The eloquent language with which the writer takes leave of the subject is not alone applicable to oceanic observations. Stations on land, both on the coast and in the interior of the country, are equally essential. The practical benefit to be ultimately expected from the patient observation of the action of the great laws of nature will be of as much value to the landsman as the sailor. We can, therefore, scarcely overestimate the importance of a continued system of simultaneous observations, widely extended and faithfully recorded. It is an interesting fact that thirty-nine new meteorological stations were established throughout the interior of Russia on the proposal of the Ministry of Public Instruction during 1865. The Reviewer thus concludes:—

"There would be something not merely very promising to science, but also very much akin to poetry, if we could justify the hope that every ship that sets out on a long voyage would not merely effect the interchange of commodities, but also at the same time be a marine observatory of meteorological phenomena. It is our national boast that all oceans are traversed by our vessels; how much nobler would be the boast that all oceans are traversed by our observers! What moral dignity would there be in the position of men able to brave the tempests of the ocean, not only by their own intrepidity, but with the resources of science, and trained by the acquired knowledge of long years of patient observation to elude their fury, and to escape their destructiveness! Storms will never be less, but men may be progressively more manly. Winds and tempests will never cease to rage, but men may learn calmly to contemplate what once overcame them with terror. The most intractable forces of nature, the hurricanes, that make mere sport of man's boldest buildings and strongest pillars—that lash the seas into fury and make mountains of the waves—may be anticipated in their course, charted in their career, and defeated in their issues. They may rage without ruining, and they may revolve without involving the human race in disaster and death. They may be looked for like the irremediable but half-disarmed evils of human life.

"But, in order that this may be anything more than a dream of the future, every navigator must become more or less a scientific observer—the barometer must be his companion and monitor. His pen must be ever at hand, and the log-book must become the record of a multitude of useful observations. By these the humblest mariner may contribute his mite of information, and not a sailor under canvass need despair of giving efficient aid in the grand general advancement. Every naval student should be so taught this science that he may, if opportunity occurs, do something for Oceanic Meteorology; and he may possibly add so materially to our present knowledge of the law of storms, that in time to come it may be said of him, not indeed as it was said of Franklin,

'Eripuit celo fulmen, sceptrumque tyrannis,'

yet in a like strain—He disarmed the storm by eluding it, he defeated it by anticipating its approach, and escaping from its fury; thus he stole its wings from the whirlwind, its terrors from the tempest."

2. THE APPROACHING FLIGHT OF METEORS.

The astronomers promise that on the morning of the 13th or 14th November next will be witnessed a most sublime celestial spectacle—a prodigious flight of meteors. Next in grandeur and sublimity to a total solar eclipse, or a great comet stretched athwart the starry heavens, is a great meteoric shower, such as was witnessed on the 13th of November, 1833. On this occasion, from two o'clock till bright daylight, the sky being perfectly serene and cloudless, the whole heavens were lighted with a magnificent and imposing display of fireworks. This display was seen all over North America. A similar display was seen by Humboldt at Cumana, South America, in 1799. A comparison of the epochs of the appearance of these great showers has led to the discovery that they are periodical, their returns being separated from each other by the third part of a century, or some multiple of this period, and are periodical appearances of one grand meteoric shower. Professor Newton, of Yale College, who has devoted much time to the investigation of the periodic character of these showers, finds that a prodigious flight of meteors, the most imposing of its kind, will make its appearance, probably for the first time in this century, on the morning of the thirteenth or fourteenth of November next. Only thirteen of these great showers are recorded between 903 and 1233. Such a rare phenomenon awakens a deep interest among all classes of persons, and preparations to observe this sublime spectacle, for scientific purposes, have already commenced in Europe. Let no one forget Tuesday and Wednesday nights, November 13th and 14th.—*Toronto Daily Telegraph and Evening Journal.*

S. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at seven Stations for JULY, 1866.

OBSERVERS.—Rev. W. F. Checkley, B.A.; Belleville—A. Rurdon, Esq.; Hamilton—A. Macallum, Esq., B.A.; Pembroke—Alfred McClatchie, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Stratford—O. J. Macgregor, Esq., M.A.; Windsor—A. McSweeney, Esq., M.A.

Table with columns: STATION, North Latitude, West Longitude, ELEVATION, Barometer at temperature of 32° Fahrenheit, RANGE, MONTHLY MEANS, DAILY RANGE, LOWEST, HIGHEST, Tension of Vapour, MONTHLY MEANS, WARM-EST DAY, COLD-EST DAY, MEAN.

* On Lake Simcoe. † On Lake Ontario (Bay of Quinte). ‡ On the Ottawa. § On the Detroit River.

Table with columns: STATION, Humidity of Air, WINDS, SURFACE CURRENT, MOTION OF CLOUDS, RAIN, A U R O R A S, WHEN OBSERVED.

6 Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.

c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds.

REMARKS.

BARRIE.—On 4th, lightning, 5th, lightning, thunder and rain. 7th, lightning and rain. 13th, lightning. 16th, thunder. 17th, lightning and thunder. Rain on 2nd, 4th, 5th, 7th, 8th, 17th, 18th, 21st, 22nd, 23rd. Barometer very steady during month; on 10th, at 1 p.m., 29.340. BELLEVILLE.—On 5th, thunder storm with lightning and rain at 1 a.m. 6th, thunder storm with rain between 1 and 4 a.m. 8th, (Sunday) lightning, thunder and rain. 13th, lightning and thunder between 2 and 3 p.m. with gentle rain for 10 minutes. 16th, distant thunder in N.W. very dark and chain lightning very vivid, pulsations 25; at 9.40 the cloud had passed towards N.E., and while the play of the lightning among the lower clouds was incessant, the great flashes from the passing cloud were at intervals of 3 or 4 minutes, pulsations 45. Wind still W., but velocity reduced to 1; at 9.45 clouds disappearing, flash still seen, thunder inaudible, no wind; at 9.55 p.m., cloud scarcely visible, and about 4 to 4.30 p.m. apparently approached from W.; a little lightning; the wind, previously N., began to blow very gently from W. after thunder commenced. Rain on 4th, 5th, 6th, 8th, 13th, 16th, 18th, 22nd, 23rd, 26th. Showers were generally gentle.

dense and murky; lightning in S.W., thunder and rain at 5.20 for 40 minutes, and showers in night. Rain on 2nd, 3rd, 4th, 5th, 7th, 8th, 13th, 14th, 16th, 17th, 18th, 19th, 21st, 25th, 28th, 31st. Storms of wind on 2nd, 3rd, 4th, 6th, 7th, 13th, 16th. Rainbow on 7th at 7.30 p.m. and on 16th at 7.30 p.m. Cherries (Oxhearts) ripe on 2nd; uncultivated cherries ripe on 18th. Chestnut trees in bloom on 19th. On 20th, Indian corn tassels appear; pumpkins and cucumbers in bloom.

PEMBROKE—On 4th, thunder and rain. 6th, thunder and lightning. 12th, frequent sheet lightning at evening in the east. 16th, lightning. 17th, thunder and rain. 24th, lightning. 27th, lightning, thunder and rain. Rain on 2nd, 4th, 5th, 8th, 17th, 18th, 22nd, 27th, 31st. Storms of wind on 5th, 9th, 12th, 28th and 30th. Some very heavy rain storms occurred during the month in this vicinity. Crops generally good.

PETERBOROUGH—On 4th, lightning. 5th, lightning; lightning and rain; thunder and rain. 8th, (Sunday) heavy rain in forenoon. 12th, faint aurora with sudden wind. 18th, brilliant and incessant lightning in bank of clouds at S.W. horizon. 14th, very faint aurora at 10.30 p.m. 15th, (Sunday) lightning. 16th, thunder; heavy thunder, lightning, rain and wind storm, from W.; silent lightning in the evening. 17th, storm of thunder, lightning, wind and rain from W.; much thunder and lightning during the day. 20th, heavy dew with fog. 21st, lightning. 22nd, (Sunday) thunder shower in afternoon. 24th, lightning. 28th, lightning, with thunder, wind and rain shower at 2.20 p.m. Rain on 2nd, 4th, 5th, 8th, 16th, 17th, 18th, 22nd, 23rd, 28th. Fogs, 20th, 24th, 26th. Solar halo on 19th, 20th, and 31st. A few small shooting stars observed on the nights of the 15th, 25th and 30th.

STRATFORD—On 3rd, rainbow at 7.40 p.m.; lightning in W. at 8.30 p.m. 4th, imperfect rainbow at 6.15 p.m.; lightning in E. at 8.30 p.m. 5th, forenoon very sultry and oppressive; about 11 a.m. dense nimbi appeared at horizon, but passed to N.E. and S.E.; about noon dense nim. again appeared in N.W., and at 12.15 p.m. a few peals of thunder heard, accompanied by a few drops of rain, wind being S.W., velocity 3; at 2 p.m. thunder heard in N.W. where dense nim. appeared stretching from W. to N.E., temperature of air, 79°; at 2.30 p.m., sky overcast with dark nimbi, low, moving from N.W. to S.E. rapidly, wind changed suddenly to N.W. and became very violent, velocity rising to 7, rain also began to fall, and lightning was first observed; at 2.45 p.m. rain very heavy and thunder loud, lightning very vivid till 3 p.m.; at 3.20 p.m., wind W 2, temperature 68°; at 4 p.m. rain ceased, depth .2673; lightning in W. at 8.20 p.m. 7th, thunder at 7.30 a.m., 6 p.m., 11.15 p.m.; very heavy rain at 10.55 p.m., for 9h. 20 min. depth 1.5340 in. 13th, lightning and thunder, 16th, warmest day for six years; thunder heard in W. 17th, at 2.20 p.m., thunder in S. where dense nim., wind N.W., velocity 1; 3.10 p.m. rain began; 3.20 p.m. wind S.S.E. 3; 3.30 p.m. wind E.S.E. 1; 3.35 p.m. lightning, thunder very heavy in N.W.; 3.45 p.m. wind E.S.E. 1; nim. very low moving slowly from W. to E., rain very heavy from 3.40 p.m.; 4.08 p.m., dense nim. in N.W. moving to S.E. very rapidly, wind N.E. 3; 4.10 p.m. wind suddenly veered to W. and N.W. and increased to 7, rain drifting through the air like snow; 4.12 p.m., wind N. 7; 4.25 p.m. wind N. 5, gentle rain; 4.30 p.m., wind N.E. 4; 5.30 p.m., wind S. 2; 6 p.m., wind S. 1, rain ceased, depth 1.0948 in; the changes of the wind during the storm were very remarkable. it having gone round the compass twice since 1 p.m., the direction of change (except 4.12 p.m.) being contrary to that of the hands of a watch. 22nd (Sunday) at 3.30 p.m. thunder and lightning in N.W.; 3.50 p.m. rain; 4.05 p.m. wind W, velocity 8, rain very heavy; 4.08 p.m. heavy rain and wind ceased; 5.40 p.m. rain ceased, depth .5283 in; this storm was very destructive in the adjoining counties of Wellington and Waterloo. 28th, thunder and lightning. 29th, thunder. Rain on 2nd, 3rd, 4th, 5th, 7th, 8th, 17th, 18th, 21st, 22nd. Fogs 26th and 27th. Wind storms on 3rd, 5th, 17th, and 22nd.

WINDSOR—On 3rd, thunder, lightning and rain. 7th, severe thunder, lightning and rain storm, reaching greatest height at 4 p.m., building struck by lightning at about 150 yards from observatory; no remarkable thermometric or barometric change observable; clouds came up rapidly from S.W. 8th, sudden change of wind from S.E. to N.E. 10th, sudden change of wind from N.E. to S. 11th, wind exceedingly variable, sudden change from S. to N.W. 12th, Aurora at 10.30 p.m.; night exceedingly calm and clear; arch from N.E. to N.W.; at first neither waves nor streamers, but at a later hour slight waves to the N.E.; dark cloud forming low on N. horizon under the arch of Aurora. 13th, lightning; meteor from zenith to S.W. horizon. 17th, lightning, thunder and rain. Rain on 1st, 3rd, 4th, 17th, 18th, 27th.

4. METEORIC INFLUENCES.

To the Editor of "Ottawa Citizen."

DEAR SIR,—In my meteorological notes which appeared in the *Citizen* some two weeks ago, I predicted the occurrence early in November, of the phenomenon of a 'shower' of meteors or falling stars, of which wet summers like the present, accompanied with violent auroral disturbances and electrical commotions, have been noticed to be the precursors. Since then, I see M. Arago, the celebrated astronomer has predicted the same occurrence fixing the date when these meteors may be looked for, viz: 13th and 14th of November; and he further states that it will be the last display of the kind this century, and will equal if not surpass that witnessed by Humboldt at Cumana in 1799.

Now, in conjunction with this approaching phenomenon, we may trace causes for the unusual amount of rain and the generally dis-

turbed state of the atmosphere with which we have been troubled. The violent rains have been by no means local, as the European, and even the Australian (Queensland) papers testify. This may be accounted for, from the earth, or even the whole solar system, having entered into or so closely approached the meteoric belt or zone, that the atmosphere is acted upon by its influence, and meteoric causes may be working, of which we know absolutely nothing from their seldom occurrence. It is a known fact that brilliant meteors are generally attended with violent rains or stormy weather, either just before or after; and why therefore should not the approaching 'shower of stars' also influence the 'flood-gates of Heaven'? If more attention was given to meteorological matters in our schools,—a knowledge of which is always useful, many changes of the weather may be foretold, and looked for without the usual almanac bore.

Yours truly,

S. B. SMALL.

Buckingham Village, Sept. 10th, 1866.

VI. Biographical Sketches.

No. 42.—THOMAS JAFFRAY ROBERTSON, Esq., M.A.

Died, at his residence, Victoria Square, on the night of the 26th inst., deeply regretted, T. J. Robertson, Esq., M.A., Head Master of the Normal School for Upper Canada, in the 62nd year of his age.

The late Mr. Robertson was born, educated, and spent the first half of his public life in Ireland.

When it was proposed in 1846 to establish a Norman School for Upper Canada, the Board of Education (now Council of Public Instruction) at its first meeting, July 21st, 1846, acceded to the recommendation of the Superintendent of Schools for the appointment of Mr. John Rintoul, A.M., (formerly of Edinburgh) head master of the National Model Schools in Dublin, provided it were concurred in by the National Commissioners in Ireland—authorizing "the Superintendent of Schools to communicate with the Irish National Board of Education relative to the appointment by that body of Mr. Rintoul, or any other gentleman they may deem competent, to the head mastership of the Upper Canada Normal School."

The Irish National Board highly approved of the appointment of Mr. Rintoul, and he conditionally accepted it; but shortly afterwards his wife was prostrated by a painful and at length fatal malady, which prevented him from coming to Canada, even after several months delay. Mr. Rintoul, therefore, withdrew his acceptance of the appointment, and his resignation of office under the Irish National Board, which proceeded to the selection of Mr. Robertson as head master of the Normal School for Upper Canada.

The letter which the Irish National Board directed to be written on Mr. Robertson's appointment, will enable the public to judge of his position in Ireland, and of his fitness for the office which he has so worthily filled during nineteen years in Canada. That letter is as follows:—

"EDUCATION OFFICE, Dublin, June 16, 1847.

"SIR,—We are directed by the Commissioners of National Education to inform you, that a letter from Mr. Rintoul was laid before them at their meeting on the 3rd June, acquainting them that he had at length been enabled to accept the appointment of Head Master of the projected Normal School at Toronto, and resigning into their hands the trust they had confided to him. The commissioners accepted Mr. Rintoul's resignation with feelings of regret for the loss of his valuable services. At the following meeting of the board on the 10th inst., another communication was received from Mr. Rintoul, of which we are desired to transmit you a copy; and, in compliance with the request therein contained, the commissioners permitted him to withdraw his resignation.

"Under these circumstances the commissioners felt themselves called upon to select, without delay, another person to fill the office of head master of the Toronto Normal School, in accordance with the request contained in your letter to them of the 25th July, 1846, and also in your letter addressed to Mr. Rintoul, dated 7th April, 1847, in which you state as follows:—

"Should you, however, not be able to leave Dublin for Canada by July, the board requests you will inform the Commissioners of National Education of it as soon as you are aware of your own inability to come to Canada, and that they will have the kindness to select another head master for the Normal School for Upper Canada, in the terms of my letter to the secretaries of the National Board of the 24th of last July."

"The gentlemen whom the commissioners have selected is Mr. Thomas Jaffray Robertson, who has been in their service since the early part of year 1832.

"Mr. Robertson received his education in Trinity College, Dublin, and obtained honors both in science and classics; and he was from a very early age engaged as teacher in the higher branches of instruction.

"He was appointed by the board, in the first instance, one of the inspectors of national schools, which situation he held until 1838, when he was brought into the central establishment to assist in the management of the inspection department. During the period in which Mr. Robertson was so engaged, he was, upon several occasions, deputed by the commissioners to conduct important and difficult investigations, relating to the management of national schools, and the conduct both of officers and teachers under the board.

"In July, 1845, the commissioners deemed it expedient to appoint four head inspectors with increased salaries, in order to give greater efficiency to the system of inspection. Mr. T. J. Robertson was the first person elected to this important office, an office requiring an intimate knowledge of the principles and working of the national system of education, and also the necessary qualifications for forming an accurate opinion of the discipline of the schools, the methods of instruction, the progress of the children, the fitness of the teachers, and the manner in which the district inspectors discharged their duties.

"The commissioners have much pleasure in bearing testimony to the highly satisfactory and efficient manner in which Mr. Robertson has discharged the responsible duties of these important situations; and they feel assured that the Canadian Board of Education may place implicit reliance upon his integrity, zeal, ability and discretion. The commissioners, therefore, confidently recommend him for the head mastership of the Toronto Normal School.

"Mr. Rintoul has, in compliance with your instructions, handed to Mr. Robertson the bills forwarded by you for travelling expenses and the purchase of school apparatus.

"Mr. Robertson will leave Dublin, at the latest, in the middle of July next.

"We are, sir, your obedient servants,

(Signed), "MAURICE CROSS, } "Secretaries."
"JAMES KELLY, }

Mr. Robertson arrived in Canada with his family in September, 1847; and by a singular coincidence "The official appointment" (as the minutes express it) "of Mr. T. J. Robertson as Head Master of the Normal School, was laid before the board and ordered for the signature of the Chairman, the 28th day of September, 1847—just nineteen years from the day on which the teachers and students of the school over which he had so long presided, and the officers of the department with which he had been so long connected, followed his mortal remains to their last earthly resting place.

Mr. Robertson entered upon his new duties with great skill and energy; and the ability and success with which he pursued them was evident from the fact, that the Normal and Model Schools of Upper Canada soon became through his labors, aided by able colleagues, the confessedly model training institution of America, a position which it occupies at this day in the estimation of American educationalists who have visited it, as well as in that of European travellers. Exemplary in private and domestic life, as he was faithful in his public duties, he illustrated his admirable methods of teaching and government in the thorough and practical manner in which he has educated—ably assisted by Mrs. Robertson—his most exemplary and excellent family of three sons and three daughters.

During Mr. Robertson's Head Mastership upwards of four thousand teachers have been trained in the Normal School—many of whom are now members, and some of them leading members, of the different professions of law, medicine and divinity, and hundreds of them are teaching in various parts of the country,—having given tone and character to the common school teaching throughout Upper Canada. One of them is an able master of the English Normal School in Lower Canada, and another (a student of the first session) is the present acting Head Master of the Normal School for Upper Canada—J. H. Sangster, Esq., A.M., M.D.—author of several excellent school text books, a most accomplished teacher and administrator of school government.

Mr. Robertson's loss of voice and failure of health have prevented him from discharging his official duties for several months, during which he gradually succumbed under the weight of his complicated maladies, with little pain and a devout and entire trust in the merits of his Redeemer, in whose hand he breathed his spirit the evening of the 26th September, 1866, in the sixty-second year of his age. His remains were brought to the Normal School buildings, where the council of public instruction and officers of the department, masters of the Normal and Model schools, and students of the Normal school, with other friends of the family, assembled. A chapter was then read by the Rev. Dr. Barclay, and short addresses were delivered by the Rev. Mr. Dewar (a Normal school

student of the first session) and Dr. Ryerson, and prayer offered by the Rev. Dr. Lillie; after which the funeral cortege proceeded to St. James' cemetery, when the service at the grave was impressively read by the Rev. Mr. Grasset, the rector and pastor of the deceased.

Extract from the Minutes of the Council of Public Instruction for Upper Canada, in regard to Mr. Robertson.

"This Council records the expression of its deep regret at the decease, after a protracted illness, of Thomas J. Robertson, Esq., A.M., who has, for nineteen years, been the faithful and able Head Master of the Normal School for Upper Canada. During that time Mr. Robertson, by his exemplary private life, affectionate assiduity and skill in teaching, and lectures and counsels to upwards of four thousand Students, who have been trained in the Normal School as Teachers, has largely contributed to improve and elevate the methods and characters of school teaching and government throughout Upper Canada."

Ordered:—"That a copy of the foregoing Minute be transmitted to Mrs. Robertson, for whom and whose family, under their severe bereavement, this Council desires to express the warmest sympathy, in the irreparable loss which they have sustained by the removal of one whom they, with a large circle of friends, so much loved and respected."

The public will learn with sincere sorrow of the death of our most esteemed citizen. Mr. T. J. Robertson died last night. For many years the Principal of one of the leading educational institutions of our Province, Mr. Robertson has been prominently before the public, and the high state of efficiency to which his skilful guidance has brought the Normal School shows how complete is the success which has crowned the labours of a long and useful life. A strict disciplinarian, as well as a true scholar, he was peculiarly fitted for the arduous duties of the post he has so well and faithfully filled. Though rigid in discipline, he was yet kind in the discharge of his duty, and among the many that will regret the loss we have all sustained, there will be few truer mourners than the numerous band of students throughout the Province, who can never forget how earnest he was as an instructor—how kind as a friend. But not only will the deceased be missed from the ranks of our scholars; of all manly recreations he was an ardent admirer, and in some of them himself a hearty sharer. Here, released from the cares of the class-room, his genial nature was fully shown, and by his many friends in the Royal Canadian Yacht Club—of which he was so long a zealous officer and member—his welcome presence will be sadly missed. By Mr. Robertson's death, our little band of Canadian authors lose a member, whose place it will be hard to fill. One of the valuable productions of his pen is now in use as a text book in our schools. To own his worth and sincerely regret his loss will be now a mournful pleasure with all those—and how many they are—who have benefited by the labours of his useful life.—*Toronto Daily Telegraph, 27th September.*

VII. Miscellaneous.

1. COMING FROM SCHOOL.

They are coming, happy children,
School is out and they're at play—
Coming through the lane and orchard,
Surely not the nearest way.

Rosy cheeks and eyes that sparkle,
Laugh that's ringing loud and free,
Constant din of childish prattle,
Not a heart but's filled with glee.

Roaming here and there 'mid flowers,
Playing drive, or take a ride.
Counting o'er the mountain frolics,
Source alike of joy and pride.

Naught care they for wealth or fashion,
Bonnets swinging in the hand;
Fairy locks are feebly waving,
Round the brows so deeply tanned.

Little hats are clutched half brimless,
Butterflies must now take care,
Earnestly, each youthful sportsman
Longs to take them in his snare.

Tiny feet are treading homeward,
By the brook and 'long the hill,

Pausing at each downy bird's nest,
And the rocks beside the mill.

Merry shout and songs and laughter,
Fall united on the ear,
Sweet enough to rouse the languid,
And the drooping spirit cheer.

They are weaving childish fancies,
Seeing through the golden light,
Every day, as it advances
Bringing something pure and bright.

Life with them is sport and pastime,
Earth a paradise of flowers,
And they revel 'mid its beauties,
Dreaming not of wintry hours.

Tell me not of their delusion,
Nor recite some woeful tale,
Better list to their rejoicings
Than to hear them sigh and wail.

Soon enough they'll share the anguish,
Soon enough will join the strife,
Bear the burdens and the crosses,
Know indeed what's meant by life.

2. PRACTICAL ABILITY IN ITS APPLICATION.

In the management of great and complicated negotiations, and also in those of lesser concern, where there are various interfering interests, requiring mutual adjustment and accommodation, often with little time to devise expedients, the man nowise substantially deficient in talents, who can only think or act according to a regular process, is completely outstripped by the ready use of those powers by which men conceive, judge and determine as by intuition. Many persons can make a set speech for a public assembly, if they have time for preparation, who are altogether thrown out if anything unexpected occur to derange their prepared train of thought, and their connected chain of reasoning; but how different is this slow and cumbersome process, from the facility and dexterity with which the accomplished orator draws his materials, in the instant, from the most remote sources of his knowledge, or from the readiness with which the man of science supplies himself with appropriate arguments and lucid illustrations, to confirm his theory or his hypothesis!

Any system of education, therefore, which promotes the development of those intellectual energies, which tends to create presence of mind, a ready command of the faculties, a fertility of expedients, spirit in the attempt, and celerity in the execution, must prove of incalculable benefit. These important processes of mind are apt to be impeded, rather than improved, by the common discipline and the ordinary routine of our systems of public instruction. Many, indeed, have doubted how far these high intellectual energies are at all within the reach of education. But no fair trial has yet been made. Why should not the attempt be hazarded, instead of dreaming on for ever, and slavishly following the beaten track, without any effort at improvement?—*Jardine's Philosophical Education.*

3. A CORRECT EYE.—ITS EDUCATION.

Speaking from my own experience of working men, I am satisfied that could we only pay more attention to educating the eye and bringing forth the often latent faculty of comparison, a most important benefit would result, not only to the workmen, but to the perfection of the manufactures of the country. Nine-tenths of all the bad work and botches that occur in our own business of engineers and machine-makers results from the want of that mere power of comparison and "correct eye" which is so rare amongst such classes of workmen; not that the faculty is absent—it is only dormant, having never been cultivated or educated as it ought to be; for it is of all faculties the most useful to a working man. The annoyance I meet with, and the vexation and loss I encounter from the simple matter of crooked work to be drilled into true is beyond all conception to those who are not practically conversant with the very limited power of workmen in general in this respect. When a workman has a correct eye, his work is not only executed with far greater despatch, by reason of not having incessantly to stop working and occupy his time in looking if he is working correct or not; but when such work results from a mechanic with a correct eye brought into action, by reason of all the parts being in true and accurate relation to one another, all goes off smooth at once, and is durable in proportion; and I am satisfied that the faculty of com-

parison is latent in all, and in most, capable of being developed by suitable teaching in youth; and knowing as I do its vast commercial value, I would most earnestly advise in all our schools, especially in those for the education of the working classes, that much time and careful attention be devoted to the cultivation of this almost invaluable, but at present totally neglected faculty.—*James Nasmyth, inventor of the Steam-Hammer.*

4. WHAT A TRUE GENTLEMAN IS.

A gentleman is not merely a person acquainted with certain forms and etiquettes of life, easy and self-possessed in society, able to speak and act and move in the world without awkwardness, and free from habits which are vulgar and in bad taste. A gentleman is something much beyond this; that which lies at the root of all his ease and refinement, and tact and power of pleasing, is the same spirit which lies at the root of every Christian virtue. It is the thoughtful desire of doing in every instance to others as he would that others should do unto him. He is constantly thinking, not indeed how he may give pleasure to others for the mere sense of pleasing, but how he can show respect for others—how he may avoid hurting their feelings. When he is in society, he scrupulously ascertains the position and relation of every one with whom he is brought into contact, that he may give to each his due honor, his proper position. He studies how he may avoid touching in conversation upon any subject which may needlessly hurt their feelings—how he may abstain from any allusion which may call up a disagreeable or offensive association. A gentleman never alludes to, never even appears conscious of, any personal defect, bodily deformity, inferiority of talent, of rank, of reputation, in the persons in whose society he is placed. He never assumes any superiority to himself—never ridicules, never swears, never boasts, never makes a display of his own power or rank or advantages—such as is implied in ridicule or sarcasm or abuse—as he never indulges in habits or tricks or inclinations which may be offensive to others. He feels, as a mere member of society, that he has no right to trespass upon others, to wound or annoy them. And he feels, as a Christian, that they are his brothers—that, as his brothers, they are children, like himself, of God—members, like himself, of Christ—heirs, like himself, of the kingdom of heaven.—*Quarterly Review.*

5. THE HABIT OF PROFANE SWEARING.

Profane swearing is an evil habit, degrading to the person who indulges in it, and injuring the public moral tone. Men who practise it cannot but feel humiliated, whenever circumstances may lead them to reflect upon their conduct. If individuals will use profane language, it should be at such times and places, that none but their Maker will hear—and thus avoid publicly perpetrating so great a moral crime against society,

We often tremble for the man who, in presence of others, and it may be within hearing of youth, or, worse still, in communication with his family, uses language that shocks the moral sense, and lead others, *perhaps* imperceptibly, to become as oblivious as himself to the proprieties of respectable society, and the duties he owes to his fellows.

The practice is often indulged in because it is considered *manly* to do so. No greater mistake can be made. The writer is now considerably past middle age, and does not remember ever but once having used a profane oath, and that was in boyhood, and in imitation of others; and that *once* is still painfully impressed on the memory; and he cannot now hear any man use profane language without losing all respect for that person—and this is no doubt the feeling prevailing in the minds of almost all respectable members of Society. Swearing and lying are *both* mean practices, which intelligent minds should avoid.

A profane oath by the party using it is often considered as giving force to arguments used—it does not do so. A man's word should always be doubted, so soon as he endeavours to establish it by a profane oath; for if he will thus dare his Maker, he will not hesitate to lie to his fellow man.

Our Volunteers! Our noble Volunteers! brave men for their country? how unseemly has it appeared to hear them indulging in oaths and cursing when going forth to meet their enemies—for aught they knew their great enemy, death. How sad that intelligent minds should be so obscured by this disreputable practice.

Our object in writing, however, is, more especially, to draw attention to this evil practice as it exists in our workshops, amongst our artizans—the bone and sinew of our town populations. Having spent at least twenty-five years at the *bench*, we feel and write as one of them; and, if asked as a father what we most fear for our sons, who intend learning some mechanical business, we answer—the contamination of *profanity* in the *workshop*. Why should this

be so? We have filled the various positions from the apprentice to the employer, and we unhesitatingly answer, it is an evil that need not exist if employers would but understand and attend to their duty.

If any person takes into his service youths, especially bound apprentices, who are to spend in such service their brightest days just preceding manhood, it is that person's duty, as far as in his power, to prevent them from being corrupted by evil communications during the hour of labour. We know whereof we speak. Where employees are under judicious discipline—a discipline that tends to make them respectable and respect themselves—they will respect their employers and render them cheerful and profitable service. The employee should know that the rules of his workshop do not allow of the use of profane swearing or filthy conversation; and that if he indulges in it, it is at the risk of loss of his position. These rules we have known to be strictly enforced, and with the most satisfactory results; but to be in a position to enforce such rules, the employer must keep his own skirts clean. We would retain no man in our employ for a day that would not submit to so wholesome a discipline, although his dismissal should cause us any amount of pecuniary loss or inconvenience.

Employers, as well as parents, have immense responsibilities resting upon them with regard to our youth, who are to be the men and women—aye the rulers—of the next generation. Let all see to it that they do not, for ease or lucre, shirk these responsibilities. Upon the good moral character of these youths does the future progress and well-being of our country depend.—*Journal of the Board of Arts and Manufactures for U. C.*

6. EDUCATION OF GIRLS.

Desultory and heterogeneous reading is the great evil of all young women. Our education (if education it can be called) is nearly ended by the time that our minds begin to open and to be really eager for information. When you men are sent to college we are left (such of us as are not obliged to gain our bread or to mend our own clothes) to positive idleness without any object, end, or aim to encourage any one employment of our mind more than another. Our imaginations are naturally more lively than yours, our powers of steady attention I think less than yours. What would you have us do? Entire frivolity or any and every book that falls into our hands are our only resources; and though nobody is more aware than myself that this sort of desultory reading during the first years of (mental) life does often much mischief and is attended always with a great waste of time, yet it has at least this good effect—*et scio quod loquor*—that a love of reading thus natural and thus indulged is often a happy preventive in future life against more serious follies, more pernicious idleness, and it is to be hoped may be counted upon as a real resource in those days when the attractions of the world and of society fade as much in our eyes as our attractions fade in theirs.—*Journal and Correspondence of Miss Berry, II. 313.*

Education partly gives us materials and partly skill to use them. So far as it gives skill by cultivating and training the mind, women's education is ordinarily arrested at the point before which skill cannot seriously be given. It is not true that a girl of seventeen can afford to shut up her books and amuse herself more than a boy of seventeen. It is not true that she is more eager to shut them up and amuse herself. But the modern world requires her to do so and has led her to expect it since she was seven. We think the world makes this requirement mainly because men prefer flowers to fruit. And when men mount their pulpits they term the result of their preference "female frivolity." . . . Until women are allowed education during the years when education is at once by far more of a pleasure and of a profit, it seems to me simply idle to affirm what nature allows or does not allow them to do in those regions wherein education in the largest sense is an essential pre-requisite.—*F. T. Palgrave.*

7. ALBERT COLLEGE.—BELLEVILLE.

Once Belleville Seminary; now Albert College: so named in a recent Act of Parliament, after the late beloved Prince Consort, Belleville Seminary, with new dignities conferred and new powers bestowed, takes her place among the Universities of the land. Having power to confer degrees, it remains for her friends to make her what she should be, an honorable and honored University of this Province.

Our Board of Management at its late Sessions appointed and empowered a Committee to seek of the Provincial Parliament such an amendment of our Act of Incorporation, as would change our name and enable us to confer Degrees on students that had completed a good and sufficient Course of Study. In pursuance of their instructions, this Committee after considerable effort, has succeeded in

accomplishing the object of the Board: and Albert College, to all our interests and necessities, a University, is ours to effect the very purpose for which the "Seminary" was originally erected.

New power implies new responsibility.—To a free being before an intelligent community and a just God, power and responsibility are commensurate. The one keeps pace with the other. We would not then flourish our abilities without feeling our obligations. The men who direct our educational affairs, saw that the very work we designed to effect in establishing a school must after all be undone, if we would not educate and graduate, and thereby retain our young men, therefore the application for this increase of power. And thankful should we be that it is secured, and determined to make ourselves worthy of it. We lift our heads for keen and vigorous competition. And we are able for it. Young men that we have sent to the Provincial University have passed, in the words of the Registrar, "a creditable examination." By liberality in our patrons, by diligence in our teachers, and by fidelity and care in our Senate, we may acquire for ourselves a fair fame and noble rank among sister Institutions. And so we have retained all our former abilities and acquired new ones, we ought to be better able to do our work for the Church. Let us unite then, brethren, and place ours in the van of Universities.—*Canada Christian Advocate.*

8. EGRESS FROM PUBLIC BUILDINGS.

We have had on our file for some time, and omitted to notice, an Act which was assented to on the 15th August last, and is of considerable importance for the public to know. It is to regulate the means of egress from public buildings, and corporate bodies, or proprietors of such, had better take notice of its provisions. The first section enacts that in all Churches, Theatres, Halls or other buildings in this Province hereafter to be constructed or used for holding public meetings, or for places of public resort or amusements, all the doors shall be so hinged, that they may open freely *outwards*, and all the gates of outer fences, if not so hinged, shall be kept open by proper fastenings during the time such buildings are publicly used to facilitate the egress of people, in case of alarm from fire or other cause. The section enacts that Congregations or others owning Churches, and individuals, corporations and companies owning Halls, Theatres, or other buildings used for the purpose of holding meetings, or places of public resort or amusement, shall, within twelve months from the passing of this Act, be required to have the doors of such Churches, Theatres, Halls or other building, so hinged as to open freely outwards. The penalty for violation of the Act is a fine not exceeding fifty dollars, and a farther sum of five dollars for every week succeeding that in which the complaint is made, if the necessary changes are not made. And Congregations of every description, Incumbents, Church Wardens, Ministers or Trustees are held liable for their different societies or congregations for any and every transgression of this act.—*Montreal Transcript.*

VIII. Educational Intelligence.

—YORK MILLS SCHOOL TEACHERS' ASSOCIATION.—The teachers of the above association met on Saturday, Sept. 22—Mr. Watson in the chair. The Errors of the School Room formed the subject for discussion, taken from the *Journal of Education*:—1. Want of order. 2. Teachers generally talk too much. 3. Waste of time at recitation in asking questions. 4. There are too many "is its." 5. Scholars help each other too much. 6. All scolding, threatening, and harshness are errors. 7. Time is waste in coming to order at morning recess. 8. Time is lost in coming to and going from class. 9. Too many studies. 10. Too many hours spent in recitation, too few in study. 11. Reviews neglected. A very animated discussion ensued on number 1 subject, in which all the members present heartily joined. The main feature, in which all agreed, was—that perfect silence is secured most effectively when each pupil is diligently employed, and with, at the same time, an object in view by being so engaged. Another view of the same subject was next brought forward, namely:—The effect of noise in distracting attention. It was argued that in the busy occupations of life men have to make calculations and compose under all circumstances, and from this fact it was inferred that if, during school hours, a pupil was subject to such annoyances, he would be more fit to encounter the difficulties of actual life.

XI. Departmental Notices.

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

Public notice is hereby given to all Teachers of Common

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

GRAMMAR SCHOOL REGISTERS.

A new edition of the Grammar School Register is now ready for distribution. Copies of it (and of the Common School Register) will be sent to county clerks on their application—from whom Grammar School Trustees can obtain them.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department.

COMMON SCHOOL MANUAL FOR UPPER CANADA.

A copy of the last edition of the Common School Manual for Upper Canada, is supplied gratuitously to all new School Sections in Upper Canada. To other Sections the price is thirty-five (35) cents, inclusive of postage, which is now payable in advance.

All Local Superintendents retiring from office, are required by law to hand over to their successors the copies of the School Manual furnished to them by the Department, and all other official school documents in their possession. Extra copies of the Local Superintendent's Manual can be furnished for fifty (50) cents, including postage.

INDISTINCT POST MARKS.

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

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

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

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

verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

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

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

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

CANADIAN SCHOOL CHARTS AND DIAGRAMS.

THE UNDERMENTIONED DIAGRAMS AND CHARTS, prepared by experienced Teachers and others, resident in Canada, are kept for sale at the Educational Depository. When ordered with Maps and Apparatus, the One Hundred per Cent, is allowed on them by the Department.

1. **A Chart of Natural History.**—A beautifully prepared coloured diagram, shewing at one view the various divisions of the Animal Kingdom. By ARCHIBALD McCALLUM, Esq., M.A., Principal of the Central School, City of Hamilton. With Synopsis, or Hand-Book, of Natural History. Size, 30 inches by 37. Price: Mounted, Coloured and Varnished, with Hand-Book, \$1 38.

2. **Geometrical Diagrams.**—Being the whole of the First Six Books of Euclid at one view. By MR. HENRY BROWNE, Principal of the Temperance Street Academy, Toronto. Size, 49 by 42 inches. Price, with Explanatory Sheet, \$1 50.

3. **A Genealogical Tree of the Royal Family of Great Britain.**—A symbolical Oak Tree. By Mr. John Malcolm, Woodstock. With emblematical border, the whole handsomely coloured. Size, 41 inches by 30. Price, \$1 50.

4. **The Historic Tree of British North America.**—An emblematical Tree, shewing the various periods of British American Colonial History from 1492 to the present time. By J. P. MERRITT, Esq., of St. Catharines. Handsomely printed in tinted colours. Size, 34 inches by 25. Price, Mounted and Varnished, \$—.

5. **Chronological Chart of Contemporaneous Dates in the History of Judea, Israel, Nineveh, Babylon, Egypt, Syria, Persia, Greece, Phœnicia, Carthage, Troy and Rome.** By T. J. ROBERTSON, Esq., M.A. Size, 24 inches by 16½. Price, singly, 13 cts.; Mounted on Rollers, 38 cts.

6. **Parsing Tables.**—(1) Grammar School Table for Parsing Latin. (2) Ditto, ditto for Parsing English. By T. J. ROBERTSON, Esq., M.A. Size, 34 inches by 22. Price, 8 cts. each.

In Course of Preparation :

7. **A Chart of Geology.**—Designed specially to illustrate the Geology of Canada. With numerous illustrations of Fossils, &c. Compiled from the most recent authorities, by JOHN D. EVANS, Esq., Provincial Land Surveyor. Size, 49 inches by 33. Price, Mounted on Rollers, \$—.

8. **A Chronological Chart of British American History.**—Arranged on a Maple Tree, and characteristically coloured. Size, 42 inches by 30. Price, \$—.

SCHOOL INK WELLS.

THE following INK WELLS have been manufactured in Toronto and are for sale at the Educational Depository:—

No. 1. Plain Metal Ink Wells, with covers, per doz. \$1 50
No. 2. Improved Metal Non-evaporating Ink Wells, per doz. 3 00
No. 1 is a wide-mouthed well, designed to be let into the desk. It has an iron cover to screw over the top so as to prevent the dust falling into the ink.

No. 2 consists of three pieces: A circular piece to let into the desk, and to be screwed to it; it has a rim on which the well rests; over this is placed a cap which covers the top of the well. It has a small aperture for the pen, covered with a movable lid.

It possesses the following advantages:—1. The ink is not liable to be spilled; 2. It effectually protects the ink from dust; 3. It prevents evaporation, owing to the covers and the small size of the aperture; 4. It has facilities for cleaning, but, the cover being screwed down, does not allow the pupil to take it out at his pleasure; 5. It is not, like glass, liable to breakage.

SHORT ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in *postage stamps* or otherwise.

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

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