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REVEREND EGERTON RYERSON, D.D., LL.D.,  
*CHIEF SUPERINTENDENT OF EDUCATION,*

BY

J. GEORGE HODGINS, LL.B., F.R.G.S.  
*DEPUTY SUPERINTENDENT.*

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## RECENT EDUCATIONAL SPEECHES IN ENGLAND.

JOHN ARTHUR ROEBUCK, ESQ., M.P.

BENEFITS OF EDUCATION TO THE WORKING MAN.

FROM an Address on Education delivered by Mr. Roebuck in a Congregational School House in Dorsetshire we make the following extracts:—

“As it is my wish to point out to the working man the great advantages of education, I will speak firstly of Education as giving him the means of raising himself among his fellows, of carving out for himself a great fortune among his fellows. Now this, Sir, seems to me to be a great mistake. Very few people can draw prizes in the great lottery of life: where one man makes his fortune a million must rest where they began. Therefore, the great object I have in view is to point out to the working man the benefits—the great benefits which he may derive from education itself—to make him understand that his life will be purer, his life will be better, his life will be a more virtuous life if he has obtained the benefits of education. I don't point out to him such great examples as George Stephenson, who at eighteen years of age did not know how to write; that man taught himself how to write, taught himself everything that he knew; he acquired a great fortune, and was, in fact, the father of all the railways in England. That man's life is almost a miracle, and I would not point out to labouring men him as an example, because millions of labouring men cannot attain that which he attained. But every working man can get the benefits of education, can derive the advantages, such as no other means can give him, which would make him a happier and better man. (Applause.) Now, sir, it is not for me to say

whether among the various races of mankind one is better or more capable than another; but we say this of the race to which we belong, that we are among the foremost of mankind: that England has exhibited in all her classes the greatest possible greatness to which man can rise. (Hear, hear.) Our nobles, our gentry, our merchants, our clerical class, our lawyers, our farmers, our working men, have shown themselves to be among the foremost of mankind. Therefore I say to you who are among the working men of this country, who are possessed of great intellect, which God has given you, but from the want of education have not the opportunity of making use of it, it is indeed like the bright diamond hidden in a dark cave:—

“ Full many a gem of purest ray serene—  
Full many a flower is born to blush unseen  
And waste its sweetness on the desert air.”

So it is with my fellow countrymen. There are millions of you who are possessed of great abilities, of wonderful capacity, who are bound down and grovelling in a state of ignorance. Why is this, sir, I would ask you? What are the pleasures of an ignorant man? I would ask you to make a comparison between the pleasures of that man and those of the educated man, and by that comparison would woo you to see that intellect exalts each man who has availed himself of the advantages of education. And why? The uneducated man is born to labour, and passes the greater portion of his life in labour; but there are hours when he is unemployed, hours of leisure. And how does he employ those hours? Unfortunately, for the most part in sensual enjoyments, by which he recreates himself, by which he gets rid of that which is more painful than labour, the tedium of his leisure time which sometimes he acquires. Now, sir, what does an educated man do? His enjoyments are multitudinous. No hour of any man's life may be without the enjoyment of a book. No matter what may be your state of mind, no matter what may be the state of mind of those who surround you, a book is ever your equable, calm, and generous friend. You open it, and there is spread out before you the wealth, and mind, and language of the author. On every occasion he is willing to come forward and benefit you. I would say to you, learn all that the knowledge by which you are surrounded can give to you: and there is one thing above all others which I desire you to remember, and that is that it is within the reach of every working man to attain to pretty nearly all the enjoyments of civilized life. I am not speaking of the enjoyments which wealth gives. All the pleasures of civilized life are

within the reach of all classes of society, but they are only to be obtained by the improvement of the intellect. I am one of that terrible class of politicians called Radicals. My Radicalism, however, does not consist in putting everybody down; my desire is to raise everybody up. (Cheers.) I believe the working men of England have—and I say it advisedly—as much power of obtaining all the elegancies of life as the man who dwells in a palace. Suppose now—and let me urge this upon your attention—suppose a young man marries early in life and becomes the father of a family, and that family grows up into boyhood and girlhood. Suppose the children are instructed and the father is not. The father, if he be a good man, stays at home in the evening with his wife and children; he does not go abroad for excitement, but his children, availing themselves of the knowledge they have acquired, read to that father, and thus convey to him the knowledge which they have obtained by means of availing themselves of the advantages which associations like this bestow. It is that more than anything else which I wish to point out to my fellow countrymen. Foreigners invariably remark that though in England there is perfect liberty, a man may say anything he pleases so long as he do not injure his neighbour, and may do what he likes so long as he do not injure his neighbour—there is no great potentate to say you shall not print, you shall not speak, you shall not think; any man may speak, think, and do what he likes, so long, as I have said, that he do not injure his neighbour. Yet the foreigner remarks that between the various classes of Englishmen there is a greater chasm and a greater separation than there is in any country on the Continent; that the labouring man in England is not in any way a companion for, and has no means of consorting with the gentleman; and it is true. The gentleman, also, although he may be kind in his behaviour, though he may be a good man in all his relations of life, yet he shrinks from the bench of the labouring man. Why is that? It is because the labouring class of this country is not endowed with the winning manners that the labouring classes of other countries possess. Now I want to break down this barrier of separation; I want to make the labouring man in all things—in his character, in his manners and his intelligence—quite equal to any other man in the country.

#### EVILS OF KEEPING CHILDREN FROM SCHOOL.

Now, we are told here this evening that the little people, the quarrymen, go to work at seven years of age. This is a mistake on the part of parents. (Hear, hear.) It is throwing away their capital, it is living upon their capital. If you sent your children to school until they were of the age of twelve, and then had them back after they had gained the means of acquiring knowledge of an elementary character, the education given them would be far richer for the poorer class of men than if they were sent to work when seven years of age. Now, Sir, I will endeavour to address myself to those who are striving to educate the class by whom they are surrounded. The great difficulty you have in educating the people is that the fathers take their children from school too early, but if they were told, by allowing their children to remain at school until the age of twelve, what advantage they could acquire from the habit of reading, what great use and great pleasure they could obtain for themselves by acquiring the habit of writing, and what great advantage they could obtain by acquiring the first rules of arithmetic, every one of them, I think, would say with us that it was a great point gained. (Cheers.)

#### ADVANTAGE OF SHORT SCHOOL HOURS.

Now, Sir, it happens that amongst my friends, one who is very enthusiastic, one who has paid great attention to the subject of teaching, with his friends, has endeavoured to find out whether the hours of instruction might not be greatly shortened, and I moved, Sir, in the house of Commons for this return, which I believe was printed by order of the House of Lords. This is a return containing an inquiry into the advantage of what is called the "short time" system in teaching. My friend and his friends thought that the time of children was occupied too much in teaching and that their minds were strained and overburdened, and that they did not learn nearly so much as they would if half the time were employed in teaching them, and they advised the adoption of the short time scheme—taking half the usual time for instruction, and the other half for drilling them as Volunteers are drilled and as sailors are drilled. They employed these means, and the consequence was that the children who spent half their time in scholastic instruction learnt quite as much as those who spent their whole time at it, and that they freed themselves from awkward habits by means of the Volunteer and naval drill. Now, I wrote to my friend when I was first spoken to on this subject, asking him to tell me what he thought on the question, and he wrote me a letter which, with your permission, I will read. It is very instructive and very amusing. The hon. gentleman then read the letter of his friend, in which the writer said that the systematic infliction of punishment, mental as

well as bodily, inseparable from the old plan of teaching, was altogether wrong. He made it a rule to discharge any groom who whipped his horse, for where one required punishment 99 out of 100 were spoiled by it, and so it was with children. Schoolmasters in the half-time schools and schoolmasters in some of the best schools in the land never used corporal punishment. With respect to the reduction of long hours of study, he was of opinion that after too long a period of sedentary confinement, the attention of the pupil would flag. A good teacher would adapt his lessons to the capacity of the child, and would make the value of the lesson sustain itself by the interest he infused in his manner of teaching. When the voluntary attention of the scholar flagged, when coercion was required to keep up his attention, then it was time to stop. The writer proceeded to mention what he had been told by Sir Edward Hay, who had great acquaintance with children, respecting a small school which he had visited. The hours were reduced from six to four, and the system of drilling had been adopted, and during the first year of the new plan the number of non-attendants on account of illness was but one-tenth of the number formerly. The reduction of the long hours was the reduction of great weariness, and the consequence was that the number of malingerers, or those who shammed illness, was very great. The scholars were not now so desirous of escaping from school as formerly, and did not wend their way to school with such gloomy forebodings of punishments as before. The children, the writer continued to say, should have just enough of lessons to give them a relish for play, and just enough of play to give them a relish for their lessons. The physical and mental exercises should be so adjusted as to stimulate each other. One point (continued the writer) to be enforced in connection with the half time school system is that instead of sacrificing the domestic economy to the school, the school adapts itself to the domestic economy. Children cannot too soon be got into the moderate exercise of the business of life, and the half-time system, if it is properly alternated, should have reference to the actual business and duties of life, while the elementary instruction should make the children cheerful and happy. The first object is to enable children to read to their parents at night, and every boy who has acquired the necessary education is thus in a position to derive all the pleasure and advantage that reading gives to the reader.

#### VOCAL MUSIC IN SCHOOLS.—AN ILLUSTRATION.

In all elementary classes vocal music ought to be encouraged as a means of cheering the family circle. I will stop one moment here (continued Mr. Roebuck) to describe the school that was established by Mr. Ottery, a clergyman of the Church of England, who has a cure at Windsor, and who is also a teacher at the school at Eton. At his invitation I went down to Windsor, and saw a new building raised entirely by the people who supported the school. The school was after this fashion. Within, the children were singing, not ballads, not wild songs, and not, if I may use the phrase, black-guard tunes; but they played the whole of the *Messiah* of Handel, and sang the great parts of that great work. I went down afterwards and saw a band of Volunteers out of the school, who marched into a building underneath, for it happened to be bad weather, and a finer set of young fellows I never saw. They were all working mens' children, the sons of railway porters, the sons of farm labourers, the sons of servants—they were all the sons of working men, and these boys were as thoroughly gentlemanly in their manners as any of the young gentlemen at Eton. I never enjoyed a day of more happiness than the day I beheld that school. Mr. Ottery told me that one of our consuls at a port in the Mediterranean wanted a servant, and he sent him one of the boys out of his school. No sooner had the gentleman got him over than he said, "This boy can do a great many things; I will make him my secretary." Soon afterwards the secretary wrote to Mr. Ottery to send him another boy out for his servant, and, accordingly, another boy was sent out, and thus became the servant of his fellow-scholar. (Applause.) Now, this is a proof that education does not simply mean the education of the intelligence, but the boy's manner, his whole character, to make him so that his master, like the consul, could trust him in any real difficulty, or in anything of a serious character—trust him, in fact, sufficiently to make him his secretary. But, Sir, I do not adduce this as a thing that may happen to a great number of people, but I adduce it to show that the kind of teaching at that school made the man in all his thoughts, his feelings, his way of dealing, a gentleman, although he was but a labourer's son.

#### ADVANTAGE OF MILITARY DRILL IN SCHOOLS.

Now, Sir, I have here a report which contains a series of evidence from which I have made a great number of extracts. One extract is the evidence of the schoolmaster of a district workhouse in North Surrey, and to this statement I wish particularly to call your attention and the attention of my young hearers present. The question put to him is, "What has your experience of military drill been in mental and bodily drill?" The answer is, "The effect of military

drill will best show itself by its discontinuance. In 1857 the drill master's services were dispensed with by the guardians. The consequence was to make the school altogether another place. In six months we lost £200 in wear and tear of clothing, breaking of utensils, breaking of windows, pulling up grating, spoiling the walls; in fact, a spirit of insubordination pervaded the house. In the workshop they were insubordinate, and the master shoemaker and master tailor called upon me to coerce these boys. This state of things induced the guardians to reinstitute the drill, and the school then changed back again, the ordinary behaviour was resumed, and they were all kindly and well disposed." Now, Sir, I ask you to look at that fact; I think it will give much important and useful information. Well, what conclusion do I draw from these observations? It is this,—that there is no man among us so poor but that he is able to send his child to school, and send him for a sufficient time to learn that which by this system can be gained. When you come to read that report you will find that man after man, schoolmaster after schoolmaster, say,—take a child to a well-instituted infant school, teach it to read, teach it to write, and give it all other elementary instruction: well, suppose the child is in the school till he is seven years of age, which is a long period for an infant school, at the age of ten he will have received an indelible education; he will have received the means of enjoyment through life; his whole frame of life will be so fashioned that he will be industrious and civilized. This, Sir, seems to me a most encouraging and cheering thing; it shows us that we have driven away a mass of ignorance and folly which before obstructed us in our work of education.

#### DUTIES OF THE WELL EDUCATED CLASSES TO THE SCHOOL.

Now, Sir, I will address myself to the gentry around me. It is not sufficient to instruct a man in reading, writing, and arithmetic. If you leave him there, you merely put the instruments into his hands that make him more mischievous than he was before. What you have to do when you give them these instruments is to fashion them properly, and especially his manners, and then, after you have given him these instruments, you launch him upon the stream of life, and he is sure to find a safe and happy harbour. Now, Sir, one of those teachers says he always persuades ladies to visit his school. Their manners, their behaviour, are looked upon by the children—and what so observant as a child? They look upon what passes around them and see the great beauty of good manners. If you compare the manners of an educated man—and I use the word largely—and those of the uneducated man, is not the one gentle, kind, and good natured—is he not the life and the pleasure of the society in which he lives? Is not the other, cruel, morose, and selfish? There is no greater difference between the uneducated man and his fellow labourer, the ox, than between the uneducated man and a man like Newton. What a difference we can make in this respect! It is within our own hands; we have the means within our grasp; and it lies more with the gentry of this country to pervade with their kindness of manner and tenderness of feeling the working classes around them. It behoves them to do this; it is their duty to do this. It is not simply that they have the greater means because they are wealthy, but they have great means by means of their example. If they were to mix more with the labouring classes—and where better than in the school?—if they were to mix more with and take more interest in the existence of their fellow men who live around them, their presence would be as the sun shining upon the cold earth, bringing up and vivifying the seed that is within it.

#### MR. ROEBUCK'S PERSONAL REMINISCENCES.

A vote of thanks was then awarded to Mr. Roebuck. He said: The rev. gentleman who seconded this vote of thanks alluded to my efforts in the House of Commons. I may, as an example and an illustration, say one or two words. Very early in life, having been connected with those who took a part in the affairs of the nation, formed a resolution that I would also be a member of the House of Commons. But I thought there was an education to be gone through before I offered myself as a member of Parliament, and that education to me was quite as difficult as the education you are about to give. I went through it with great labour, but I went through it (hear) with great pain, but still I did go through it (cheers), and I believe that what good I have been enabled to do is the result of that education. Now, I will apply this as an argument and illustration to you. You have life—now I am talking to the young people—you have life; God has given us this earth to be the means of our enjoyment. He has so given it that for the purpose of enjoying it we must work out the means, and in this intelligence and labour are necessary. Labour you are ready to give; intelligence I entreat of you to obtain. Inasmuch as this world will not give up its riches but to those who are intelligent and industrious, I ask you to acquire that knowledge by which you may be prosperous and happy, and I am sure you will be compelled to be industrious.

#### II.—THE RIGHT HON. LORD STANLEY.

##### PRACTICAL GOOD OF SCHOOLS OF SCIENCE.

On the 8th ult. Lord Stanley, M.P., presided at the prize delivery of the Liverpool School of Science. The noble Lord, before presenting the prizes, said such a School of Science was peculiarly fitted for a town like Liverpool, whose population had quadrupled in the present century, whose trade had doubled within sixteen years, and which was even now increasing, with a growth yearly more rapid. The practical good to be derived from schools of science is twofold: first, it tends to give men practically engaged in various pursuits of knowledge the principles which they have to apply; secondly, it enables them to work intelligently as men, and not blindly as machines. Partly, also, it serves to correct a vague, loose habit of thinking, by a training more strict and severe than that of ordinary life.

##### DEFECTS IN THE SCIENTIFIC EDUCATION OF THE UPPER CLASSES.

Even in the education of our upper classes, too much time is given to the study of the work of man, and too little to that of nature. There is no reason, as times are, why a young lad should not go up to college after having carried off the highest honours of a public school, perfectly well skilled in Greek and Latin verse, who may hardly be able to give a rational explanation of why a river runs downhill, or why the heating of water in a boiler makes a ship move. I disparage no kind of culture, but object to that exclusive devotion to any which practically excludes science. Those who really learn anything get a very one-sided teaching; and those to whom such studies are not congenial learn nothing at all but habits of idleness. At the best foreign schools it is otherwise, and, however ours may excel them in moral and physical discipline, in point of intellectual training we have something to learn from them. With regard to the other part of the subject, I believe no one here who has looked into the history of inventions, especially as applied to the manufactures of this country, can be unaware how constantly it happens that men have arisen from the ranks, and have worked with their hands before they worked with their heads. Men like Crompton, Arkwright, and the elder Stephenson—and living instances are not wanting—have been the authors of the most important practical applications of science to industrial purposes. Now, such men I would call as witnesses to the value of a school like ours. You may say, "If they have succeeded, what need for their successors of advantages which they had not?" My answer is, "You know what has been done, but you don't know what might have been done." Brain power is too rare and valuable to be allowed to run to waste; and if it were possible to take stock, and see how much has been employed, we should be astonished at the labour, perseverance, and ingenuity expended, either in trying to solve impossible problems, or wasted upon problems which already have been solved. In the one case the discoverer is looking for that which cannot be found: in the other, he is like a man toiling through a dense untrodden forest, cutting his way at every step, and ignorant that within a few yards of him there is a good made road leading to the point where he wants to go. I am not talking of what is called popularising science; of all kinds of cant which have hindered the advance of education, that is about the most foolish. In one sense science will always be popular, in another always exclusive. You will never have in any rank more than an infinitely small majority whom such pursuits will really attract; but, as an equal chance in what rank of life such men will be found, our design is to give to all within our reach an equal opportunity of developing in that direction such faculties as they may possess.

##### DEMAND FOR SCIENTIFICALLY EDUCATED ARTIZANS.

There is one word here for the common objection of "What will you do with your carefully-trained student, when you get him?" Every manufacturer in Lancashire will tell you what is his use and value. The demand in ordinary times far exceeds the supply, and if that be so under our present system of employment, it will be even more so under the influence of that co-operative system which is slowly but certainly extending itself in every great English town, and which is, as I believe, destined to modify the relations of labour and capital. It is to industrial science that we must look, undoubtedly not as a sole, but as an indispensable means towards the development of a higher civilisation. There is a slavery which we all want to do away with—the slavery of man to man; but there is another kind of servitude, less bitter, because not created by the tyranny of man, but of circumstances—that of those whose whole existence from day to day, and from youth to mid-age, is an incessant, unrelieved struggle to supply their simplest bodily wants. What is the first step to raise to a better and sounder position? Laws can do nothing: charity can only do what, generally speaking, is worse than nothing. What they want is to have a part of their drudgery taken out of their hands, to have slaves who shall work for them, not human slaves—God forbid!—but to be able to summon to their aid



those hidden powers of nature which it has pleased our Maker to subject to the control of man's intelligence and will—the winds of heaven, the water of our rivers, the forces stored in our coal-fields—multiplying a thousandfold the power of human muscles, and giving leisure therefore for human thought.

IMPROVEMENTS IN MACHINERY BENEFICIAL TO MASTER AND WORKMAN.

I know it is sometimes said that improvements in machinery have benefited the capitalist, and not the operative. Is that true? Do you think it true? I wish I could appeal to those who are personally concerned. There cannot be a more unfavourable moment for comparison than the present; but even now, is there an operative in Lancashire who would wish to go back fifty years, when there was far less machinery than now, or a hundred years, when there was no machinery at all? Such a question answers itself. There may be temporary loss and suffering in every change, for our society is old, and its arrangements are necessarily complicated; but the history of science is the history of improvement—of conquests of man over nature won and never lost again; of victories which benefit all and injure none—of the produce of all the earth applied to the use of all, intelligence substituted for brute force, skill of toil, of life lengthened, disease rendered less severe, leisure more abundant, knowledge more ample, and man better fitted for the higher destinies which I believe it is the purpose of Providence that he should fulfil. Gentlemen, if in any, even in the humblest degree, our school assists in the accomplishment of this great purpose, it will have fully answered the ends of its promoters.—*English Journal of Education.*

III.—THE RIGHT HON. LORD BROUGHAM.

REVIEW OF BRITISH EDUCATIONAL PROGRESS DURING 1863.

The venerable Lord Brougham in his inaugural address as President of the Association for the Promotion of Social Science, thus reviews the British educational topics and progress of 1863:

The progress made in the department of education during the last year has been very solid, though less showy, than that recorded at our former meetings. The half-school system of training, physical and mental, has been adopted in the army by the Education Council. The Commission of Inquiry into the employment of children in various manufactories have reported in favour of the half-school plan. The attention of all engaged in the management of schools to the physical as well as mental training of children has lately been recommended with great power in a most able, though unpretending, tract by a well-tryed teacher, Mr. Wilmot, of Cheltenham—a tract full of important matter upon education, the result of the reverend author's experience, and judiciously expounded. Mr. Chadwick has fully examined the plans of instruction pursued in various seminaries, and the result of his inquiries has been in many important particulars favourable to the schools and teaching in Scotland. The Educational Institute of Scotland, at its last yearly meeting, received an address of its president, Mr. M'Master, containing important suggestions on the training of candidates for examination. But the objection to all superintendence of Boards or other bodies authorized by Government on the ground of expense that might be saved is more than doubtful, and deserves full inquiry in our Educational Department, as does the great controversy between the Privy Council and our worthy colleagues the Lord Advocate and Mr. Black upon some points, especially the support refused to Ragged Schools. It would be wrong to pass over the fact of the Scotch system having for more than a century anticipated the important step of late taken in England, of granting substantial advantages to competitive examination. Reference is here made to the general course of advancement by bursaries in the schools, and by exhibitions in the Universities, of which there are only a very few instances out of Scotland. These benefits extend to all ranks. A distinguished professor in one University had in early years worked at his father's loom. A learned friend of mine, who became judge in the Supreme Court, owed his education at Oxford to an exhibition from Glasgow College. He was a baronet's son; but the son of a peasant on his estate might have gained the same place at Oxford, and then, instead of being called to the Bar, would probably have gone into the Church. The mixture of ranks in schools, male and female, has important advantages, both social and political. It is impossible to avoid remarking the wholly erroneous influence against education drawn by many who have observed with horror the dreadful excesses of the multitude in what is believed to be the country in the world best educated, the American States. It must, however, be remarked, that the Americans themselves complain of the defective kind of education afforded to the people. The report of the City Superintendent of Schools at New York, made only three years ago, dwells upon the "large masses of ignorance" (these are his words) "combined with destitution and vagabondism which are to be found in all our cities and towns," and he calls for a compulsory education of the multitude.

The effects of education in this island have appeared most strikingly of late years in many respects; but perhaps sufficient atten-

tion has not been given to the extraordinary diffusion of useful knowledge, as well as harmless amusement, in cheap publications. The subject was dwelt upon at our former meetings, particularly at Liverpool, and the progress has since been very great. In the retrospect of former years it would not be easy to enumerate all the benefits bestowed on our countrymen, wherever the language is spoken, by the admirable publications of Messrs. Chambers. They have been followed by others in the preparation of works inculcating the purest moral, political, and religious principles, and explaining the truths of all sciences. The circulation of cheap works is now enormous, and the low price marvellous. It may suffice to mention such as the half-crown volumes of Messrs. Houlston and Wright, sold to the extent of three-quarters of a million; the *British Workman*, by Mr. Smithies, at the penny, containing admirable prints. So do the various publications of our worthy colleague Mr. Cassell. Mr. Cassell and his partners may well say that they have converted every poor man's house into a school of moral and religious instruction. These are great things, on which the friends of social science may rejoice as having been done of late years for the advantage, moral as well as material, of the people, and especially of the middle and working classes. Above 60 years ago Robert Owen and his partners in the great spinning mills of New Lanark made the workpeople partakers of their profits by educating their children and giving them such instruction as not only fitted them for the work at the mills, but for any other employment. Indeed, he was the founder of infant schools as far as this island is concerned, the only question being whether Oberlin, in Alsace, had not founded them a few years before. The manufacturers of Lowell, in America, adopted the New Lanark plan in the whole extent of their great concerns, and the good feelings which prevailed between employers and workpeople distinguished the inhabitants of Lowell almost as completely as those of New Lanark, while the education of all classes was as entirely successful.

IV.—THE LATE MOST REV. DR. WHATLEY.

DUTY OF COOPERATION FOR THE PROMOTION OF EDUCATION.

At the last annual visitation of his United Dioceses, the late Archbishop of Dublin made the following remarks respecting the National System of Education, of which his Grace has been a consistent advocate for twenty years:—"It is not, however, too late, even now, to effect something in the cause of popular education, though far less than was apparently within our reach several years ago. We may yet be able, as it were, to obtain one Sibylline book at the price which three would have cost some time back, and when we cannot do all that we could wish, we should yet strive to do all that is possible. The system, accordingly, pursued at Trinity College, Dublin, is, as is well known, to impart secular instruction to its members, of whatever persuasion; and religious instruction to all who will accept it, but to force it on none; and it seems but fair to proceed on the same principle in our dealings with our poorer countrymen. To force people to receive true religious instruction is what we have no power to accomplish, and no right to attempt; but it is something gained if the mass of the people are enabled to read a copy of the Bible when put into their hands; and where but very few have this power, the circulation of useful books is, of course, of small avail. Something again is gained, if the children are taught to read from books at least not positively pernicious, and something more is also gained by the diffusion of useful secular instruction. It is, indeed, a truth often elaborately proved, and ostentatiously proclaimed, though it has never been disputed, that mere secular knowledge and mere intellectual culture do not constitute a complete and sufficient education, any more than the ploughing and manuring of a field are sufficient culture without sowing it with good seed, but these prepare the land for the reception of the seed. And even so it is with education; gross ignorance and want of exercise of the rational powers leave the mind as it were untilld, unfitted for the reception of truth, and prepared to adopt the most absurd superstitions."

V.—THE EDUCATIONAL SECTION OF THE SOCIAL SCIENCE ASSOCIATION AT EDINBURGH.

Numerous topics of direct or indirect interests to the Scholastic Profession were discussed at the Meeting of this Association, which took place during the past month at Edinburgh. Had our space permitted, we should gladly have given our readers a fuller report of the proceedings of the Educational Section, but we are compelled to content ourselves with briefly noticing the subjects and bearing of some of the more important papers and discussions:—

The business of the Department was opened by the reading of papers on University Education. The Rev. C. R. Badenoch proposed the opening of classes in Arts in the morning and evening, at such hours as would enable young men in business to attend as at the University of London; and thus in due time to qualify themselves for the degree of Master of Arts. In a paper by Dr. George

Lee, it was contended that, in addition to the professorial system at the University, there should be permitted supplementary teaching, commonly called extra-mural or extra-academical teaching, and that under this combined system Graduates who had passed a certain examination before the University Court on the particular subject which they purposed to teach, should be admitted as qualified Teachers in the University, and that attendance on their lectures should rank for degrees equally with those of the Professors. In the discussions which arose on these two papers, Professor Bleckie and Dr. Lee were both opposed to the opening of morning and evening classes; but the former advocated the principle of appointing Professors to a faculty and not to a subject; whilst the latter inclined to the appointment of extraordinary Professors, as in the case of the German universities. The admission of women to academical degrees was a subject dealt with in a paper read by Mr. W. A. Brown, in which he contended that to confer degrees on women with a view to the exercise of many of the professions in which men are engaged, would be to destroy a difference between the sexes which had been hitherto recognized as a law of nature. In the remarks which followed, it was stated that in former years women had not only been permitted to take degrees in Italy, but had acted as Professors. The Census returns proved that women were practically engaged earning their bread in the same way as men; and it was contended that the granting of degrees would be a great boon for them in seeking situations for which they were qualified, and that it was an injustice to debar them from occupying such positions as their Creator had endowed them with faculties to fill. In connection with the subject of National Education, Professor Milligan, in a paper on "The Parish Schools of Scotland," dwelt at much length on the beneficial results which had flowed from the parochial system, so long and so happily established. He deprecated the introduction of the Revised Code into Scotland, and asserted that the direct effect of it would be to run counter to the principles of the old parochial system—that it would neglect the religious element, and make reading, writing, and ciphering the sole branches of education on which the pecuniary public grants would be awarded; that it would destroy the security of the teacher's income, and hamper his freedom. He there called upon the different churches of the land to try to come to some common understanding respecting it, and so to unite and prevent the indefinite extension of a system which possesses little in common with all of the past that has been productive of the greatest good. Mr. Fraser, while deprecating the introduction of the Revised Code into Scotland as fraught with many evils, suggested the appointment of a Royal Commission of Inquiry with a view of propounding a national system of education for Scotland, and in this suggestion he was supported by Mr. Adderley. Mr. Adderley pointed out that the essence of the Revised Code was to get rid of all interference in local schools at the instance of the Privy Council, and to throw the management of them on the local supporters. The Lord Advocate expressed himself as by no means satisfied with the state of education in Scotland; but pointed out one advantage possessed by Scotland, which had been remarked on by the Rev. Sir H. W. Moncrieff—namely, that there existed none of those serious doctrinal differences which stood in the way of a national system in England. From the experience of the past he argued that attempts at legislation in the direction of a national system for Scotland would be hopeless until Scotland herself took the initiative, and put forth a system in which all would concur.

The address of the President of the Section, Mr. Nassau Senior, was delivered on Friday, we hope to be able to give Mr. Senior's valuable paper in extenso in a future number.

The unsatisfactory position of middle-class schools, contrasted with the schools for the richer and the schools for the poorer classes, was brought under the consideration of the Department in a paper read by the Rev. J. P. Norris.

## CANADIAN SPEECHES ON OTHER TOPICS.

### I.—THE PIONEER BANQUET AT LONDON, UPPER CANADA.

London has taken the lead in doing honor to the men who first entered the unbroken forest, and to whose industry, perseverance and enterprise the present inhabitants of Upper Canada are so deeply indebted.

In view of the fact that the old settlers are fast passing away, we have several times suggested that some one individual in each township or county endeavor to gather up the incidents relating to the early settlement of the district. The best thing of the kind is a History of Shipton, published by the Rev. Mr. Cleveland, ten or twelve years ago. Mr. Croil's history of Dundas is a much more extensive work. If the local historian cannot be found, perhaps the next best thing that can be done is to hold a banquet similar to that at London, and there let the old settlers give their experience of bush-life and the history of the growth of the settlement into a

village or town, or into a large and prosperous farming community. On Thursday last, about 300 guests sat down to dinner in the City Hall, under the presidency of Col. J. B. Askin. After dinner the Bishop of Huron returned thanks. Several of the guests then gave addresses, abounding with reminiscences of the early settlement of the country. As these recollections form part of Canadian history, we condense the addresses, retaining the more important facts, and most interesting incidents.

Col. Askin spoke in substance as follows:—On the 5th of Feb., 1793, Gov. Simcoe journeyed from Navy Hall to Detroit, and from there back. About 1793, Capt. Ryerse came to Long Point, and settled at what is now Port Ryerse. There was only one settler at Nanticoke Creek, Peter Walker at Patterson's Creek, and at Long Point Bay, D. Sawyer. At that time there was a partial settlement at Niagara. In or about 1802, Col. Talbot, Col. Salmon and D. Rolph's families subsequently settled in Long Point county, and in consequence of the Proclamation issued by Governor Simcoe, inviting the United Empire loyalists to come to Canada, Capt. Walsh, Capt. Hutchins, and Capt. Miller, availed themselves of the opportunity. About the year 1803 a large number of the settlers came to this Province under the auspices of the proclamation of Governor Simcoe, inviting the U. E. Loyalists to come to Canada and they would receive grants of land. Many came through the wilderness then existing between the Mohawk River and the lakes, wending their way by boats up the Mohawk and to Wood Creek, then down the stream till they came to the waters of the Lakes to the Niagara; thence over to the Chippewa, and thence by boats and other crafts to the places of settlement also by water, to other places along the shores of Lake Ontario, wending their way interiorly, to Burlington, and other places. A Mr. Beasley was at Hamilton between 1793 and 1803, a period of ten years. We find several settlements were formed—We find them in Oxford, on the River Thames. These settlements would seem to be under the auspices of Major Ingersol, the late Mr. Putnam, Mr. Bostwick and Major Watson. At Dundas we find the late Richard Hale and his brother Samuel Hale. As late as the year 1812-13 there was a vast space of the country still unoccupied and unsettled; and yet in the year 1803, or 1804, the Hon. Col. Talbot was authorised to form a settlement of the waste lands of the Crown, and he, with great wisdom and forethought, laid out and located the emigrants seeking a home in Canada in the townships of Middleton, Houghton, Bayham, Malahide, Yarmouth, Southwold, Dunwich, Aldboro', the present township of London, Oxford, Tilbury East and West, Dawn, as well as in Westminster, establishing thereby a prosperous and happy home for thousands of those who are now independent, whose industry is an example to all settlers in any country; and let me add that this very city of London was located by him to actual settlers, himself setting the example by going to the woods and cutting down the first trees. Between the years 1804 and 1830, we find the settlement progress not very rapid, yet going on favourably. In 1832, a new impetus was given to the settlement of Canada by further invitation made to the people in England; then came the emigration to the settlement north of the river Thames. The officers and soldiers who fought in the Peninsular campaign came, and among them I may name the Talbots, the McIntosh's, the Radcliffes, the Johnstons, our worthy friend Capt. Beer, Capt. Begly, Major McKenzie, Colonel Thompson, and with them the late Chancellor, and our Revd. guest the Bishop of Huron. Shortly after this, Mr. Wilson Mills and many other valuable settlers, who are still with us, prepared to overcome the difficulties of a Pioneer life!

Col. McKee said his father came to the Province in 1788, and in 1790 he came to the Upper Province. The only mode of communication then was the batteaux. They went about subduing the wilderness till the war broke out. On the 5th of Dec. 1812, near where he then lived, a battle was fought. He was himself then a boy, but he remembered the battle of Raventown, where Tecumseth was killed. After this the country improved very slowly; only one log tavern was in London then. He, Col. McKee, had the honor to be the first pioneer who started a line of stages in London. He would now come down to the rebellion. A flag here to-night, purporting to be the flag of the volunteers of Kent; that company, he could say, were composed of robust gentlemen like himself. In 1837 they marched down to meet the American sympathisers, up to their middle in a swamp and repulsed the invaders, and they would do so again.

Jas. Ferguson, Esq., Registrar of Middlesex, had resided in the county of Middlesex for over 40 years. He had come into the county when it was an unbroken wilderness; he had passed through the section of the city—the very spot where they were seen holding their festivities—when there was scarcely a white man near it, when there was no blacksmith or other trade, when, in a word, the country was a forest. In 1824 the population of what is called the London District, comprising the present counties of Middlesex, together with East and West Elgin, numbered only 16,610 inhabit-

ants. In 1861, what was it? No less than 166,930. In 1824 Middlesex proper contained 8,060 inhabitants; by the census of 1831 it had increased to 84,423. In the early day he (Mr. F) was speaking of, there were only five grist mills, each with one run of rock stones, and four saw mills in the entire district. The number of frame houses was 17, and the number of square log houses but four.

Capt. Doty, who came to Westminster in 1812, next spoke. There were only sixteen families in the united township of Delaware, Dorchester and Westminster. At the time war was declared there came a company of dragoons along who forced me to go to Windsor. I was absent for thirteen days, leaving Mrs. Doty to the mercy of the wild beasts of the forest, no inhabitants being within three miles. She had her own wood to cut, and the cow to hunt after over the forest, whilst, at the same time she carried her babe in her arms; and the circumstance of my being away occurred very often; and I leave you, gentlemen, to judge for yourselves as to the hardships the pioneers had to go through when there were no doctors nor midwives to be found within the space of twenty-five miles. We had to go to St. Catharines for our salt; in fact, I was gone seven days for six bushels of that substance. The American troops came through in 1813, and burned all the mills from Windsor to the Grand River at Brantford. We had then to pound our grain, boil it whole, or go 60 miles to mill in Blenheim. In the midst of such a delightful country, exhibiting such signs of wealth, happiness and prosperity, with the vast concourse of well-to-do people full of health, activity and spirited enterprise before us, we can scarcely bring ourselves to contemplate this place as a wilderness 33 years ago, but such it was. Much as we may be surprised and delighted with the contrast that now presents itself to us in the township in so short a space of time, we must remember that the other townships of this Riding present an equally remarkable contrast. In 1812, only fifty-one years since, there were no stores or licensed inns in this whole County of Middlesex, extending from Longpoint to Brantford, and from Lake Erie to Goderich; and the the assessment roll, which may be said to embrace almost the whole of the inhabitants of the county, contained only seventy names—the whole assessment could have been taken upon a single sheet of foolscap. What would be the size of the sheet upon which it would be taken to-day? Thus have we advanced—fine cultivated farms, good substantial buildings, many of them conspicuous for their architectural beauty, as well as convenience and utility; good roads, thriving towns, busy villages, much frequented churches, school-houses, and mills occupying the grounds where forty years ago, stood the mighty unbroken forest. The hum of civilized life salutes the ear here to day of numbers who trod this then wilderness, with few sounds falling upon the ear save those of Nature in her wildest state—the howl of the wolf, the screech of the owl, and the snort of the deer, as, wild and free, he bounded away at the sight of man, who had just begun to intrude upon his hitherto unmolested pasture grounds—and the pioneer has now enclosed those, his pasture grounds, for agricultural purposes. Let us never allow the farmer to be looked down upon, or to be condemned as such; but let us make better use of our privileges, and thereby elevate our calling—increasing our own knowledge of disseminating intelligence upon scientific and profitable agriculture; and let us endeavour to make our profession attractive to our sons and daughters, and let us educate them with a view to employment therein in future life, and let no grade or class dare to look down upon us on account of our lack of intelligence, enterprise, and integrity. Mr. President, having witnessed all this under the protection of the most enlightened, and, at the present moment, most powerful and best government in the world, under the fold of that flag that has

"Braved a thousand years,  
The battle and the breeze."

That man must be ignorant indeed, if his heart does not glow with emotions of deepest gratitude to the Almighty Dispenser of every good, for the blessings of peace and prosperity in "Canada, our home."

Lieutenant-Colonel Henry, of Elgin, said,—When a boy, I left my mother, brothers and sisters, on the 1st of January, 1816, and came 150 miles west to the township of Dunwich, now a part of West Elgin, but in 1816 it was one district, and it has been divided into a number of districts. When I got as far west as Dunwich I found nine settlers, and in that settlement I stopped and made it my home for 14 years. My former home, Alderborough, had not a single white man as a settler in it, south of the river Thames, and many of the townships west and north were not surveyed at that time. When Oxford was surveyed, I drew the first, or occupied the first lot that was occupied in the township, and did what were called the settlement duties at that time, and carried the provisions on my back 20 miles, and thought it no hardship at that; and when I had done the settlement duties on my lot in Oxford, I went to work again in Dunwich. Some time in the month of March, 1816, I came to the river Thames here near London, and crossed the river

a little above where the oldest bridge now stands, upon an elm tree that had fallen across the river, where this city stands.—*Quebec Mercury.*

## II.—THE OPENING OF HURON COLLEGE.

This new and important institution was formally opened on the 2nd inst., for the education of young men for the ministry in connection with the United Church of England and Ireland in Canada. The circumstances that called for its formation were fully explained by His Lordship the Bishop in his last charge to the synod of this diocese. Mentioning the matter to the Rev. Dr. Hellmuth, who now occupies the important position of principal of the college, the erection of which is, in many respects, due to his energy and perseverance, that gentleman kindly offered to co-operate with him in the project he had conceived.—Appointing him Archdeacon of Huron and assistant minister of the cathedral, he was commissioned by the Bishop to proceed to England as his commissary to plead the cause of the college before the brethren of the church there. Through his untiring exertions, on his first visit, the sum of twenty-three thousand dollars was collected in a short time, and in order to satisfy the minds of the open-hearted friends of the cause of the church, who had contributed to this sum, the residence of the late Lionel Ridout, Esq., was purchased as a suitable site for such an institution. In September following, Dr. Hellmuth was appointed Principal and Divinity Professor of the college, and again dispatched to England on the errand. His mission was again successful. A kind friend, the Rev. Alfred Peach, offered the sum of \$20,000 for the endowment of the divinity chair in the college, which sum has for some time past been invested at 9 per cent. per annum. Of this, Dr. Hellmuth, as Divinity Professor, is entitled to the entire proceeds, but he was kindly signified that all over 8 per cent may be retained for the use of the college. The situation of the land and buildings is in every respect suited for the purposes for which it is devoted. The location is pleasant and healthy, the grounds being in extent about fourteen acres, tastefully laid out with pine trees in the outskirts, and intersected by pretty carriage drives. The Thames passes close to the west side of the grounds, an additional attraction to the student who can retreat to the seclusion of its banks and study nature to immense advantage. The location is, our readers are aware, in the northern portion of the city, being bordered on the eastern side by George Street, and on the west by the river, to the north is also the handsome residence of H. C. R. Becher, Esq.

The additions requisite for the new college were begun in February last. The main building was thoroughly renovated, and a tasteful cupola and railing, with an additional height of roof, erected thereon. The new additions to the structure consist of a very fine three story building, erected of clear white brick, and of the dimensions of 71 by 31 feet. The main building will be used as the residence of the principal or others of the professors as may form the college proper, is divided into compartments on each story, on the most approved method, for students. The front, for about six feet on either side of the doorway, protrudes about two feet further than the other portions of the building, adding greatly to its appearance and grace. The admirable arrangements for the comfort of the students cannot be to highly praised. On the ground floor is situated the principal rooms in connexion with the college, the whole floor being divided into three compartments, separated by folding doors, which can be opened at pleasure, turning the whole into one large room on occasions when such is required. Each room is thirty feet square. The third story is altogether occupied by dormitories for the students, there being in all fourteen. A neat porter's lodge has been erected at the entrance to the grounds.

At half-past ten o'clock, the Lord Bishop of Huron, the Right Rev. Charles P. McIlvaine, D.D., Bishop of Ohio, accompanied by the Venerable Archdeacon Hellmuth, D.D., Rev. Dr. Sandys, Rev. Dr. Boomer, H. C. R. Becher, Esq., Q.C., Hon. M. H. Foley, M.P.P., ex-Chancellor Blake, Rev. J. Walker Marsh, A.M., Chaplain to the Bishop, entered the library and took their seats on the dais of the hall, which was already filled to its utmost extent by a large audience of ladies and gentlemen, besides a number of clergy from the United States, and also nearly all the clergymen of the other denominational churches of this city. The Lord Bishop of Huron, President of the College, after prayer, opened the interesting proceedings of the day by a lengthy address. The Reverend Bishop, in opening, asked the attention of the assembly for a few moments previous to their listening to the inaugural address from Dr. McIlvaine, Bishop of Ohio, and then proceeded to give a statement of the spiritual condition of the diocese when he became diocesan.

"On my consecration to the episcopal office I found a great demand for clergymen in the diocese of Huron. Out of 138 townships not more than 30 were supplied with the ministrations of the church, and there was no adequate supply of candidates for the sacred office. I was therefore under the necessity of applying to friends in Eng-

land and Ireland, and by their means a few young men were induced to come to this country. Still the wants of the diocese were but partially supplied, and at the present time, after six years of exertion, over 50 townships are destitute of the ministrations of the church." His Lordship then gave a history of the visits of Dr. Hellmuth to England to solicit aid for the college, and the remarkable success of these missions, and mentioned with special force the very handsome donation of the Rev. Alfred Peach, the conditions on which it was received being, "That the institution shall be avowedly for the training of students in the Protestant and evangelical principles of the church, in their natural and grammatical sense as well as in harmony with the church order and discipline."

"I congratulate the friends of Huron College that the English trustees, who are conjointly with the corporation of the college in the country to watch over the interests of our institution, are men whose names have long been before the world, as the promoters and supporters of every good work and as the great benefactors of our race. I feel assured, I have only to name these gentlemen, to excite in the hearts of all friends of the college feelings of devout thankfulness that we should be associated with such men in the management of our institution. The names of the English trustees are, the Right Honourable the Earl of Shaftesbury, the Hon. Arthur Kinnaird, M. P., the Hon. Francis Maude, R. N., the Rev. Joseph Di Chen, the Rev. Alfred Peache, Cannon Burgess, A. Haldane and Robert Baxter, Esqs."

"I have received several proofs of the deep interest which is felt in our college by friends in this country both near and at a distance. A gentleman in Kingston some time since transmitted to me \$400, and C. S. Gzowski, who was for many years a resident amongst us, has evinced the interest he still takes in our welfare by contributing £120 per annum for five years towards the endowment of a classical and mathematical chair. A gentleman connected with the college has liberally contributed \$320 per annum towards the same object. And I received within the last week a letter from which I extract the following passages. 'I am requested by a friend of the gospel to forward to you the enclosed order upon the Bank of Upper Canada for \$4,000, as a donation to your theological college for the training of young men for the ministry, who may go forth and preach Christ and him crucified. That the blessing of God may attend the institution, and that the Lord may graciously spare you to see some fruits of your labors is our earnest prayer.' This letter is without name, and signature under which it is to be publicly acknowledged is—'A friend of the gospel.' We trust that these liberal gifts from friends in our own country are as the drops which precede the shower, and that through the divine blessing those amongst ourselves who feel a lively interest in the spread of gospel truth in the land will follow the example which has been so nobly set. It is the intention of those to whom has been intrusted the management of the institution that no candidates for the ministry shall be received within its walls or sent forth from it but such as they have good reason to believe have experienced in their own souls the converting power of divine truth, applied by the Holy Spirit, and who are prepared to maintain with all steadfastness the pure and unadulterated truths of God's holy word, as sent forth in the articles, homilies, and formularies of our church. The staff with which we shall commence our operations is—The Venerable Archdeacon Hellmuth, principal and divinity professor; Rev. John Shulte, professor of modern languages; and the Rev. H. Evans, B. A., as classical tutor; and I hope to obtain the services of a gentleman with whom we are in correspondence as classical and mathematical professor."

"Our staff you will perceive, is at present small, but we expect that our friends in this country will assist us, and we yet hope to obtain such help from home as will enable us to place the institution upon a more respectable footing, and upon a permanent basis. One resolution we have made concerning the management of the institution is, that, as we have hitherto proceeded without incurring any debt, so we shall continue, using such means as in the providence of God are furnished by the liberality of our friends, and not launching out into any expenses which we are not fully prepared to meet. We intend, with God's blessing, to follow out the injunction of the apostle, 'Owe no man anything, but to love one another.'

"It will be one aim of those who shall direct the studies of the students in Huron College, to make him thoroughly acquainted with the writings of the reformers of the 16th century, that they may thus be fully aware of the evils from which the church was then delivered, and may dread the slightest approach to that system of false doctrine which, for ages, hung, like a dark cloud, over the church, and shut out the light of God's saving truth from so many nations of the earth.

"There is a danger at the present time that the minds of men in England and in this country may be so filled with horror at the bold infidel suggestions which have been advanced even in high quarters,

that the subtle progress of those whose object is to bring our church again under the yoke of Rome may be overlooked as being an evil of less magnitude than the other. But the view which I have been led to take of this matter is altogether different. I believe that the sound common sense and reverence for scripture generally entertained by the English people will, after the first excitement has passed away, reject with horror the infidel suggestions which have been advanced, and will consign to merited disgrace those who have been their authors.

"I will conclude my address with the recital of a pleasing incident which occurred when Dr. Hellmuth was soliciting aid for Huron College, in England. He called upon two ladies residing near Bath; they are the daughters of the late General Simcoe, who was the first governor of Upper Canada. These ladies have ever taken a lively interest in Canada, and they have evinced their earnest desire to promote the progress of Huron College, by contributing to its funds, and by presenting to it the picture of their father, to be placed in the college; that picture is now before you. Governor Simcoe explored this country before roads were formed or townships surveyed. He encamped on the banks of the Thames, and it was he who fixed upon the site of this city, and called it "London," and in his journal which is in the possession of his daughter, and which Dr. Hellmuth has seen, it is recorded that he and his staff at one of their encampments, it may be on the site of our city, knelt and prayed that God's light and truth might penetrate these regions, and that His blessing might rest upon the country. On that occasion Governor Simcoe was attended by the late General Evans, as one of his staff, and it was by advice which he kindly gave me before I left Ireland to come to Canada, that my course was directed to the London District as being in his opinion and in that of Governor Simcoe, the part of Canada best adapted for settlers from England and Ireland. By this chain of coincidences, then, my presence here to-day is thus linked with the visit of Governor Simcoe to the site of the City of London.

"I shall not any longer occupy the time of the meeting, but will call upon my Right Rev. brother, Bishop McIlvaine, of Ohio, to favor us with an inaugural address, which he has so kindly undertaken to deliver."

When his Lordship had closed, he introduced his brother prelate, the learned and highly esteemed bishop of Ohio, the Right Rev. Dr. McIlvaine, who said he was happy to be present on the occasion of such an interesting ceremony as the inauguration of the Huron College, coming as he did from across the lines, and pleased he was to congratulate the Bishop of the Diocese and the Venerable Archdeacon of Huron, for the active part they had taken in bringing the Huron College to such a satisfactory position. To the Bishop of Huron was due the origination of this noble design, and to Archdeacon Hellmuth was due much for commending the cause which he had so nobly pleaded for in England. He had had the pleasure of being present in England at the time the archdeacon was collecting funds for the Huron College, and he could say with all confidence that much self-sacrifice, energy, and attention was given to the noble work which he had to accomplish. They owed much to that eminent servant of Christ, the Rev. Mesac Thomas, now consecrated Bishop of Goulbourne, and who was ever a warm friend of the speaker and Dr. Hellmuth. The Right Reverend Prelate then entered into a statement of the basis and future operations of the Huron College. He was glad to learn that the teaching of this institution was to be purely evangelical. He liked the term evangelical, although many ministers of the gospel did not like it. It was received with the greatest attention and respect, and during its rehearsal, demonstrations of applause and enthusiasm were frequently manifested.

At its conclusion, the Hon. Mr. Foley, being called on by his lordship to move the first resolution was cordially received by the assembly. He said he had listened with the greatest satisfaction, as every one present must have done, to the admirable and profound address of the Right Reverend Prelate, and fortunately for him there was little left for him to say. He could not help, however, adding his humble sense of commendation to the remarks made in reference to the exertions of his lordship, to bring to maturity a scheme so noble in itself, and so promising of advantage and permanent benefit, not only to the Church and this Diocese, but throughout the Province at large. (Hear, hear) These exertions were such as he could hardly, with propriety, characterize in his lordship's presence, but they were felt and worthily appreciated in every section of his extensive jurisdiction. So too would he (Mr. Foley,) have wished to speak of the laborious devoted efforts of the venerable archdeacon, to forward and establish on a permanent basis, the institution of which this day's proceedings were the commencement. Having been honoured with the, to him, pleasing duty of introducing and carrying of the act of incorporation through parliament, he could speak with a personal knowledge of the actions of the archdeacon, and to them in conjunction with that of his lordship, were the churchmen of the diocese indebted for the unanimous carriage of

the bill in the very shape required. At the period of his first acquaintance with the diocese, now some thirty years ago, then there were within its limits, comprising an area of some 13,000 square miles, scarcely a dozen ministers of the Church of England, here and there almost as shepherds, without any peculiar charge, now they number between seventy and eighty. (Hear, hear.) Then the number of suitable houses of worship were yet more limited—now nearly every town and village has its numerous temples erected to the living God. Then, the log school-houses, few and far between, were the only places where even the rudiments of an ordinary education could be obtained—now the country is covered with suitable and commodious buildings, in which not only a fair, but in many cases a superior education might be had. Great things have been done, and yet they are not adequate to the necessities of the people. They had just heard, that even yet there were between sixty or seventy townships without either church or pastor—(Hear, hear.) Thus while they owed devout thankfulness to God for what he had done, while they felt greatly gratified with the progress which had been made, they must feel that there was yet even more to be accomplished, and to accomplish it he was sure all present, as well as the people of the diocese generally, were not only willing but anxious, and determined to put forth all their energies. The honourable gentleman then formally introduced the following resolution, and resumed his seat amid applause:

"That this assembly desires to record its devout thankfulness to the head of the church, for the success which he has vouchsafed to the efforts made to establish Huron College."

The Rev. Mr. Ardagh, of Barrie, seconded the resolution in a speech, congratulating the chairman on the institution of a college which would enunciate the true principles of the Church of England in this country. It had been most miraculously brought into existence, and he had come several hundred miles to identify himself with it. He held that the principles which were to be enunciated in it, were the principles of his church in Canada and his native land, and he felt confident that if the simple preaching of the cross were made the basis of their faith, that the English Church would rank first in purity among the churches in the world.

The Rev. Dr. Boomer, of Galt, next arose to move a resolution, which he felt confident would receive the individual assent of those present. After the able addresses from the gentlemen who preceded him, he did not, however, consider it necessary to make any lengthy remarks, and merely asked leave to move.

"That the cordial thanks of the meeting be given to the Right Rev. Dr. McIlvaine, Bishop of Ohio, for his kindness in attending the opening of Huron College, and delivering the inaugural address, and that he be requested to allow his address to be printed."

The Rev. Dr. O'Meara seconded the resolution with much pleasure. He had read with much interest many of the doctrinal works of the right reverend prelate who delivered the inaugural address, and he had, at the present time, travelled many hundred miles to hear from his own lips the truths so ably advocated by him. He felt confident that among the many able works he had written, that the inaugural address on the occasion of the Huron College would not be the least valuable of his many productions. The college just opened would be a contrast in point of doctrine to the other college in connection with their church at present existing in this country, and he hoped it ever would maintain that distinctiveness which, under its present guardians, he felt confident it could.

The Rev. Dr. Hellmuth arose to support the resolution which, at the same time, he might say, required no support. He must however, express his deep obligations to the right reverend prelate, for his kindness in coming such a distance at this inclement season of the year. He therefore joined most heartily and sincerely in the wishes of the resolution, and trusted, at the same time, that grace might be given him in beginning the superintendence of the institution, which was just inaugurated.

The Rev. Bishop cheerfully acceded to the wishes of the resolution. It would be difficult for him to recollect all he had said, but he nevertheless would undertake it. The business was then closed by singing the doxology, and the pronouncing of the benediction by His Lordship the Bishop of Huron.—*Prototype.*

## II.—TRINITY COLLEGE—INSTALLATION OF THE CHANCELLOR.

The annual meeting of the Convocation of the University of Trinity College was held in the College-hall on Thursday last, the 17th inst. After morning prayers in the chapel the newly-appointed Chancellor, the Hon. John Hillyard Cameron, proceeded to the Convocation-hall, attended by the Vice-chancellor, the Rev. Mr. Whittaker, and other members of the Convocation, where he was received by the Right Reverend the Lord Bishop of Toronto, and where graduates, undergraduates, and a large number of the friends of the College were assembled.

## VICE-CHANCELLOR'S ADDRESS.

The Chancellor was conducted to the chair; and after the prayers on the opening of the Convocation had been read,

The Vice-Chancellor addressed the Chancellor as follows:—Mr. Chancellor, in rising to address you on this occasion, one thought is especially present to my mind, and I am satisfied that the place of our assemblage and the purpose for which we are assembled have suggested that thought to the minds of all present. I am persuaded, sir, that I shall be best consulting your own feelings, by giving expression to that thought, before the utterance of a single word of congratulation, to yourself or to our University, on your acceptance of the chief office in our body. We cannot but recall, with grateful and affectionate regret, the remembrance of the former occupant of your chair, whose name was associated with Trinity College from its foundation—who may, indeed, be regarded, in connection with the venerable Prelate on your right hand, as one to whom it mainly owes its existence. On every occasion of the annual assembling of our body, except the last, when illness had incapacitated him for discharging the duties of his office, we have enjoyed his dignified and kindly presence, and old and young must have alike recognized the tone which was imparted to our proceedings by the moral worth and refinement of character of which he was so signal an example. The congratulatory address presented to him on the occasion of his installation, in June, 1853, closed with the following words:—"Longe autem id tempus distet, quum mutua hæc amoris societas casu ullo aut necessitate dissolvatur." The "suprema necessitas" has dissolved our union far earlier than we, who cannot read the book of God's Providence, could have desired; and it now remains that we should both cherish the remembrance of the departed, and strive to imitate his virtues. Our College and University has lost in him one of its wisest counsellors—one of its steadiest friends; a man who never swerved for a moment from the course which he felt to be right, because that course might seem to involve unpopularity or a sacrifice of material interests; who had embraced exalted principles of action, and firmly adhered to those principles. We have lost one who gave most patient attention to any subject on which his counsel was sought, bestowing on it indeed what others might esteem, in regard either of its absolute or relative importance, undue thought and labor. We have lost one whose equable temper, whose cheerful urbanity, made it at all times a pleasure to hold communication with him. I must be permitted to add that I believe that any person coming from the old country must have been struck by the faithfulness with which he presented amongst us the type of an English gentleman, not only in respect of the more important points of moral principle and feeling, but also in respect of the minor graces of demeanor—those small details of conduct, which scarcely admit of being particularized, but which collectively impart an inexpressible beauty to the life, and do assuredly indicate that a man has learned, by a delicate spiritual perception, to recognize what is due, before God, both to his neighbour and to himself. \* \* \* During the twelve years for which the College has now been in operation it cannot be said wholly to have failed in accomplishing the intentions of its founders. The number of students matriculated up to the present time, inclusive of those who will be admitted to-day, is 195, besides a large number of occasional students who attended the medical classes. Of students in Arts or Divinity 83 have proceeded regularly to the degree of Bachelor of Arts, exclusively of 16, who, without attendance on lectures, have been admitted to that degree after examination. Of the 83, 37 have received Holy Orders; the remainder, with only one or two exceptions, are engaged in the study or practice of the Law or of Medicine, or are in charge of schools. The total number of students of the College who have been admitted to Holy Orders is 48; some students, especially during the first few years, having been unable to accomplish the double object of passing through the Divinity course and graduating in Arts. Many satisfactory proofs of the interest taken in the College have been afforded since its opening, by the establishment of scholarships or by other donations. The last instance of an endowment of this kind is the foundation of the Hamilton Memorial Prize, to be awarded according to the result of an annual examination in Scripture History.

The Chancellor, in reply to this address said:—Mr. Vice-Chancellor, I feel deeply the congratulatory remarks you have addressed to me, as I felt deeply the confidence reposed in me by the Corporation of Trinity, when they conferred upon me the honour of chancellorship. You have well dissected the character of the late Chancellor. In every relation in life he stood pre-eminent, and to those, who, like myself, for upwards of twenty years enjoyed the privilege of close communion with him, as their chief, there is no power in language to portray their high estimate of his ability. His sweetness of temper, his gentleness of manner, his courtesy, were proverbial, and in the long roll on which this University shall write the names of her future chancellors, no name will ever be found of

brighter lustre than the first. It is now upwards of twenty years since the venerable prelate at my side, on the opening of King's College, congratulated himself that he had lived to see the work of forty years accomplished. But clouds were already rising in the distance to obscure the glorious prospect, and a storm soon burst upon him, which swept that inheritance of the Church away for ever. Did our noble Bishop despond when he saw his cherished hopes in the dust? Did he give up his efforts to establish a Church University, because that endowment was taken away? No, with the energy and determination which have ever marked his character through his long life, he resolved at three score years and ten to buckle on his armor again, and in conjunction with our late Chancellor, those two great men, reflecting back light and lustre each upon the other, churchmen in Canada and in the Mother country contributed of their means, a Royal Charter was obtained, and the University of Trinity College arose from the ashes of King's. You have told me, Sir, how much success has attended this Institution: that in twelve years we had nearly three hundred students, and half that number of graduates; that thirty-seven men have taken Holy Orders directly from this College, while eleven more, I believe, who have been at the College, have entered the Ministry, making forty-eight in all. Our matriculants for the last three years have averaged twelve, which is not much inferior to the number in the separate colleges in Cambridge, with the exception of St. John, Trinity, and another. The attacks that have been made upon us have caused us pecuniary embarrassments. We are about to appeal to the churchmen in England to sustain our efforts, and we have every reason to hope that our appeal will be successful. We have claimed from the Government our share of the appropriation of \$20,000 per annum made by Act of Parliament for superior education. We have been refused a participation, because we keep up our distinctive character, and admit none to degrees who will not declare themselves to be honestly and sincerely members of the Church of England. As Chancellor of this University, I shall endeavor faithfully to fulfil my duty to it by doing all in my power to uphold the views which I have expressed, and I shall expect that each and all of those who hold office in it, or claim or hope to claim it as their Alma Mater, shall bear their part, both at home and abroad, within the walls of the College and without in the world, to establish Toronto as

*Pulcherrima, honestissima, optima*

The learned Chancellor resumed his seat amid loud applause.—*Leader.*

## II. Correspondence on School Matters.

### 1. RESTLESSNESS IN SCHOOL HOURS.

*(For the Journal of Education).*

Impelled by a sense of duty to advert to the subject of that restlessness and inattention of pupils towards the close of school hours, we shall make the attempt not so much in the expectation of throwing additional light on the nature of this evil and its remedies, but because military exercises have been proposed to occupy the place of study during this flagging season, with the intention of contending against not only their introduction at the period in question as a part of youthful instruction, but their entering at any time or in any degree as an element in the education of the youth of our land.\*

We may here notice, however, that this restlessness and inattention, are, to a considerable extent, influenced by the deterioration of the school room atmosphere, produced by the breathing of so many children, and that this circumstance has a considerable share in causing as well as adding to the evil.

In the process of breathing, very important changes take place in the blood and atmosphere. A portion of the vital fluid, at each inspiration, by yielding up to the air in the lungs the carbon it eliminates from the body through the venous system, and by the absorption of oxygen from the pulmonic atmosphere, is changed from black, venous, or carboniferous, to red, arterial, or oxygeniferous blood; leaving in the lungs a mixture of deoxygenized nitrogen and carbonic acid gas. The latter, a very deleterious and narcotizing agent, formed by a part of the oxygen of the atmosphere combining with the carbon evolved from the blood, together with the former, is expelled from the lungs by the subsequent act of expiration as being unfit for any useful purpose in the animal economy, nay, but as absolutely pernicious, and to make way for another inspiration of fresh air. This transformation of the blood from venous to arterial, is of vital importance in the animal economy, and remarkable results are thereby brought about. The blood rushes through the arteries, stimulating in its progress every part of the nervous system; but its effect on the brain is the most im-

portant, evoking therefrom the neurosity, nerve, or biotic force which is transmitted along the various nerves to the different parts and organs of the body, in which organ, (the brain) if black or venous blood circulated, the neurosity could not be evolved, and asphyxia and death would be the consequence; as that would be, however, an abnormal condition of things, a sufficient quantum of animal magnetism is usually supplied to every organ of the body, enabling the whole of them to perform their various functions with precision and vigour. Thus the whole man is revived, feels, thinks, and acts.

Let us now turn to the changes undergoing in the air of the school room. It is observed that a portion of the life supporting element is withdrawn at every inspiration, and a portion of azote or nitrogen, said to be an innocuous dilutant of oxygen, along with a portion of carbonic acid, a very deadly narcotic gas, is thrown out by the lungs into the air of the school room at every expiration; this process constantly going on, would soon deprive the room of all its oxygen, and fill it with an atmosphere not merely wholly incapable of supporting life, but decidedly pernicious in its tendency, and were fresh supplies of wholesome air prevented from entering the room, consequences as disastrous as witnessed in the black hole of Calcutta, where so many persons perished during one night's confinement, would certainly be the result.

Thus we see that, while the whole system requires its usual supply of oxygen, and the brain, from its increased labour by study, has a greater demand for it, the proper quantity for healthy and vigorous action is not so likely to be duly supplied from the air of a school room which is depleted by every act of inspiration, and diluted and vitiated by every successive expiration—and more especially in such as are badly ventilated. It is to be regretted that in the construction of very many school houses, ventilation is very little attended to, or altogether neglected. This, we conceive, arises from a want of knowledge of its importance, and therefore of a proper estimate of its value. It might be here observed, that, although the expired gases from their difference of gravities have a tendency to separate themselves from the unrespired air—the nitrogen to ascend, the carbonic acid to descend—they mingle to some extent even in well ventilated houses, but of course to a less serious amount.

The deleterious nature of carbonic acid is evinced in a striking manner in the instance of the man in the well, or in the man in the valley of death, asphyxia immediately takes place, and were the subjects of exposure not quickly removed, inevitable death would speedily supervene.

Some might perhaps reply that a spasmodic contraction of the epiglottis, in these cases, produces suffocation, and that the asphyxia and death are the result of this, and not the consequence of the poisonous effects of the carbonic acid gas. Allowing this, as some say, what would it avail if the glottis did remain open for the admission of a narcotic gas, not only incapable of yielding up to the blood any of the biotic stimulant, but decidedly deadly in its character? We contend that it is the want of oxygen and the presence of carbonized blood in the brain, that asphyxia and death are produced. For it is by the neurosity or life force, which is only evoked in sufficient quantity by the action of a full supply of properly oxygenized blood upon the neurine mass, that the healthy and vigorous action is kept up.

Such an amount of vitiation as above alluded to, we readily admit is never reached by the air in the school room so as to cause asphyxia and immediate death, yet we firmly believe it frequently becomes sufficiently so as seriously to tell upon the present studying powers of the pupils as well as upon their future of life. But how much more materially must it bear upon the health of those devoted men who plod on, year after year, in their noble but arduous toil of teaching the young idea, till at length nature succumbs to the confinement, anxiety, toil, and care, and daily inhalation of the impoverished and vitiated atmosphere of a school room.

We would here suggest the idea of the Educational Department furnishing the plan of a model school house, the best that could possibly be devised for health, convenience, and, consistent with the two foregoing requisites, cheapness. That it be made obligatory on all common school trustees in future erecting school houses to build after the prescribed plan, varying the size only to suit the greater or less number that might be in different sections, which would not only be in harmony with the uniformity of our common school system, but prove a boon to teachers and to succeeding generations of pupils.

With regard to the exhaustion consequent on continued application to study, we would say that a judicious timing and changing of the lessons would tend greatly to ameliorate the condition of the pupils, and delay the period (say usually an hour and a half previous to dismissing school), when it would become necessary to discontinue the forced action of the brain by a cessation from the usual course of instruction.

\* We would direct the attention of the reader to Mr. Koebuck's remarks on this subject, which will be found on page 2.

The great question now arises, In what manner shall the residue of school time for the day be improved? This very important question may more readily be asked than a proper solution given to it, so that teacher and taught may be duly benefitted, and the time economised. That physical exercise should enter as largely, and mental exertion as little as possible into the engagements of the pupils, is at once obvious to all, and that they should be conducted as much in the open air as practicable; but yet the question recurs of what nature shall they be?

A. LOCAL SUPERINTENDENT.

## 2. WHISPERING RESUMED.

(For the Journal of Education).

MR. EDITOR.—In the November number of your valuable *Journal* I observed an important question asked by a teacher, viz.: "What is the best method to prevent whispering in school?" Some suggestions have been inserted; but some of those in the Connecticut *Journal* I disapprove of, particularly the third clause, which reads—"Allow an opportunity at the end of each hour, and remove all necessity from whispering at any other time." Were I a teacher in Connecticut I might have adopted such, if no other would suit the habits of my pupils, nor prove successful; but in Canada, where the children are more docile, I would decry such a habit from the fact that, taking a decided stand against whispering, and making my pupils feel it is an evil, and making them interested to prevent it, I afterwards make them see that it is no such thing, and that I approve of the necessity of it by endorsing the liberty of the act at the interval of each hour. As the *Journal of Education* solicits its readers to give their views, I humbly give mine relative to success in school, and to the prevention of whispering.

1. I do not approve of a multiplicity of school rules. Far better have none at all if not supported and carried out; and if put into execution day after day, it would keep the teacher busy inflicting corporal punishment, acting more like a tyrant than a kind friend in the eyes of his school. 2. It must be borne in mind that we cannot place old heads on young shoulders. Therefore the teacher must have patience equal to the task assigned, and win affection by kindness, for fear of losing confidence, which would be detrimental to the school; for to cause success the teacher and scholars must be united. 3. The observance of order and obedience are two requisite principles which ought to be imprinted on the minds of scholars, and to endeavour that they should be indelible rules. 4. To effect this the teacher should address his pupils from time to time on the advantage arising from assiduity in school and the evil consequence attendant upon the practice of whispering, which, directly or indirectly, depicts a defiance of those principal rules, order and obedience. He should state briefly the pain it inflicts on him to be obliged to insert any of the scholars names in the black category of unmanageable pupils in the monitor's book, holding it to view, and stating that the conduct in school had a bearing and weight on the future character as well as the present of each individual. There are but few scholars who are not afraid of getting their names in the black list, unless the obdurate truants; with those the cause must be removed by placing them as near the teacher's desk as possible. Hence the teacher will not be wanting in adherence to bestow attention on such characters by private admonition, by appealing to their feelings and principles, and such other encouragement as will be conducive to producing a source of industry, progress, and emulation. Ere long they will begin to like the teacher, forsake their evil habits, and prove greater joy to their parents and a credit to the teacher.

Amherstburgh, 28th December, 1863.

D. O'DOHERTY.

## III. Papers on Practical Education.

### 1. VERBUM SAT.

Schoolmasters talk too much, far too much for their own good, and for the good of their pupils. Take an example:

"The next lesson will be the first six examples on the 98th page—98th page, first six examples. I want all the class to understand it—to-morrow, you will take the first six examples on the 98th page. Every day I have to tell you over again three or four times; now I want you to remember, this time, that your lesson will be six examples on the 98th page."

"Begin at the top of the page, teacher?"

"Yes, begin at the top of the page, and take six examples."

Surely it would seem that after so much repetition, scholars must remember *where* their lessons are. When the time comes for preparing the lesson, Thomas or Mary very innocently inquires where the lesson is. The teacher pauses in apparent vexation and surprise, and inquires:

"Were you in the class yesterday?"

"Yes, sir, but I did not hear you give out any lesson."

"Charles, what did I say about it?"

"I don't know, sir."

"Joseph, where is to-day's lesson?"

Joseph, at a venture,

"You said take the same lesson again, sir."

"I did not. I said take the first six examples on the 98th page."

After all this, it will be strange if some of the class do not bring in the wrong examples, and others come wholly unprepared, because they "did not know where the lesson was."

However tiresome this may be to the reader, it should be borne in mind that it is but a single specimen of what many pupils are forced to endure daily, it may be for years.—*New York Teacher.*

### 2. SUMMARY OF WHAT THE TEACHER SHOULD DO.

Labor diligently for self-improvement.—Thoroughly understand what he attempts to teach.—Prepare *himself* for each lesson assigned.—Require *prompt* and *accurate* recitation.—Teach both by precept and example.—Manifest an active interest in the studies of his pupils.—Make the school room cheerful and attractive.—Cultivate a pleasant countenance.—Require prompt and *exact* obedience.—*Insist* upon *attention* from the whole class.—Make *few*, of any rules.—Avoid governing too much.—Let your pupils understand that you *mean* exactly what you *say*.—Should govern himself.—Take care of his health.—Visit the parents of the pupils.—*Vermont School Journal.*

### 3. BAD AND GOOD SPELLING.\*

To teach spelling, the habit of constantly writing passages either of prose or poetry is absolutely necessary, in order that the eye may be trained to distinguish the correct forms of words. The majority of persons find, by experience, that when they are asked to spell a word aloud, they are in doubt, and are apt to make a mistake; but if they write the word, their eye at once guides them to the proper method of spelling it. The inference from this is plain, namely, that the eye is as much concerned in the spelling of words as the ear. Children should therefore be early accustomed to *copy passages correctly from their reading-books*. This exercise, which I call "transcribing," should be confined to the junior classes in schools, and be a preparatory step to the dictation which they will practise when they get into the senior classes. Transcribing teaches spelling; while dictation (leaving, as it does, the pupil without the aid of a book to copy from) must be regarded properly as a test of spelling.

The correcting of written exercises is always a tedious part of school-work, and sufficient time should be allowed for it in the general time-table of the school. There is one method of correction which is attended with little loss of time; but whether it can always be depended upon, is a question which I must leave the reader of this letter to determine. The method is as follows: After a passage has either been transcribed from books or written from dictation (and so of course without the aid of books), a monitor or pupil-teacher, taking a book, should slowly spell aloud each word, *large and small*, in the passage which has been written. While he does this, each scholar should carefully look at his own slate, and if he finds a word which he has not spelt as it is spelt in the book, and as the monitor spells it, he should put out his hand as a signal for the monitor to wait until he has put it down correctly. In fact, the scholars should correct their own errors, with the view of impressing good spelling upon their minds.

There is an interesting way of teaching spelling by the aid of the black-board, which I will describe. Let a black-board be placed on an easel before a class; then let the second boy propose a word, which the first boy should go up and write in large letters on the board. If he cannot write it correctly, let the second boy do so; and if he cannot, let the third; and so on: the boy who is right being allowed to go before those who are wrong. The teacher should stand by to see fair play, and to prevent long words, such as Constantinople and Mesopotamia, from being proposed. The scholars should confine themselves mainly to small words, especially those in which *ei* and *ie* occur, or in which letters are to be doubled, or a letter is to be omitted.—*J. F. in English National Society Monthly Paper.*

### 4. SPELLING.—ONE HUNDRED WORDS.

Foci, radii, vignette, acrimony, seize, tease, millinery, mercenary, irascible, ecclesiastic, nefarious, disparity, amenable, benefi-

\* We beg to call attention to the articles on this subject in the *Journal of Education* for August and December last; and also to suggest the propriety of having spelling matches between the different schools in a township.—*Ed. J. of E.*

cent, rarefy, rueful, supersede, vicissitude, mortise, contemptible, niche, turbulent, superficies, heinous, coerce, billiards, bilious, parole, control, unroll, patrol, toll, foal, mole, sole, stroll, soul, bowl, knoll, cajole, bole (fine clay), hole, coal, condole, boll (a pod), goal, poll, roll, scroll, shoal, stole, tole (to allure), sieve, siege, bald, eels, oust, quoin, soot, giat, jeer, ignitable, irresistible, discernible, susceptible, incorrigible, indispensable, allegeable, remediable, caterpillar, innuendoes, triphthong, leisurely, distillery, reciprocity, militia, fagot, inseparable, assafoetida, erysipelas, cupfuls, nucleus, manœuvre, rescinded, hymeneal, ecstasy, cornucopia, nauseous, serenade, scandalous, pinnacle, penurious, pleurisy, pluriology, varioloid, vaccinate, victuals, porridge, extol, carol, loll.

#### IV. Papers on Natural and Physical Science.

##### 1. THE NATURAL SCIENCES IN COMMON SCHOOLS.

In the fast age in which we live, when new plans in every department of life find ready advocates, we often fail to discriminate between novelty and improvement. Not many years ago the most essential qualifications of the school-room were to read, write, cipher and *make pens*. But many now, as we believe, quite in advance of the age, insist that in addition to these branches, music, painting, and the whole circle of natural science should find a place in our common schools. But this opinion is advocated chiefly by those who have had little or no practical experience, and no argument could better convince them of its utter impracticability than an attempt to reduce their system to practice. No new theory should be adopted because it is new, and yet we should, of course, accept whatever is known to be an improvement.

The great object in teaching is not to crowd the mind with as many facts as possible, but to educate, to lead forth and strengthen the mental powers, by presenting objects that will awaken thought.

It must be confessed that many of our text-books are prepared with little reference to this prime object of study, and teachers, too, are apt to feel that their work is completed when the last lesson is recited. The teacher's mind should be well stored with knowledge derived from every department of science. There are opportunities constantly recurring when an explanation or anecdote, suggested by some topic under consideration, will awaken an interest which could with difficulty be secured in any other way.

Geology, mineralogy and astronomy afford an inexhaustible source from which a skilful teacher can draw at pleasure. The unreflecting school-boy looks upon the stones as fit only for wall or pavement, but in the light of science he reads in them the history of the earth indelibly written in solid rock. The twinkling stars, made, as he thinks, only to give light when there is no moon, become worlds like our own, perchance, but infinite in number and distance; and as he extends his imagination to grasp what lies beyond our vision, he is enabled to form some conception of the infinite and eternal.

Geography may be made doubly interesting, if among its dry questions some brief description be given of the customs, manners, language, or general characteristics of the people who inhabit the countries and cities whose crooked names are so formidable to the beginner.

The young and tender mind can be disabused of the superstitious notions so prevalent even in our own age without worrying through the intricate problems of astronomy or committing the dry facts of physical geography.

It may be said that these suggestions savor of superficialness. By no means. We consider the great object of our common schools to be to secure to every scholar a knowledge of the elements or first principles of an education,—the foundation *only* upon which the superstructure is afterwards to be reared. Would we have the foundation perfect in every part, we must give it our chief care, yet we should shape every stone with reference to the edifice which is to rest upon it. So in educating the mind, first principles must be established upon a secure basis, while superstitious prejudices may be removed, and by simple means direction given to the thoughts which will have an important bearing upon the future development of mind.—H. M. in *Rhode Island Schoolmaster*.

##### 2. THE EFFECTS OF CONGELATION UPON WATER.

Dr. Robinet, a member of the Academy of Medicine, Paris, has published an account of experiments conducted by him to test the effects of congelation upon drinking-water. It is well known that the ice which is formed in the sea yields nothing but fresh water, all the salt having been eliminated by congelation. In the northern parts of Europe this property is turned to account for the extraction of salt from sea water; for a large sheet of the latter having been left to freeze, the ice is afterwards cut away, and the unfrozen water left below is so rich in salt as to require very little evaporation

to yield it in a solid state. This property will also serve to analyse wine. Suppose it was required to determine the quantity of water fraudulently added to a certain wine; by exposing it to the action of artificial refrigeration, all the water would be alone and the wine left in its purity. By a similar process, ships at sea, being short of water, might be supplied with this necessary article. We will suppose the temperature of sea water under the tropics to be 30 degrees centigrade. If a quantity be exposed in a vessel to the action of a mixture of sulphate of soda and hydrochloric acid, two very cheap commodities, the temperature of the water will fall to 10 degrees below freezing point. Let it then be exposed to a second mixture of the same kind, generally eight parts of sulphate to five of the acid, and the temperature may be lowered to 17 degrees below freezing point. Congealed water is then obtained free from salt, and may be used with impunity. Dr. Robinet has added a new fact to this theory by showing that the water of springs and rivers loses all its salts by congelation. These salts are chiefly those of lime and magnesia. The water subjected to experiment was that of the lakes of the Bois de Boulogne, the ice of which was found to be entirely free from the above mentioned salts. Such, indeed, is the chemical purity of the water thus obtained, that it may in most instances be substituted for distilled water.

##### 3. THE USE OF ICE.

To drink ice cold liquid at meals retards digestion, chills the body, and has been known to induce the most dangerous internal congestions. On the other hand, ice itself may be taken as freely as possible, not only without injury, but with the most striking advantage in dangerous forms of disease. If broken in sizes of a pea or bean, and swallowed as practicable, without much chewing or crushing between, it will be often efficient in checking various kinds of diarrhoea, and has cured violent cases of Asiatic cholera. A kind of cushion of powdered ice kept to the entire scalp, has allayed inflammation of the brain, and arrested fearful convulsions, induced by too much blood there. Water as cold as ice can make it applied freely to the throat, neck and chest, with a sponge or cloth, very often affords miraculous relief, and if this be followed by drinking copiously of the same ice-cold element, the wetted parts wiped dry, and the child be wrapped up well in the bed-clothes it falls into a delightful and life-giving slumber. All inflammations, external, are promptly subdued by the application of ice or water, because it is converted into steam and rapidly conveys away the extra heat and also diminishes the quantity of blood in the vessels of the part. A piece of ice laid on the wrist, will often arrest violent bleeding at the nose.—*Hall's Journal of Health*.

##### 4. STORMS SUBJECT TO FIXED LAWS.

It is stated that the science of meteorology has been so perfected that every general violent storm can be predicted with almost absolute certainty twenty-four hours in advance, and the information be telegraphed to all parts of the country. In England, the British government have established a department for investigating the subject, by means of which hundreds of lives are annually saved. No great general storm visited the country the past year that was not heralded several hours in advance, and by signals along the coast, sea-men were warned to keep off the shore, or not to venture out of port.

#### V. Biographical Sketches.

##### No. 1.—THE MOST REV. ARCHBISHOP HUGHES.

The Most Rev. John Hughes, Archbishop of New York, died in this city on the 3rd inst. Archbishop Hughes was born in Clogher, Tyrone County, Ireland, in 1798, and emigrated to this country at the age of 18. He received his education at the College of Mount St. Mary, Emmetsburg, Md., and was ordained priest, and given charge of a church in Philadelphia in 1825. In 1838 he was consecrated coadjutor of Bishop Dubois of the New York Diocese, and the Bishop being soon after attacked by paralysis, Dr. Hughes was appointed by the Pope Administrator of the Diocese, of which he became Bishop in 1842. In 1850 he was elevated to the dignity of Archbishop. In 1854 the Archbishop visited Rome and took part in the promulgation of the doctrine of the Immaculate Conception, about which he had been previously consulted as the leading Catholic Prelate of this country. In 1861 he again visited Europe, as is generally understood, by request of the Secretary of State, with whom he had for many years been on friendly terms. He was well received in France, where he spent most of the time during his absence, and his labors while abroad are thought to have largely contributed to a better understanding of the merits of the question between the North and South, especially among that large and



influential body, the French clergy. Returning from Europe he stopped a few weeks in Ireland, where he made several public addresses, in which he advocated the cause of the United States Government in its efforts to suppress the rebellion. On his arrival in New York, Sept. 1, 1862, the Common Council tendered him a vote of thanks in behalf of the city, for his patriotic service abroad, to which the Archbishop responded in a letter setting forth the object of his visit to Europe, and expressing the hope that his labors in behalf of the loyal cause had not been altogether fruitless. Since the Archbishop's return from Europe the last time, he has been in declining health, and has seldom appeared before the public.—During the July riots he was earnestly solicited by divers persons to address the rioters, which he finally consented to do. Since Dr. Hughes' appointment as Bishop of this Diocese he has been prominently before the public, and has been involved in frequent discussions with his contemporaries upon theological topics, or subjects involving the interest of the Catholic Church. The Archbishop's opposition to the Common School system of this country was one of the most prominent features of his public career, and that which secured the largest share of his unpopularity with Americans. He was, nevertheless, a great patron of education, provided it was Catholic education. He was the founder of St. John's College, Fordham, of the St. Joseph's Theological Seminary at the same place, and of Mount St. Vincent Seminary, for young ladies at Yonkers. He has also been instrumental in establishing Catholic schools in nearly every ward of the city. His labors in behalf of the Catholic Church in America have been constant and varied, and in his death it may well be said that Catholicity in this country has sustained an irreparable loss. The last hours of the eminent divine were marked by that calmness, serenity and resignation characteristic of the true Christian. Father Starrs stood at his bedside while he was dying, reading the prayers for his happy death, and subsequently Bishop McCloskey recited the prayers for his departing spirit, during which his soul took its flight. Among those who stood near him at the moment of his death were his two sisters, and Mother Angela, for many years one of the Sisters of Charity, who performed the sad office of closing his eyes.—*New York Commercial Advertiser*.

#### No. 2.—WM. M. THACKERAY, ESQ.

William Makepeace Thackeray was born in Calcutta in 1811, while his father was engaged in the civil service of the East India Company. He was sent to England in his 7th year, had a view of Napoleon at St. Helena on his way, and was placed at the Charterhouse school in London. From the Charterhouse he went to the university of Cambridge, but he did not take his degree; inherited a fortune of £20,000 on coming of age; chose art for his profession; and travelled and studied for several years in France, Italy and Germany. In 1830-31 he lived at Weimer, saw Goethe, purchased Schiller's sword, and delighted in making caricatures for children, some of which he found still preserved on revisiting the place in 1853. Reminiscences of his early art studies are interwoven into his fictions, many of which are illustrated by his own pencil; but he abandoned the project of becoming a professional artist soon after his return to England. His fortune was greatly reduced by losses and unsuccessful speculations, and before his 30th year he had set himself resolutely to literature as his vocation. His progress to general recognition was slow, though from the first he gave signs of his peculiar powers. He is understood to have written for the *Times* while it was edited by Barnes, and was certainly connected with other London journals. He contributed to *Fraser's Magazine* under the pseudonyme of Michael Angelo Titmarsh, a variety of tales, criticisms, descriptive sketches, and verses, which proved his knowledge of the world, delicate irony, and mastery of a playful yet vigorous style. In this periodical appeared "The Great Hogarty Diamond" in 1841, a thoroughly genial satire, with a tone at once of ridicule and of pathos. The establishment of "*Punch*" in 1841 opened to him a new field, and his papers in this periodical speedily acquired peculiar distinction. His first series under the signature of "The Fat Contributor," were followed by "James's Diary," in which he looks at society from the footman's point of view, and "The Snob Papers," which gave to him an independent reputation as a social satirist, while they added to the success and dignity of "*Punch*." Meanwhile "*Vanity Fair*," illustrated by himself, was published in numbers (1846-48). When it began, his name was still generally unknown, but its popularity increased with every number, and at its close he was universally accounted with Dickens and Bulwer among the first British novelists. It is more strongly marked by special and peculiar genius than any other of his works, and is pre-eminent also in the delineation of character. Becky Sharp and Amelia Sedley, one of the impersonations of intellect without affection, and the other of affection without intellect, are original characters, thoroughly and sagaciously drawn. He had already begun

another monthly serial, "The History of Pendennis, his Fortunes and Misfortunes, his Friends and his Greatest Enemy, with illustrations by the Author." He aimed in this, his second great work, to describe the gentlemen of the present age, "no better nor worse than most educated men." A higher moral tone appears in the characters of Warrington and Laura. "Pendennis" was concluded in 1850, and his Christmas book of that year was a reprint from "*Fraser*" of a mock continuation of Scott's "*Ivanhoe*," entitled "Rebecca and Rowena." He published an original Christmas tale for the next year, "The Kickleburys on the Rhine," a clever and kindly satire on a proud and vulgar family travelling on the continent. In the summer of 1851 he lectured in London before brilliant audiences on "The English Humorists of the 18th Century," sketching the lives and works of his predecessors in English fiction from Swift to Goldsmith. The lectures were repeated and admired in Scotland and America, were published in 1853, and have a peculiar charm from the sympathetic and social portraiture of his "fellows" of the past, mingling fine thoughts and amusing anecdotes. Ten thousand copies of a cheap edition were sold in a week. His attention had been called to the wits of Queen Anne's reign by studies preparatory to the "History of Henry Esmond, Esq., written by Himself" (1852), the scene of which is laid in that era. This is the most artistically complete and the noblest in tone of all his works, while it also admirably copies the manners, sentiment, and diction of the Queen Anne period. The main characters, Esmond and Beatrix, are among his best creations—the former a strong, high-minded, disinterested, and impulsive cavalier and Jacobite, the latter perhaps the finest picture of splendid, lustrous, physical beauty ever given to the world. It is a magnificent and sombre romance, comparing with his other works as "The Bride of Lammermoor" to the others of Scott. His third serial novel was "The Newcomes: Memoirs of a Most Respectable Family, edited by Arthur Pendennis, Esq." The characters of Olive and Ethel are less vivid than some of his others, the story lingers, but the whole is redeemed by its prevalent genial spirit, and especially by the moral beauty of the life of Colonel Newcome, and by his death in the Charterhouse, than which there is nothing more touching in romantic literature. The success of his lectures on the humorists induced him to prepare another series "The Four Georges," which were first delivered in the principal cities of the United States in 1855-6, and afterwards in London and most of the large towns in England and Scotland. The courts and characters of the Hanoverian monarchs furnished abundant occasion for satire; the third George alone, especially in the misfortunes of his last years, was discussed with forbearance and described with pathos; and the literature, society, morals, and manners of the time were briefly illustrated. Thackeray had entered himself at the Middle Temple and been called to the bar in 1848, but with no intention of following the legal profession. In 1857, one of the seats for the city of Oxford in the House of Commons having been declared vacant, he offered himself as the liberal candidate, he was defeated by Mr. Cardwell, by a majority of 67 votes. Before the close of the year he had begun another serial, "The Virginians," the scene of which is laid in the last century during the later years of George II. and the earlier years of George III., and in which Chesterfield, Garrick and Johnson, the gaming table and coffee house, Washington, Wolfe, Braddock, and the impending American war, are introduced together. In January 1860, appeared the first number of the *Cornhill Magazine*, under the editorial charge of Thackeray, which soon attained a circulation of some 100,000 copies. He produced in its pages a new romance entitled "The Adventures of Philip on his Way through the World." Thackeray was found dead in his bed. His death was caused by an effusion of the brain. His funeral took place in Kensal Green and was attended by nearly all the great literary notables in England.

#### No. 3.—THE HON. ADAM FERRIE.

It is seldom our duty to record a death that will cause more general and sincere regret, than that of the Hon. Adam Ferrie. The deceased gentleman was born at Irvine, in Ayrshire, Scotland, on the 15th of March, 1777, and was the youngest of fourteen children. In 1806 he removed to Glasgow, where he continued to reside, until the removal of his family in 1829 to Montreal, with which city he had been commercially connected for some years previously. His memory will long be cherished by the people of Glasgow for the energetic self-sacrificing public spirit which has been his peculiar characteristic through life, but which was particularly displayed in that city, by his zealous and unwearied advocacy of the rights of the citizens in the famous contest in the Courts of Scotland, in what is there familiarly known as the "Harvey Dykes Case," which was finally, on appeal to the House of Lords, decided in favor of the people of Glasgow. To testify their appreciation of his exertion on that occasion, the citizens of Glasgow presented him with a handsome gold medal and a service of plate; and on his return to his

native land, a few years since, he was complimented by a public dinner, numerously attended by his former townsmen, by whom, notwithstanding his long absence, he was held in fond remembrance. He was raised to the Upper House in this Province, at the time of, or shortly after the Union, by the late Lord Sydenham, and has there earned the respect of all parties by the honest, out-spoken manner in which, on all occasions, he stated his opinions. We need not remind our Hamilton readers that the course taken by the hon. gentleman in Parliament fully justified the selection made by that far-sighted nobleman, and has gained for the subject of this notice the sincere respect even of his bitterest political opponents. The deceased gentleman moved to Hamilton in 1855, in order to be near his sons, who may be almost said to have been the "pioneers" in commercial business in this part of Upper Canada. He outlived all of his children but two. His eldest son, Mr. Colin Campbell Ferrie, who for some years represented this city in Parliament, died in 1856, and Mr. Robert Ferrie, also a member of the Legislature, in 1860. He has died full of years and honours, and the demonstration at the grave to-day shows how fully his character was appreciated by his fellow citizens.

#### No. 4.—JOHN O. HATT, ESQ.

Mr. John Ogilvy Hatt expired on the 5th inst. after a long and painful illness borne with fortitude and resignation. Mr. Hatt was born at Dundas on the 19th July, 1811, and was consequently in his fifty-third year when he died. He was the son of Richard Hatt, Esq., at one time Judge of the Gore District, and at another a representative in the Upper Canada Parliament; who was wounded at the Battle of Lundy's Lane, and his life saved by a bullet striking against two silver dollars he had in his pocket. Mr. John O. Hatt studied for the Law profession under the late Sir Allan MacNab, and afterwards became his partner. In 1836 he married Sir Allan's youngest sister, who with a daughter survives him. Mr. Hatt took great interest in our Municipal institutions, and for many years represented the Township of Barton in the County Council; he afterwards served St. Mary's Ward in the City Council, and in both capacities earned the respect and esteem of his constituents. Few men were better informed on Municipal matters than Mr. Hatt, and the progress this part of the country has made is in great measure owing to his exertions. He was a candidate for the representation of the Burlington Division in the Legislative Council, in 1856, but was defeated by Dr. Smith. He was Lieut.-Colonel of the Ninth Battalion of Wentworth Militia, and also served in 1837; and was Solicitor for the County up to the time of his death. No man could stand higher in public estimation than Mr. Hatt, and we are sure that none held a more honourable position in life than he did. He will be greatly missed from among us, and his memory revered as it ought to be.—*Hamilton Spectator*.

#### No. 5.—E. S. ADAMS, ESQ.

Elias S. Adams, Esq., departed this life on Christmas Eve, after a short but painful illness, in the 65th year of his age. He was a man of strict and unswerving integrity, and during a long and active life, he filled several important public positions of trust and responsibility, with credit and efficiency. For several years he served the town as Mayor, and during a much longer period, was one of the most efficient Magistrates in the County. For the past two or three years his health was more or less impaired from disease contracted during the rebellion of 1837, and on that account he was not so actively identified with public affairs as in former years. His funeral took place on Sunday last, and was largely attended by the Volunteer Force of the town and surrounding country, who assembled in larger numbers than ever before witnessed here, to pay a last tribute of respect to the remains of one who ever took an active part in behalf of the Militia, and in more perilous times loyally did his duty in defence of his Queen and Country. His funeral obsequies at the grave were conducted by the Rev. T. T. Roberts, who read the solemn burial service of the Church of England in an impressive manner.—*St. Catharines Constitutional*.

#### No. 6.—LIEUTENANT-COLONEL JOHN WILLSON.

Died, at his residence in the township of East Willimbury, on Tuesday, the 29th ult., Lieutenant-Colonel John H. Willson, aged nearly 73 years. Thus has passed away another of the few remaining volunteers of 1812, who valiantly assisted to defend this country under General Brock at the battle of Detroit and Queenston Heights. For such services rendered during that war, he obtained a medal from his Sovereign, which in his lifetime he was proud to wear. After this war, he settled on a farm in the above-mentioned township, and lived surrounded by a large family connection and a great many friends, who are now left to mourn the loss of a kind friend and affectionate father.—*Newmarket Era*.

#### No. 7.—THE INDIAN CHIEF SAWYER.

Died suddenly at his residence on the Indian Reserve of Tuscarora, on Sunday morning, the 8th of November, Joseph Sawyer, Chief of the Mississaguas Indians of the New Credit, in the 84th year of his age. This venerable Chieftain was well known throughout the Province, particularly in the neighborhood of Toronto, where he and his Band resided previous to their removal in 1847 to the land of the Six Nations Indians, which they now occupy. Chief Sawyer led an active and useful life, and did much for the civilization and prosperity of his Band. He was ever a faithful and zealous ally of the British Crown, having been at the taking of Detroit, as one of the small but valiant Band, who accompanied the gallant Brock on that distant, hazardous, but successful exploit, he also fought at the battles of Queenston and Lundy's Lane, and was present when the Americans attacked Toronto, then called "Little York." He readily turned out to suppress the insurrection in 1837. For many years past he was a devoted Christian guiding his people with much care and wisdom, by whom he was respected and beloved. On his resigning the duties of Chief the Band allowed him a pension of \$200 a year. He is succeeded by his son David.—*Brantford Courier*.

## VI. Miscellaneous.

### THOUGHTS FOR THE LITTLE ONES.

O little feet, that such long years  
Must wander on through doubts and fears,  
Must ache and bleed beneath your load.

I, nearer to the wayside inn  
Where toil shall cease and rest begin,  
Am weary, thinking of your road.

O little hands, that weak or strong,  
Have still to serve or rule so long,

Have still so long to give or ask!  
I, who so much with book and pen  
Have toiled among my fellow-men,  
Am weary, thinking of your task.

O little hearts that throb and beat  
With such impatient, feverish heat,  
Such limitless and strong desires!  
Mine that so long has glowed and burned,  
With passions into ashes turned,  
Now covers and conceals its fires.

O little souls, as pure and white  
And crystalline as rays of light  
Direct from heaven their source divine!  
Refracted through the mist of years,  
How red my setting sun appears,  
How lurid looks this soul of mine!

### 2. DEAL LENIENTLY WITH LITTLE CHILDREN.

O ye that are wise in your own conceit! never despise the young; never turn from their first sorrow at the loss even of a doll or peg-top. Every privation is a step in the ladder of life. Deal gently with them; speak kindly to them. A little sympathy may ensure a great return when you are yourself a second time a child. Comfort their little sorrows; cheer their little hearts. Kind words are the seeds sown by the wayside, that bring forth fruit, "some sixty-fold, some an hundred-fold." Bear in mind ever that "the child is father to the man;" and when you would pass a sorrowing one coldly by—whether you see it mourning over a dear friend or a lost half-penny; whether coupled to crime by the iron hand of necessity, or dragged into it by the depraved will of a bad mother, or some other unlucky circumstances—remember that still it is a child, a piece of nature's most flexible wax, and credible to false prints. Spurn it not because its clothes are rags, or its parents vagrants; it is the mighty, and yet the innocent representative, perhaps of generations yet unborn. Give it the look of kindness that childhood never mistakes; speak to it the word of cheer that even old age never forgets. Do it, if not for the sake of your common nature, do it, for the sake of One who said: "Inasmuch as ye did it to the least of these, ye did it unto me." "Suffer little children to come unto me, and forbid them not, for of such is the kingdom of heaven."—*Vermont School Journal*.

### 3. CHILDREN'S HYMNS.

We are not quite sure that it is wise to exclude the hymnology of adult experience from the children's shelf. There are many who can go back to their earliest childhood as the time when they learned "Come, my soul, thy suit prepare;" "Begone unbelief, my Saviour is near;" "Oh, for a closer walk with God;" "Rock of Ages, cleft for me;" "Jesus, my all, to heaven is gone," etc.; and they will acknowledge that there is a savour about these hymns which they do not find in similar hymns committed to memory at a maturer age. Besides, there is to a child's mind a positive attraction in the hymns which his grown up friends know and value.—*S. T. Treas.*

### 4. THE QUEEN AND CHRISTMAS.

Queen Victoria had the children of the workmen on the Osborn estate, assembled on Christmas, where a Christmas tree loaded with presents, was arranged. Assisted by members of the Royal family, the Queen spent the afternoon in distributing the presents to the children consisting of wearing apparel, books, toys, &c. Afterwards she gave great coats, blankets, &c., to the laboring men and women. A few days before, the Queen dispensed liberally to the blind and paralytic in and around London. The English people are accustomed to the bestowment of charity during the Christmas holidays, and their amiable Queen is giving strength and beauty to the fashion by her bright example. Her sad heart finds comfort in the relief of sorrow and poverty.—*N. Y. Commercial Advertiser.*

### 4. TOBACCO PROHIBITED AT WINDSOR.

The use of tobacco for smoking purposes within the precincts of Windsor Castle has been prohibited by the express command of Her Majesty the Queen. Cards, neatly framed and glazed, requesting that gentlemen will not smoke in the castle, have been hung in the private rooms of the lords in waiting and the equerries of the royal suite, and even in the rooms of the York tower, which are being fitted up for his royal highness the Prince of Wales. The servants and workmen of the castle are prohibited from smoking within the castle, by command of Her Majesty.

## VII. Educational Intelligence.

### CANADA.

— UNIVERSITY OF TRINITY COLLEGE.—At the recent convocation of this University, the following degrees were conferred:

*B. A.*—Givens, Charles Scott; Fraser, William James Baker; Bogert, David Ford; Richardson, William; Mockridge, Rev. James; and Wells, John. *M. A.*—Irgles, Rev. Charles Leicester; Nesbitt, Rev. George; Smythe, Rev. James; Cayley, Rev. John D'Arcy, and Anderson, Rev. Gustavus Alexander.

*D. C. L.*—Magrath, Charles, and Kingsmill, John Ineherean.

The following prizes were then distributed by the Chancellor:

*Chancellor's Prize for Classical Honors, 1861.*—L. H. Evans. *First Kent Prize for Divinity Essay, 1862.*—Rev. S. Houston; *Second ditto, Harrison.* *The Bishop's Theological prize for 1863.*—Harrison. *Classical prize in Third year.*—Richardson. *Mathematical prize in Third year.*—Givins. *Classical prize in Second Year.*—Henderson. *Mathematical prize in Second Year.*—Kennedy. *Geological prize in Third Year.*—Ouston. *Ditto Second Year, Jones.* *Chemistry and Natural Philosophy prize in First Year.*—Bond. *Dr. Fuller's Reading Prizes, First prize.*—Trew; *Second ditto.*—Harrison. *First Kent Prize for 1863.*—Rev. J. Langtry; *Second ditto.*—Trew. *The Hamilton Memorial prize for 1863.*—Harrison.

Ten students were then matriculated, after which the benediction was pronounced by the Lord Bishop and the Convocation closed. The students having given three hearty cheers for the Queen, three for the Chancellor, three for the Bishop, and three for the Professors, the assemblage separated.

— UNIVERSITY COLLEGE CLASSICAL TUTORSHIP.—Mr. George Cooper, B.A., of the County of Elgin, and lately teacher of a select school in Aylmer, has been appointed classical tutor in University College, Toronto.

— TORONTO UNIVERSITY SENATE.—The Rev. John Davidson, of Toronto, has been appointed an additional member of the Senate of the University of Toronto.

— SCHOOL HOUSE, TORONTO TOWNSHIP.—On the 4th inst. a large and commodious school house, which was erected during the past year, in School Section No. 16, Toronto Township, was inaugurated. The ladies of the section provided an abundant supply of viands for the crowded

assembly. After tea, Robert Barber, Esq., was called to the chair, and the Rev. J. L. Sanders engaged in prayer; after which Mr. Gardner spoke of the improvements which had been made in the neighbourhood during the past thirty years, comparing the brick school houses with the old logs. Mr. McGuire, the local superintendent, spoke of the deep interest taken in the youth both in Europe and America, and especially in this Province. He addressed the children, eliciting answers proving that without an education they could know but little of the past, and be totally unqualified for the discharge of their duty in the future. Rev. Mr. Sanders argued that while it was the duty of parents to obtain for their children a good common school education, yet all those who had the means ought to provide a higher education for their offspring. There were also dialogues and recitations by the children. Miss Anderson discoursed sweet music, assisted by the children and others in singing, which added to the interest of the meeting. After the usual votes of thanks the meeting dispersed. The whole proceedings were interesting and entirely new in common schools in this township.—F. T.

— COUNTY OF OXFORD TEACHER'S ASSOCIATION.—A meeting of the County of Oxford Teacher's Association was held in the Union School, Ingersoll, on Saturday the 9th ult., Rev. W. C. Beardsall in the chair. A discussion arose upon the following question, in which Messrs. Silvester, Wells, Ross and Kellogg took part:—"Why should not rural school sections have the privilege of four weeks holidays for a midsummer vacation as in cities and towns," giving rise to the following resolution:—Moved by Miss Robertson, seconded by Mr. Wells, "That this Association, whilst recognizing the soundness of the policy by which a distinction was made in the duration of the summer vacation in town and rural districts, in order to overcome the prejudice which exists in the latter regarding holidays, is of opinion that the time has arrived when it would be advantageous to the cause of education to assimilate the summer vacation to all common schools, and that such vacation shall not be less than one month; that a committee of Messrs. Silvester and Cullen be appointed to communicate with the Provincial Association of Teachers on the subject. Carried. Moved by Mr. Williams, seconded by Mr. Ross, "That Mr. Cullen be appointed delegate to represent at the first meeting of the County Council the claims of the Teacher's Association, urging the appointment of a County Superintendent. Carried. A debate took place on the following: "Should lessons be prepared at home?"—if so, in what proportion, and is it necessary or advisable to visit parents with regard to the subject or for the general good of the School." Moved by Miss Adams, seconded by Mrs. Adkins, "That to keep the parents interest in the education of their children, it is very desirable that lessons, however short, should, in a slight proportion, be prepared at home, and that the length of such tasks be left wholly to the teacher, as classes are varied to so great a degree in different schools.—Carried. The following officers were then elected by ballot for the present year:—President, Mr. J. Wells; 1st Vice-President, Mrs. Adkins; 2nd Vice do. Miss Robertson; Secretary & Treasurer, J. F. Cullen. Councillors, Miss Adams, Miss Dees, Messrs. Kellogg, Ross, Williams, McCausland, Thyue, Yule, Rev. W. C. Beardsall. On motion it was resolved that the meeting adjourn to meet again in Woodstock on the fourth Friday and Saturday in March.

— SUCCESS OF A MONTREAL M. D.—Mr. Stephenson, (son of the late Dr. Stephenson of this city) formerly a high-school boy here, and afterwards educated at Trinity College, Cambridge, where he took high honors, has recently received the appointment of Professor of Astronomy in the University of Calcutta, with a salary of £840 sterling, per annum.—*Montreal Gazette.*

### PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act. 22 Victoria, chap. 64, has granted to the undermentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada:

"107. The Chief Superintendent of Education, on the recommendation of the Teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such Certificate shall be given to any person who has not been a Student in the Normal School."

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

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

TWENTY-NINTH SESSION.—DATED 15TH JUNE, 1863.

(In addition to the list published in the July number.)

*Second Class.—Grade C.*

[Expires one year from date.]

1722 Richardson, Isabella.

THIRTIETH SESSION.—DATED 22ND DECEMBER, 1863.

MALES.

*First Class.—Grade A.*

1723 Langdon, Richard Vickery (1641).\*

1754 Martin, John (1563).

1755 Murphy, John Joseph.

1756 Rutherford, James [No. 89 on Application Register].

1757 Webb, Joseph Hughes.

*First Class.—Grade B.*

1724 Alexander, William.

1725 Archibald, Charles.

1726 Berney, Wm. Henry (1638).

1727 Brown, Miles.

1728 Butler, Richard Charles (1639).

1729 Elliott, John Charles (1266, 1350).

1780 Girdwood, Alexander.

1781 Hanly, John (1176).

1782 Hardie, Robert (1542).

1783 Keirnan, Thomas (1090, 1447).

1784 King, John Sumpter (1663).

1785 McKay, Andrew (1643).

1786 Narraway, John Wesley.

1787 Nichols, Wilmot Mortimer (1865).

1788 Rose, Leonard Alfred (1669).

1789 Wark, Alexander (926, 1100).

*Second Class.—Grade B.*

1758 Bogart, George Arthur.

1759 Brown, Livius.

1760 Carter, William Henry Perry.

1761 Christie, Elias.

1762 Cochran, Charles.

1763 Donnelly, James.

1764 Elliott, George.

1765 Gerow, Arthur Martin.

1766 Henslip, Nelson.

1767 Lovett, William.

1768 McArthur, Robert Blair.

1769 McFarlane, George.

1770 McMahon, Michael.

1771 McTavish, Douglas.

1772 Monkman, John Gordon Lawrence.

1773 Peart, William.

1774 Rutherford, James [No. 64 on

Application Register].

1775 Squire, William.

1776 Wait, Lucien Augustus.

1777 Williams, William.

*Second Class.—Grade C.*

[Expires one year from date]

1778 Allen, John.

1779 Braiden, Wilson.

1780 Titchworth, Ira Cyrus.

1781 McKellar, Hugh.

1782 Oles, John.

1783 Parsons, John.

1784 Pritchard, James.

1785 Simpson, John William.

FEMALES.

*First Class.—Grade A.*

1786 Clark, Clara Jane.

1787 Clark, Sarah Huley (1401, 1491).

1788 Gibson, Rachael (1417).

1793 Bell, Mary Ann (1699).

1794 Gillen, Ellen (1616, 1692).

1795 Hamilton, Sarah Jane (1716).

*Second Class.—Grade A.*

1796 Cash, Charlotte (1713).

1797 Coyne, Annie,

1798 Horgan, Mary Rebecca (1717).

1799 Kahler, Emma Amelia.

1800 McCabe, Margaret.

1801 Muirhead, Maggie (1622).

1802 Mullin, Charlotte Anne.

*First Class.—Grade B.*

1789 Hönner, Esther Anne Rogers (1419).

1790 Irvine, Eliza.

1791 Mackay, Jessie.

1792 Williams, Eliza Ann (1521,

1612, 1697).

1803 O'Brien, Eliza (1707).

1804 Robbins, Ellen Gertrude.

1805 Stewart, Annie (1153, 1708).

1806 Sudborough, Sarah Anne (752). 1824 Martin, Elizabeth (1705).

1807 Wright, Mary Eleanor (1711).

1808 Young, Sarah.

1821 Jones, Rebekah.

1822 Lamb, Susannah (1718).

1823 Macgregor, Mary.

1824 Martin, Elizabeth (1705).

1825 Mills, Margaret.

1826 Reeves, Ellen Margaret.

1827 Twohy, Ellen (1721).

1828 Warburton, Lucinda.

1829 Welsh, Jane (1709).

*Second Class.—Grade B.*

1809 Atkinson, Mary.

1810 Barnes, Anna.

1811 Cameron, Anna Isabella.

1812 Campbell, Mary.

1813 Capsey, Margaret.

1814 Cartmell, Martha Julia.

1815 Churcher, Annie.

1816 Coyne, Maria Hamilton.

1817 Dobie, Isabella McCreath.

1818 Elder, Jane (1715).

1819 Gillen, Margaret Jane (1617).

1820 Hay, Janet Kenrick.

*Second Class.—Grade C.*

[Expire one year from date.]

1830 Baldwin, Louisa.

1831 Bales, Annie.

1832 Belfry, Sarah Ann.

1833 Crawford, Grace.

1834 Scott, Eliza Patton.

1835 Sinclair, Janet.

1836 Stanley, Catherine Penelope.

EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C.* granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1860, for February and July, 1861, for February and August, 1862, and for February and July, 1863, lists of the certificates which had expired up to those dates were published, and the following list shows those which expired on the 22nd December, 1863 :

MALES.

1574 Corbett, Richard.

1576 Keam, Reuben.

1575 Hill, John Neilson.

1577 Sanderson, Robert.

FEMALES.

1613 Cole, Lucinda Arvila.

1620 Obtained second class B. (1704).

1614 Crawford, Margaret.

1621 do do A. (1694).

1615 Obtained Second Class A. (1691)

1622 do do do (1801).

1616 do do (1692)

1623 Mulcahy, Mary.

1617 do do B. (1819)

1624 Obtained Second Class B. (1706).

1618 Ferrell, Kate Walker.

1625 Turney, Melissa.

1619 Grant, Elizabeth.

1626 Obtained Second Class B. (1710).

\* \* \* A certificate has no legal value after the date of its expiration.

ALEXANDER MARLING

Education Office,

Toronto, 22nd December, 1863.

Registrar.

GREAT BRITAIN.

— UNIVERSITY OF CAMBRIDGE.—The election of High Steward of the University of Cambridge, in the room of the late Lord Lyndhurst, resulted in the return of Earl Powis, who, being the only candidate, was declared duly elected.

— UNIVERSITY OF OXFORD.—The Rev. J. P. Lightfoot, D.D., Rector of Exeter College, has been appointed Vice-Chancellor of the University of Oxford for the ensuing year.

— UNIVERSITY COLLEGE, LONDON.—A donation of £3000 has just been made to the funds of University College, London, by the Parsee firm of Cama and Co., of Bombay and London, in testimony of their sense of the advantages which many natives of India have derived from the education, general and professional, they have been enabled to receive at that College, "without interference with the religious creed inherited by them from their ancestors." The same firm, a short time ago, presented £1000 to the Hospital of the College.

— SCIENCE AND ART TRAINING SCHOOLS.—The new National Art Training Schools of the Science and Art Department of the Committee of Council on Education at South Kensington, were opened for use on the 5th of October, and are the first permanent buildings which have been provided for this purpose in this country. In the first instance, in 1837, when the School of Design was instituted, the classes were held in rooms on a second floor in Somerset House. Next, the classes met, in 1852, in Marlborough House; then in wooden buildings at South Kensington, to which place the Training Schools were removed in 1856. The present buildings are of a plain brick, but of substantial, fireproof character, and provide for all the

\* The figures in brackets indicate the number of a previous certificate obtained by the student named.

special requirements of an art school. A distinct series of rooms has been provided for male and female classes. In each series separate rooms are assigned for drawing, painting, and modelling, &c., and there is a lecture-room in common for the male and female classes. The entrances to the respective classes are in Exhibition Road. This series of buildings forms the north and west sides of the inner quadrangle of buildings, the plan of which was approved by the Select Committee of the House of Commons in 1860.

Calendar for the Year 1864.

1864.							1864.						
SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
JANUARY (31 days)							JULY (31 days)						
3	4	5	6	7	8	9	3	4	5	6	7	8	9
10	11	12	13	14	15	16	10	11	12	13	14	15	16
17	18	19	20	21	22	23	17	18	19	20	21	22	23
24	25	26	27	28	29	30	24	25	26	27	28	29	30
31							31						
FEBRUARY (29 days)							AUGUST (31 days)						
7	8	9	10	11	12	13	7	8	9	10	11	12	13
14	15	16	17	18	19	20	14	15	16	17	18	19	20
21	22	23	24	25	26	27	21	22	23	24	25	26	27
28	29						28	29	30	31			
MARCH (31 days)							SEPTEMBER (30 days)						
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30	31			25	26	27	28	29	30	
APRIL (30 days)							OCTOBER (31 days)						
3	4	5	6	7	8	9	2	3	4	5	6	7	8
10	11	12	13	14	15	16	9	10	11	12	13	14	15
17	18	19	20	21	22	23	16	17	18	19	20	21	22
24	25	26	27	28	29	30	23	24	25	26	27	28	29
							30	31					
MAY (31 days)							NOVEMBER (30 days)						
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30	31					27	28	29	30			
JUNE (30 days)							DECEMBER (31 days)						
5	6	7	8	9	10	11	4	5	6	7	8	9	10
12	13	14	15	16	17	18	11	12	13	14	15	16	17
19	20	21	22	23	24	25	18	19	20	21	22	23	24
26	27	28	29	30			25	26	27	28	29	30	31

NUMBER OF TEACHING DAYS IN 1864.

(LEAP YEAR).

County Grammar Schools.

January	17	July	—
February	21	August	18
March	15	September	22
April	23	October	21
May	20	November	21
June	18	December	16
<b>Total</b>	<b>114</b>	<b>Total</b>	<b>98</b>

Common and Separate Schools.

January	20	July	21
February	21	August	13
March	22	September	22
April	21	October	21
May	22	November	22
June	22	December	17
<b>Total</b>	<b>128</b>	<b>Total</b>	<b>116</b>

N.B.—In Cities, Towns, and Villages, Common and Separate Schools have only one teaching day in August; and where the Common and Grammar Schools are united, the Grammar School terms and regulations apply to both.

VII. Literary and Scientific Intelligence.

— LITERARY.—Dr. W. H. Russel is about to publish, under the title of "Canada: Its Defences, Condition and Resources," an account of his travels in that country, during the winter of 1861. Two more noble authors are announced in England—the Duke of Manchester who has written two volumes of "Court and Society from Elizabeth to Ann," and Viscount Amberley, eldest son of Earl Russel, who has just attained his legal majority and figures as an author in the last number of the *North British Review*. As many as three new Dictionaries of the Irish Language are now simultaneously being published in Dublin. It is said that the late Lord Lyndhurst left manuscript memoirs and sketches which are soon to see the light.

— STATUE OF CHRISTOPHER NORTH.—The inhabitants of Edinburgh commissioned Mr. John Steel, a Scottish sculptor, to make a bronze statue of the late Professor John Wilson, to be erected at the northwest corner of Prince's Street Gardens, in that city—"mine own romantic town," Scott called it. The clay model is completed, and the statue is probably cast ere this. Wilson resided in Edinburgh from 1815, with scarcely any intermission, until his death in 1854. The commission to make this statue was given to Mr. Steel in 1857. The figure is ten feet high, and will be placed on a granite pedestal. We learn from Mrs. Gordon, daughter and biographer of Wilson, that "the careless ease of his dress has been adopted with scarcely a touch of artistic license, in the statue: a plaid, which he was in the frequent habit of wearing, supplies the needed folds of drapery, and the trunk of a palm-tree gives a rest to the figure, while it indicates, commemoratively, his principal poetical work, 'The Isle of Palms.' The lion-like head and face, full of mental and muscular power, thrown slightly upward and backward, express fervid and impulsive genius evolving itself in free and fruitful thought—the glow of poetical inspiration animating every feature. The figure, tall, massive, and athletic; the hands, the right grasping a pen, at the same time clutching the plaid that hangs across the chest, the left resting negligently on the leaves of a half-open manuscript; the limbs, loosely planted, yet firm and vigorous; all correspond with the grandly elevated expression of the countenance."

— NEWSPAPER PRESS IN THE HOLY LAND.—A monthly journal of news, politics, and literature, has been announced in Jerusalem. It is printed in Hebrew and Arabic, and is called "Halbanon," or, "The Lebanon." The editors are J. Brill, M. Cohen, and J. M. Bram.

SIR JOHN BOWRING has presented to the British Museum his very extensive and magnificent collection of insects, which, besides containing the result of his own researches in India and China, and the different collection made by Wallace, Bates, Mouhot, and others, includes Mr. Tatum's cabinet of Carabidæ, Mr. Jeckel's Curculionidæ, and Chevrolat's and Curtis's Longicorn Beetles.

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