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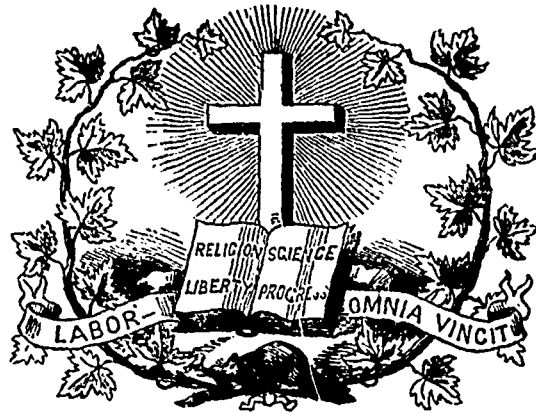
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SUMMARY.—**EDUCATION:** School day of eminent men in Great Britain by John Timbs, F. R. S. A. (continued).—How much is How well.—Object teaching.—Order.—Take care of the book.—Origin of punctuation.—Learn to spell.—LATIN.—**VERSE.**—Poetry: Easter day.—Church music.—Two went up into the temple.—**BELLS.**—**SCIENCE:** On the generation of sounds by Canadian insects by George Gibb, Esq.—**OFFICIAL NOTICES:** New school municipalities.—Appointments of school Commissioners.—Diploma granted at the Jacques-Cartier normal school.—Situation as a teacher wanted.—Notice to directors of institutions claiming aid on the grant for superior education.—**EDITORIAL:** To the directors of educational institutions.—To school Commissioners.—Report of the chief superintendent of education for Lower Canada for 1857, (continued).—**MORTALITY STATISTICS:** Educational intelligence.—Literary intelligence.—**WOOD CUTS:** The tree hopper.—Drum of the tree hopper.—**ADVERTISEMENTS.**

EDUCATION.

School days of Eminent Men in Great-Britain.

By JOHN TIMBS, F. S. A.

(Continued from our last.)

XLII.

BOYHOOD AND LEARNING OF KING EDWARD THE SIXTH.

The most munificent patron of education who ever sat upon the British throne was Edward VI., the only son of Henry VIII, who survived him. He was born at Hampton Court in 1537, on the 12th of October, which being the vigil of St. Edward, he received his Christian appellation in commemoration of the canonized king. His mother, Queen Jane Seymour, died on the twelfth day after giving him birth. Sir John Hayward, who has written the history of his life and reign with great fullness, says that he "was brought up among nurses until he arrived at the age of six years. He was then committed to the care of Dr. (afterwards Sir Anthony) Cook, and Mr. (afterwards Sir John) Cheke, the former of whom appears to have undertaken the prince's instruction in philosophy and divinity, the latter in Greek and Latin." He succeeded to the throne when little more than nine years of age. The conduct of the young prince towards his instructors was uniformly courteous; and his generous disposition won for him the highest esteem. In common with the children of the rich and great, he was from his cradle surrounded with means of amusement. It is related that at the age of five years, a splendid present was made to him by his godfather, Archbishop Cranmer; the gift was a costly service of silver, consisting of dishes, plates, spoons, &c. The child was overjoyed with the present, when the prince's valet, seeking to impress on his mind its value, observed: "Your highness will be pleased to remember that although this beautiful present is yours, it must be kept entirely to yourself; for if others are permitted to touch it, it will be entirely spoiled." "My good Hinbrook," replied the prince, mildly, "if no one can touch these valuables without spoiling them,

how do you then suppose they would ever have been given to me?" Next day, Edward invited a party of young friends to a feast, which was served upon the present of plate; and upon the departure of the young guests, he gave to each of them an article of the service, as a mark of regard.

Cranmer, to encourage Edward in his studies, was in the habit of corresponding with him once a week, and requiring of him an account of what he had done during that time. The prince also complied with the request of his venerable godfather, by keeping a journal, for which purpose he divided a sheet of paper into five columns, and under that arrangement recorded his progress in mythology, history, geography, mathematics, and philosophy.

At the age of fifteen, Edward is said to have possessed a critical knowledge of the Greek and Latin languages; and to have conversed fluently in French, Spanish, and Italian. A manuscript is still preserved in the British Museum, containing a collection of his exercises in Greek and Latin; several of his letters, in French and Latin, written with singular accuracy of diction, are also extant. In the Ashmolean and Cottonian collections are other papers in his handwriting; some of which relate to state affairs, and evince an intimate knowledge of the domestic and foreign policy of his government, and his anxious concern for the welfare of his people; and when to his other accomplishments it is added that he was well versed in natural philosophy, astronomy, and Logic, his acquirements will be allowed to have been extraordinary. "This child," says Carden, the celebrated physician, who had frequently conversed with Edward, "was so bred, had such parts, was of such expectation, that he looked like a miracle of a man; and in him was such an attempt of Nature, that not only England, but the world, had reason to lament his being so early stretched away."

In a register kept for the purpose, Edward noted down the characters of public men; and all the important events of his reign, together with the proceedings in council, were recorded in a private journal, which he never allowed to pass out of his possession. The original of this journal (1) still remains; and a soundness of judgment is displayed in the various entries, and the reflections with which they are accompanied, far beyond Edward's years. "It gave hopes," says Lord Oxford, "of his proving a good king, as in so green an age he seemed resolved to be acquainted with his subjects and his kingdom." He was quite familiar with the value of money and the principles of finance; and the mercantile and military affairs of the country. He was inflexibly just both in public and private; and his attention to his social duties was no less remarkable than his strict discharge of the regal functions. In disposition he was meek, affable, and benevolent; dignified, yet courteous in conversation; and sincere and disinterested in his friendship. "If ye knew the towardness of that young prince," observes one that

(1) This is preserved, with some other Remains of the young King, in the British Museum, and printed, though imperfectly, in the collection of Records, forming vol. ii, part ii, of Burnet's History of the Reformation.

was about his person, "your hearts would melt to hear him named; the beautifullest, creature that liveth under the sun, the wittiest, the most amiable, and the gentlest thing of all the world." His compassion for the poor and the distressed was enlarged, yet unostentatious; and the distribution of his charities was rendered doubly valuable by the promptitude and considerate delicacy with which they were conferred.

Perhaps, however, the most prominent features in the character of the young king were his sincere piety and zeal in the cause of religion. He showed this strength of feeling even in his infancy. One of his companions having stepped upon a large Bible for the purpose of obtaining a toy which was out of his reach, he rebuked him severely for so doing, and left the play in which they were engaged. At his coronation, when the swords of the three kingdoms were carried before him, he observed that one was still wanting, and called for the Bible. "That," said he, "is the sword of the Spirit, and ought in all right to govern us, who use them for the people's safety, by God's appointment. Without that sword we can do nothing: from that, we are what we are this day. Under that, we ought to live, to fight, to govern the people and to perform all our affairs. From that alone we obtain all power, virtue, grace, salvation, and whatever we have of divine strength." Such indeed was Edward's regard for religion, and for everything connected with it, that it was usual to compare him to Josiah; and he had also acquired the characteristic appellation of "Edward the Saint." It was his custom to take notes of the sermons which he heard; particularly of those which seemed to bear any immediate relation to his own duties and difficulties; and the attention which he paid to the precepts inculcated in the discourses of the eminent divines who preached before him, frequently produced a visible and permanent effect upon his conduct, as will be seen presently.

XLIII.

EDWARD VI. FOUNDS CHRIST'S HOSPITAL.

Few events in the history of Christian benevolence are so minutely recorded as the foundation of this the noblest institution in the world. At the same time, Edward founded St. Thomas's and Bridewell Hospitals; the three foundations forming part of a comprehensive scheme of charity, resulting from a sermon preached before the King by the pious Bishop Ridley, at Westminster, in 1552. The Bishop, discoursing on the excellence of charity, "made a fruitful and goodly exhortation to the rich to be merciful unto the poor, and also to move such as were in authority, to travail by some charitable ways and means, to comfort and relieve them." Edward's heart was touched by the earnestness of the appeal, and "understanding that a great number of poor people did swarm in this realm, and chiefly in the city of London, and that no good order was taken of them," he sent the Bishop a message when the sermon was ended, desiring him not to depart till he had spoken with him. As soon as he was at leisure, he took him aside into a private gallery, where he made him sit down, and be covered; and giving him hearty thanks for his sermon, entered into conversation on several points, which, according to his usual practice, he had noted down for special consideration. Of this interview, the venerable Ridley remarked: "Truly, truly, I could never have thought that excellency to have been in his grace, but that I beheld and heard it in him."

Adverting, at length, to the Bishop's exhortation in behalf of the poor, Edward greatly commended it, and it had evidently made a powerful impression upon his mind. He then acknowledged the application of Ridley's exhortation to himself, and prayed the Bishop to say his mind as to what ways were best to be taken. Ridley hesitated for a moment to reply. At length, he observed that the city of London, as well on account of the extreme poverty which prevailed there on the one hand, and of the wise and charitable disposition of its more wealthy inhabitants on the other, would afford a favourable opening for the exercise of the royal bounty: and advised that letters should be forthwith directed to the Lord Mayor, requiring him, with such assistants as he might think meet, to consult upon the matter. Edward wrote the letter upon the instant, and charged Ridley to deliver it himself; and his delight was manifested in the zeal with which he undertook the commission, for the King's letter and message were delivered on the same evening. On the following day Ridley dined with the Lord Mayor, who, with two Aldermen and six Commoners, took the King's proposal into consideration; other councillors were added, and at length the plan recommended to his Majesty was to provide Christ's Hospital for the education of poor children; St. Thomas's, for the relief of the sick and Bridewell, for the correction and amendment of the idle and the vagabond.

For Christ's Hospital was granted the monastery of the Grey Friars.

For the second hospital, an almonry was fitted up; and for the third hospital, Edward granted his royal palace of Bridewell. He then bestowed certain lands for the support of these foundations: and having signed the instrument, ejaculated in the hearing of his Council—"Lord, I yield thee most hearty thanks, that thou hast given me life this long, to finish this work to the glory of thy name."

A large picture, (attributed to Holbein,) which hangs in the Great Hall of Christ's Hospital, portrays this interesting scene. The young monarch sits on an elevated throne, in a scarlet and ermine robe, holding the sceptre in his left hand, and presenting with the other the Charter to the kneeling Lord Mayor. By his side stands the Chancellor holding the seals, and next to him are other officers of State. Bishop Ridley kneels before him with uplifted hands, as if supplicating a blessing on the event; whilst the Aldermen &c. with the Lord Mayor, kneel on both sides, occupying the middle ground of the picture; and lastly, in front, are a double row of boys on one side, and girls on the other, from the master and matron down to the boy and girl who have stepped forward from their respective rows, and kneel with raised hands before the King.

Edward lived about a month after signing the Charter of Incorporation of the Royal Hospitals: in the spring of 1552 he had been seized with the small-pox, when he had scarcely recovered from the measles; a consumptive cough came on; his medical advisers were dismissed, and his cure entrusted to the ignorant empiricisms of an old nurse; this disorder was greatly aggravated, and he died in the arms of Sir Henry Sidney, on the 6th July, 1553, in the sixteenth year of his age, praying God to receive his spirit.

The Hospital, with the church of the monastery, was destroyed by the Great Fire, but was soon rebuilt. Later was added the Mathematical School, founded by Charles II., in 1672, for 40 boys, to be instructed in navigation; they are called "King's Boys," and wear a badge on the right shoulder; and there was subsequently added, by the legacy of a Governor, a subordinate Mathematical School of 12 boys ("The Twelves"), who wear a badge on the left shoulder; and lastly, to these have been added "The Twos."

This was the first considerable extension of the system of education at the Hospital, which originally consisted of a grammar-school for boys, and a separate school for girls, the latter being taught to read, sew, and mark. A book is preserved containing the records of the Hospital from its foundation, and the anthem sung by the first children.

The dress of the Blue-Coat Boys is the costume of the citizen of London at the time of the foundation of the Hospital, when blue coats were the common habit of the apprentices and servingmen, and yellow stockings were generally worn. This dress is the nearest approach to the monkish costume now worn; the dark-blue coat, with a closely-fitting body and loose sleeves, being the ancient tunic, and the under coat, or "yellow," the sleeveless under-tunic of the monastery. The red leathern girdle corresponds to the hempen cord of the friar. Yellow worsted stockings, a flat black woolen cap, (scarcely larger than a saucer, and a clerical neckband, complete the dress.

The education of the boys consists of reading, writing, and arithmetic, French, the classics, and the mathematics. There are sixteen Exhibitions for scholars at the Universities of Oxford and Cambridge, &c. There are also separate trusts held by the Governors of the Hospital, which are distributed to poor widows, to the blind, and in apprenticing boys, &c. The annual income of the Hospital is about 50,000*l.*; its ordinary disbursements 48,000*l.*

Among the eminent *Blues* are Leigh Hunt; Thomas Barnes, many years editor of the *Times* newspaper; Thomas Mitchell, the translator of Aristophanes; S. T. Coleridge, the poet, and Charles Lamb, his contemporary; Middleton, Bishop of Calcutta; Jeremiah Markland, the best scholar and critic of the last century; Samuel Richardson, the novelist; Joshua Barnes, the scholiast; Bishop Stillingfleet; Camden, "the nourice of antiquitie;" and Campion, the learned Jesuit of the age of Elizabeth. Coleridge, Charles Lamb, and Leigh Hunt have published many interesting reminiscences of their contemporaries in the school.

The subordinate establishment is at Hertford, to which the younger boys are sent preparatory to their entering on the foundation in London. At Hertford there is likewise accommodation for 80 girls.

Besides the Lord Mayor, Court of Aldermen, and twelve members of the Common Council, who are Governors *ex officio*, there are between 400 and 500 other Governors, at the head of whom are the Queen and Prince Albert, with the Prince of Wales and Prince Alfred. The Duke of Cambridge is President. The qualification for Governor is a donation of 500*l.*: an Alderman may nominate a Governor for election at half-price. There are from 14.0 to 1500 children on the foundation, including those at the branch establishment at Hertford. About 200 boys are admitted annually, (at the age of from seven to ten years) by presentations of the Gover-

nors; the Queen the Lord Mayor (two presentations), and the Court of Aldermen, presenting annually, and the other Governors in rotation, so that the privilege occurs about once in three or to a years. A list of the Governors having presentations is published annually in March, and is to be had at the counting-house of the Hospital. "Grecians" and "King's Boys" remain in the school after they are fifteen years old: but the other boys leave at that age.

XLIV.

KING EDWARD'S SCHOOLS AT BIRMINGHAM, LICHFIELD, TUNBRIDGE,
AND BEDFORD.

We have seen in the foregoing narrative that Endowments for Education are, probably, nearly as old as endowments for the support of the church. The monasteries had schools attached to them in many instances. Still, it must often have happened, (thickly scattered though the monasteries were,) that the child lived at an inconvenient distance from any one of them, and, probably, little was learned there after all. Before the Reformation, schools were to teach the children grammar and singing. Of this connexion between schools and religious foundations, the keeping of them in the church, or in a building which was part of it, is an indication.

Birmingham Free Grammar School is one of the richest foundations of the kind. The Guild of the Holy Cross yielded it lands of the yearly value of 21*l.*; and the governors were to nominate and appoint "a pedagogue and sub-pedagogue," with statutes and ordinances for the government of the school, "for the instruction of boys and youths in the learned languages." The value of the endowment had increased, in 1829, to upwards of 3000*l.* a-year; and in 1831, the governors were empowered by law to build a new school for teaching modern languages, the arts and sciences; besides eight other schools for the elementary education of the poorer inhabitants of the town. The endowed income of this noble foundation is now 8000*l.*; it has ten unive sity exhibitions; and the number of scholars in the Grammar School is nearly 500. The school-house is a handsome stone structure, in the Tudor style; designed by Barry, the architect of the new Houses of Parliament.

Lichfield Free Grammar School was also founded in this reign. Here were educated Elias Ashmole, the antiquary; Gregory King, the herald; George Smalridge, Bishop of Bristol; Dr. Wollaston, author of the *Religion of Nature*; Addison, who was the son of a Dean of Lichfield; Lord Chief-Justices Willes and Wilmot; Lord Chief Baron Parker; Judges Noel and Lloyd; Dr. Samuel Johnson, who was born at Lichfield; David Garrick; and Henry Saï, the traveller in Abyssinia. As early as the reign of Henry III., the bishop of the diocese founded a religious establishment, but it subsequently went under the name of "The Hospital School;" in 1740 it merged into the Grammar School.

Tunbridge School, in Kent, is another of our richly-endowed grammar-schools, was founded by Sir Andrew Judd, Knight, a native of the town of Tunbridge. He acquired a large fortune in London by trade in furs, and he served as Lord Mayor in 1550, when, says Holinshed, "he erected one notable Free School at Tunbridge, in Kent, wherein he brought up and nourished in learning grite store of youth, as well bred in that shire as brought up in other counties adjoining.

The Grammar School of the Bedford Charity is likewise of King Edward's foundation, in 1552. There is, perhaps, no English town of similar extent equal to Bedford in the variety and magnitude of its charitable and educational establishments. But the principal benefactor was Sir William Harpur, alderman of London, who endowed the above free-school for the instruction of the children of the town "in grammar and good manners;" conveying to the corporation 13 acres of land in the parish of St Andrew, Holborn, for the support of the school, and for portioning poor maidens of the town; the overplus, if any, to be given in alms to the poor. There have been built upon the land Lamb's Conduit Street, Harpur Street, Theobald's Road, Bedford Street, Bedford Row, New North Street, and some smaller streets; and thus the property has gradually risen in value from below 15*l.* a-year a quarter of a century since, to upwards of 13,500*l.*! The income of the Grammar School is under 3000*l.* a-year; there are about 160 scholars, and 8 exhibitions. The Warden and Fellows of New College, Oxford, are the visitors.

XLV.

REIGN OF QUEEN MARY.

King Edward's aids to education were cut short by his early death. His successor, Queen Mary, the only child of Henry VIII. and Katherine of Aragon who survived her parents, was born at Greenwich, in 1516. She was brought up from infancy under the care of

her mother, and Margaret, Countess of Salisbury, the effect of whose instructions was not impaired by the subsequent lessons of the learned Ludovicus Vives, who, though somewhat inclined to the English Religion, was appointed by Henry to be her Latin tutor. In her tenth year a separate establishment was formed for her, and she was sent to reside at Ludlow, with a household of 300 persons, and with the Lady Salisbury for her governess. The time she passed there was probably the happiest of her days, for her life was early embittered by the controversy regarding her parents' marriage. Mary was brought up in a profound veneration for the see of Rome, by her mother, with whom she naturally sided; and thus she gave deep obedience to her imperious father. Entries in her Privy Purse Account from 1536 to 1544, published by Sir Frederic Madden, show Mary's active benevolence towards the poor, compassion for prisoners, friendly regard and liberality to her servants; and also indicate elegant pursuits and domestic virtues, for which in general she does not receive credit.

XLVI.

EDUCATION OF QUEEN ELIZABETH.

Elizabeth, the only surviving child of Henry VIII. by Anne Boleyn, was born at Greenwich, in 1533. She is considered by Ascham, one of her teachers, as having attained the lead of the lettered ladies of England at his period. Camden describes her as "of a modest gravity, excellent wit, royal soul, happy memory, and indefatigably given to the study of learning; inasmuch as before she was seventeen years of age she well understood the Latin, French, and Italian tongues, and had an indifferent knowledge of the Greek. Neither did she neglect music, so far as it became a princess, being able to sing sweetly, and play handsomely on the lute. With Roger Ascham, who was her tutor, she read over Melancthon's Common Places, all Tully, a great part of the histories of Titus Livius, certain select orations of Isocrates, (whereof two she turned into Latin), Sophocles' Tragedies, and the New Testament in Greek, by which means she framed her tongue to a pure and elegant way of speaking," &c. Ascham tells us in his *Schoolmaster*, that Elizabeth continued her Greek studies subsequent to her accession to the throne: "After dinner," (at Windsor Castle, 10th December, 1563), he says, "I went up to read with the Queen's Majesty: we read there together in the Greek tongue, as I well remember, that noble oration of Demosthenes against Æschines for his false dealing in his embassy to Philip of Macedon." Elizabeth was for some time imprisoned by her sister, Queen Mary, at Woodstock. A New Testament is still preserved, which bears the initials of the captive princess, in her own beautiful handwriting with the following mixed allusion to her religious consolations and solitary life: "I walk many times into pleasant fields of Holy Scriptures, where I pluck up goodly sentences by pruning, eat them by reading, chew them by musing, and lay them up at length in the high seat of memory; that having tasted their sweetness, I may the less perceive the bitterness of this miserable life."

Of Elizabeth's compositions, (a few of which are in verse,) her speeches to the parliament afford evidence of superior ability. She, like her royal predecessor, King Alfred, completed an English translation of Boethius's *Consolations of Philosophy*, which translation, partly in her Majesty's handwriting, and partly in that of her Secretary, was discovered about the year 1830, in the State Paper Office.

XLVII.

MARY QUEEN OF SCOTS.

Mary, Queen of Scots, merits mention among the learned women of this age. She was sent by her mother, in her fifth year, to a convent in France, where she made such rapid progress in the literature and accomplishments of the time, that when visiting her in 1550, her mother, Mary of Guise, with her Scottish attendants, burst into tears of joy. Upon her removal to the French court, Mary became the envy of her sex, surpassing the most accomplished in the elegance and fluency of her language, the grace and loveliness of her movements, and the charm of her whole manner and behaviour. She wrote with elegance in the Latin and French languages; and many of her compositions have been preserved, consisting of poems, letters, and a discourse of royal advice to her son. Like Queen Elizabeth, she greatly excelled in music, especially on the virginal, an instrument in use among our ancestors prior to the invention of the spinnet and harpsichord: many compositions which were written for Elizabeth, are known in the musical world at the present day; and the identical virginal upon which the queen played is in existence in Worcestershire.

(To be continued.)

How Much, vs. How Well.

In nearly all public schools, especially in rural districts, and in most communities, there exists one leading idea which is most palpably false. The more enlightened teachers and citizens are aware of its fallacy; but the mass are slow to comprehend. It is this: Parents and scholars believe that so many arithmetics, so many grammars, and so many geographies *gone through*, finish one's education, or at least make him a great scholar. They are wont to measure progress by distance alone. *How much* is regarded to the exclusion of *how well*. The most efficient instructors meet with scarcely another obstacle so formidable as this false notion. And what aggravates the evil is that there are many teachers, even, who cherish the delusion that the boy who goes through his arithmetic *quickest* is the smartest and best scholar, and he who gets him through, the best teacher. As properly is he who plows his stint in the shortest time inevitably the best plowman. The test is a true one, only so long as regard is had to the manner in which the work is done.

How much is deceptive. It flatters and deludes. It checks thorough application and restrains rigid thought by fostering self-conceit and encouraging superficialness. It ignores patient research substitutes rapidity for thoroughness, and prepares the way for a loose and blundering character.

How well is true. It measures capacity, increase, self-reliance, requires close application and independent thought, and lays the foundation of an exact scholar—a true man.

No intelligent observer in matters of education has failed to note how wrong the public mind is upon this point. Too often the school is a mere race course, in which little attention is given to *gait*, and of which the teacher is an eager driver, anxious to please the public judges who look on at a distance, and applaud him who comes out ahead "by hook or crook." Far better this than the absence of all interest and zeal. But the race should be subject to certain conditions, and the prize awarded or praise bestowed in accordance with them. Otherwise, the true objects and ends of education are lost sight of. For instance, a scholar during the last two winters he attends the district school, rushes through two or three arithmetics, (the largest he can get, of course) by constant reference to rules, examples, and keys, and graduates with the reputation of a smart scholar. He rubs against the world, and it takes the starch out of him. His rules forsake him, or he can't apply them, and the ghosts of his murdered arithmetics, mocking, stare him in the face. The same is true of other studies to a greater or less degree.

How long, fellow teacher, must this be? Just so long as we sacrifice our own convictions to public applause, or the whims of others. The duty of reform in these matters is ours. We must assert the right, and maintain it by all honorable means, until public sentiment follow us, not we it. Let every scholar be well grounded in first principles and their application, and then he is prepared to make practical use of his school lessons in real life, and to build on this firm foundation whatever structure of human knowledge he may wish. He should therefore, be made to feel that his success depends upon *how well*, first; afterward, *how much*. To make him feel thus should be the teacher's aim. He should teach it and act it.

To stem the powerful current of public opinion requires a strong mind and a bold heart. But this should not cause the teacher to falter, for his mission is great, and can only be accomplished by the most untiring exertion, patience, perseverance, and true devotion to his calling.

"Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait."

(Maine Teacher.)

Object Teaching.

Our knowledge of the external world comes to us through the senses.

Dr. Reid, speaking of the improvements of the senses, says: "All that we know or can know of the material world must be grounded upon their information; and the philosopher as well as the day laborer, must be indebted to them for the greater part of his knowledge."

There is a period of life when all the knowledge we gain is acquired through the senses directly from material objects.

The perceptive faculties are developed before the reflective. The reflective faculties follow and depend upon the perceptive. By the action of the perceptive faculties they are developed and strength-

ened. Hence, the study of material things precedes and furnishes the foundation for all other studies. Therefore, object teaching must form a necessary part of every complete system of education.

To accomplish its legitimate end, object teaching must be something more than mere onomatology. The fixing of names is one process; gaining clear ideas and complete knowledge of the object named is quite another.

The object should be thoroughly considered, when presented, so that ever afterwards its name may call up, not merely a conception of the object, but a complete halo of associated truth, circling the thing round with the effulgence of active thought. Some analysis of the object named, some knowledge of its relations to other things, and some appreciation of its office in the work of human improvement is necessary in order to secure such a result.

If the object presented to the child is taken fresh from the hand of Nature, as the first object considered should be, acquaintance with some one of the natural sciences will be required on the part of the teacher; otherwise, the accurate analysis will be wanting. If the relation of this object to others is to be shown, an acquaintance with more than one of the natural sciences will be requisite. If its allotted sphere in promoting the happiness and well-being of man is to be delineated, the teacher must have a heart as well as a head; a soul in active sympathy with the Great Architect, and ready to trace his plans, as well as an intellect to understand his works. The teacher who would really succeed in object teaching must be one of no meagre attainments.

This view of object teaching adds weight to the remarks of the Secretary of the Board of Education, upon the importance of employing thoroughly educated teachers in our primary schools. We will not quote, but refer our readers to the convincing logic of Mr. Boutwell, as found in his late official reports.

The primary teacher who is skillful in object teaching, thus cultivating the perceptive faculties, upon whose proper action and growth all the other mental powers depend for their strength and development, should be honored, paid, and beloved as one of the most useful members of society. Such a teacher must possess both tact and talent. No amount of learning, hoarded from books, will fully suffice. In order to succeed, there must be joined a patient zeal and a real love for the work. If the schools of Germany are more successful than our own, I apprehend that it is in no small degree owing to the energy, ability, and skill shown in their object teaching.

Again, object teaching should be systematic. The system pursued, should be so simple and clear, that every scholar, after listening to a series of exercises upon a class of objects, could affirm with certainty in what order the teacher would proceed in the study of any similar object. To furnish the pupil with no method of investigating natural objects, is to confuse in the direct ratio of accumulation; is to render the pupil weak and almost helpless, when left to his own investigation.

Many teachers, disregarding any systematic arrangement in this mode of instruction, utterly fail to discipline the mental power of their pupils. The study of one object by noticing the form, the study of another by considering the composition, and the study of a third by explaining its uses, is to mix the facts acquired and to confuse the mind of the scholar. Or to take, as the germ of the exercise, one object to-day, another to-morrow, and a third at a following exercise, each having no natural connection with the other, is "cramming," not education.

The object lesson of one day should have such a relation to that of the following days, that both may form parts of one whole. For instance, the teacher can commence a series of exercises by noticing the form and structure of different seeds, the embryo, delicately fashioned, and the nutritive substance snugly stored within or around it. A second exercise, introduced by a review given by some one of the school or division, might embrace the germination of the seed. This might be followed, on another day, by an exercise on the form, structure and functions of the several parts of the leaf. Similar exercises, with thorough reviews, might complete an outline of the science of Botany.

The question may be asked, Would you have object teaching, in systematic, oral exercises, take the place of careful study of text-books? Certainly not; but there are many pupils in our schools too young to labor in text-books. These may gain much valuable truth in this way. They can be trained, by object lessons, to observe accurately and closely. Thus the perceptive faculties will be developed, and the materials for thought in after life carefully garnered.

And in our common schools, of older scholars, where the course of study or time allotted is too limited to allow of more extended knowledge, outlines of different sciences may thus be acquired.

When accurate and thorough object teaching shall form an essential part of systematic instruction in our common schools, we may expect that our youth will come from the schools into active life, disciplined to habits of careful observation. Whatever shall be their occupation, accustomed to discern, in object about them, truths of interest and importance, they will not suffer Nature to remain a sealed book. Instead of a single Franklin, or Hugh Miller, there will be many observing with the eye of a philosopher, and by their patient, careful thought, enlarging the bounds of human knowledge.

Object teaching furnishes the best opportunities for inculcating moral and religious truth; for the material forms of nature are but embodiments of some thought, or excellency of Him "who created these things." Here we should imitate the Great Teacher, who spoke of the "tares and the wheat," "the fowls of the air," and "the lilies of the field."

(Massachusetts Teacher.)

ORDER.

Nothing, comparatively, can be achieved in teaching, without a good degree of order. One might as well attempt to stop the earth's revolutions, as to think of doing justice to his work amid such "confusion worse confounded," as is sometimes seen in the school-room. It is true that pupils in disorderly schools sometimes seem to make fair progress in their studies; but yet the prevalence of good order would, most certainly, vastly increase their progress, and at the same time, by aiding them in the formation of such habits as will greatly increase their happiness and usefulness in future life, do what is of infinite value to every one.

Everything about us shows us the necessity of order. What a spectacle would this beautiful earth present, if chaos reigned supreme! All that gorgeous scenery which now so charms the eye, and purifies the soul, would not exist. If the order of the earth's motions were destroyed, the rich luxuriance and magnificent verdure of the tropics might be plunged into the fierce colds of the polar zones; bright day, in a moment, turned to tempestuous night; and all the pleasing succession of seasons forever destroyed. Dark indeed would be the scene, if our world, now so radiant with beauty, life and love, was ever to wander unrestrained in endless space. But thanks to Eternal Wisdom, order prevails throughout the natural world, and nature, harmonious in all her parts, breathes not one discordant note. Well has the poet said:

"Order is heaven's first law."

If, then, order is so essential for the prosperity, yea the very existence, of the natural world, should it not hold a high place in that little world of thought, the school-room? The definition of good order, as applied to schools, is quite comprehensive. It is not enough simply to require the scholar to sit still; for, although a good degree of stillness is necessary, there must be some *system* in the exercises and general arrangements. There must be a time for things, and things in their time. Good order can not be obtained without a due regard for system. If a recitation comes at one hour on one day, and at another the next, the tendency will be to confuse the pupils. And if a school is confused, there certainly is not good order.

The school where confusion reigns supreme, is a most dreary place. Just picture it to yourself. There stands the teacher—or he who fills the teacher's place—rapping, now and then, with a heavy rule, and shouting with a stentorian voice to John and Thomas to "sit still." Disorder is everywhere visible. One pupil is doing this, another that, and a third something else, that should not be done. All those little foibles, the inherent propensities of natural rogues, which are so familiar to teachers, have here full scope for exercise. And so the day passes away, leaving the teacher wearied with his almost useless labors,—useless, because he failed to instill into the youthful mind the seeds of self-discipline.

Now look into the orderly school. See how smoothly everything glides along. The teacher has no need of using boisterous words and unmeaning threats. A spirit of gentleness reigns around, and pupils seem to feel that they have a part to act in the exercises of the day. And when night comes, the teacher will feel animated with the thoughts of a day well spent, and the pupil joyous with the consciousness of advancement in knowledge.

Not only does good order make a school pleasanter, but it also makes it *more useful*, especially by means of aiding in the formation of the child's character. If a child early forms habits of order and industry, he will be likely to retain them until the "golden bowl be broken, and the silver cord be loosed."

Order is not always attainable by force. There is a truthful saying that, "As is the teacher, so will be the school." The more noise a teacher makes, the more, as a general rule, will the pupils make. Neither will a morose and stern countenance maintain quiet and attention. Pupils are not truly subdued by that expression which Goldsmith had in view, when he said,—

"Well do the boding tremblers learn to trace
The day's disasters in his morning's face."

A mild and genial bearing, combined with earnestness of purpose will often exert more influence on a pupil than noisy demonstrations of authority. As says the poet,—

"Let that carriage be the gentleness of love, not the stern front of tyranny."

Good order is the corner stone, the foundation as it were, of a good school. It will exert such an influence over pupils, as will tend to make them perform life's duties more earnestly and more successfully. How important, then, that teachers should strive to make their pupils patterns of quiet, attention and industry.

(Connect. Com. School Jour.)

Take care of the Hook.

Charley's mother would often sit with him by the fire, before the lamp was lighted in the evening, and repeat to him little pieces of poetry. This is one that Charley used to like particularly. It was written by Miss Jane Taylor.

"Dear mother," said a little fish,
Pray is not that a fly?
I'm very hungry, and I wish
You'd let me go and try."

"Sweet innocent," the mother cried,
And started from her nook,
"That horrid fly is meant to hide
The sharpness of the hook!"

Now, as I've heard, this little trout
Was young and silly too;
And so he thought he'd venture out,
To see what he could do.

And round about the fly he played,
With many a longing look;
And often to himself he said,
"I'm sure that's not a hook."

"I can but give one little pluck
To try, and so I will."
So on he went, and lo, it stuck
Quite through his little gill.

And as he faint and fainter grew,
With hollow voice he cried,
"Dear mother, if I'd minded you,
I should not thus have died."

After this was finished, Charley looked gravely into the fire, and began his remarks upon it. "What a silly fellow that little trout was! He might have known better."

"Take care, Charley," said his mamma; there are a great many little boys just as silly as this trout. For instance, I knew a little boy, a while ago, whose mamma told him not to touch green apples or currants, because they would make him sick. He did not mean to touch them, for he knew that it is very disagreeable to be sick and take medicine, but yet he did the very same thing that this little trout did.

"Instead of keeping far away, he would walk about under the trees and pick up the green apples to look at, and feel of the green currants, just as the little fish would play round the hook. By and by he said, 'I really don't think they will hurt me; I will just take one little taste.' And then he ate one, and then another, till finally he got very sick,—Do you remember?"

"O mamma that was I. Yes, I remember."

"Now, Charley, hear what I tell you; nobody does very wrong things because they mean to at first. People begin by little and little, just tasting and trying what is wrong, like this little fish.

"Then there is George Jones, a very fine boy, a bright boy, and one who means to do right; but then George does not always keep away from the hook. You will sometimes see him standing round pla-

cas where men are drinking and swearing. George does not mean ever to drink or to swear; he only stands there to hear these men sing their songs and tell their stories, and sometimes he will drink just a little sip of sugar and spirits out of the bottom of a tumbler; but George never means really to be a drunkard. Ah, take care, George; the little fish did not mean to be caught either, but he kept playing round and round the hook, and at last he was snapped up; and so you will be if you don't take care.

"Then William Day means to be an honest boy, and you could not make him more angry than to tell him he would ever be a thief; and yet William *plays too much round the hook*. What does he do? Why, he will take little things out of his father's desk or shop, or out of his mother's basket or drawers, when he really does not want his father or mother to see him or find it out. William thinks, 'O, it's only a little thing; it isn't much matter; I dare say they had just as lief I had it as not.' Ah, William, do you think so? Why do you not go to your parents and ask for it then? No; the fact is that William is learning to steal, but he does not believe it is stealing any more than the little fish believed that what looked like a fly was in fact a dreadful hook. By and by, if William doesn't take care, when he goes into a shop or store, he will begin to take little things from his master, just as he did from his father and mother; and he will take more and more, till finally he will be named and disgraced as a thief, and all because, like the little fish, he *would play around the hook*."

"Mamma," said Charley, "who are George Jones and William Day? Did I ever see them?"

"My dear, I must use some names in a story; I am just making this up to show Charley what I mean by *playing around the hook*. And now let me teach you a text out of the Bible that means the same thing: 'He that despiseth small things shall fall by little and little.'—*Idem*."

MRS. STOWE.

Origin of Punctuation.

Written letters were at first not divided into words, but in ancient inscriptions whole sentences form one continuous series.

It was at a much later period than is commonly imagined, that dots or similar marks were first employed to part sentences and words from each other; to leave an open space between them is a comparatively modern improvement. Marks of punctuation, also, remained unknown until the times of the Alexandrian Grammarians, and especially Aristophanes of Byzanz, and the Masorettes in Hebrew writings. Even then, however, they were only used as an aid in books of instruction, and neither the Goth, nor the Coptic, much less the Northern Runes, ever knew their use.

The order in which the lines of written letters are arranged, has varied considerably; among the ancients; the direction from the right to the left prevailed generally; modern writing follows the opposite direction. The Chinese and Japanese place their words, not side by side, but under each other, and arrange the perpendicular columns from the right to the left; Greek, Eastern Indian, and Runic writing is horizontal, but begins also at the right. The oldest writing is "Boustrophedon," combining both directions, and so called from its resemblance to the movements of a plough.

DE VERE.

Learn to Spell.

"The benefits of correct spelling may be learned from the fact, which appears by the official canvass of the votes cast for Governor last November, that several hundred votes were not counted for either candidate, on account of the wrong spelling of names."

The above was clipped from a newspaper, and relates to the State of New York.

If the judges at our elections were to reject votes for the same reason, how many would lose their votes? We will make this an occasion of mentioning a method of teaching the art of spelling practiced in one of the large schools at the North; and probably in many of them.

The teacher in the morning writes upon the black board, the lesson for the day; this is copied by the pupils and the definitions learned during the day. In the evening the lesson is put out by the teacher; the words are spelled by the class, and at the same time, each one *writes down* the words in a blank book kept for the purpose; these books are inspected by the teacher, and the mistakes corrected. The advantages of this plan are:

1. The form of the word is presented to the eye.

2. The sound of it strikes the ear.
3. The meaning of it is associated with it.
4. The hand is employed in writing it down.

All these, help to impress it upon the memory. The disadvantages are, it is a slow process, and requires much time and labor from the teacher.

North Carolina Journal of Education.

LITERATURE.

POETRY.

EASTER DAY.

Rise, Heir of fresh eternity
From thy virgin tomb,
Rise, mighty Man of wonders, and thy world with thee,
Thy tomb the universal east,
Nature's new womb,
Thy tomb fair immortality's perfumed nest.

Of all the glories make noon gay,
This is the morn,
This rock buds forth the fountain of the streams of day,
In joy's white annals lives this hour
When life was born,
No cloud scowl on his radiant lids, no tempest lower.

Life, by this Light's nativity,
All creatures have,
Death only by this day's just doom is forced to die:
Nor is death forced; for may he lie
Throned in thy grave,
Death will on this condition be content to die.

EDWARD CRASHAW.

CHURCH MUSIC.

SWEETEST of sweets, I thank you, when displeasure
Did through my body wound my mind,
You took me thence, and in your house of pleasure
A dainty lodging me assign'd.
Now I in you without a body-move,
Rising and falling with your wings
We both together sweetly live and love,
Yet say sometimes "God help poor kings."
Comfort, I'll die if you part from me,
Sure I shall do so and much more;
But if I travel in your company,
You know your way to heaven's door.

GEORGE HERBERT,

TWO WENT UP INTO THE TEMPLE.

Two went to pray? O! rather say
One went to brag, the other to pray:
One stands up close, and treads on high,
Where the other dares not send his eye;
One nearer to God's altar trod,
The other to the altar's God

EDWARD CRASHAW.

BELLS.

If another Locke were to write on the association of ideas, modern science would furnish him quite a new stock of illustrations. Sound, like sleep, "has its own world," ranging, in each individual consciousness, from the mechanical routine hinted by the morning drum or the locomotive's whistle to the mysterious sphere on which the spiritually-minded enter with the key-note of a grand symphony. Some of the more purely suggestive of master compositions have been caught from the voices of nature, whose scale of harmony, extending from the roar of winds and waves to the rustle of grain and the hum of insects, breathes to attentive ears the whole eternal process of the universe. But of sounds derived from human invention and economy there is none which, in the variety and the permanence of the associations it awakens, compares with that of bells. The individual quality of their tone, the scenes amidst

which we first hear them, the sacred or local memories intertwined with their vibration, appeal to the memory with a distinctness seldom otherwise realized. Hence the most aspiring of German poets availed himself of this fact to compose an immortal "Song of the Bell." The most reckless and weird of our native birds found in the graduated intonation and emphatic occasion of bells scope for the remarkable verbal and rhythmic ingenuity which conserves his effusions.

"Hear the sledges with the bells—
Silver bells!
What a world of merriment their melody foretells!
.
Hear the mellow wedding-bells—
Golden bells!
What a world of happiness their harmony foretells!
.
Hear the loud alarm-bells—
Brazen bells!
What a tale of terror, now, their turbulency tells!
.
Hear the tolling of the bells—
Iron bells!
What a world of solemn thought their monody compels!"

On the same principle Gray touched at once the pensive strain of his elegy by allusion to the curfew.

The language of bells is cosmopolitan. It requires no polyglot to understand the meaning of those sounds which, for fourteen hundred years, have announced from church towers worship, festivity, and death. We may be wandering thousands of miles from home, amidst a crowd whose garb and tongue are alien, or in a lonely and distant region, where the very herbage beneath and branches above proclaim a foreign soil, and yet the instant a bell's chime falls on the ear we take up the broken link of our electric human chain and feel at home once more. Bells, said the pious Latimer, inform Heaven of the necessities of earth; and so also do they announce the identity of human wants, instincts, and destiny, and thereby indissolubly blend their cadence with the sentiment of life. The modern novelists have well availed themselves of this fact, as in Victor Hugo's "Notre-Dame," Jerrold's "St. Giles and St. James," and in Dickens's "Little Dorrit." And this universality is recognized by the poets. In that tender episode of Dante where he speaks of the voyager recalling at sunset the friends left behind, it is the "*squilla di lontano*" which seems to "*piange il giorno che si muore*." "The bell invites me," soliloquizes Macbeth on the eve of crime; and Hamlet can find no more significant image to betoken Ophelia's madness than, "sweet bells jangled out of tune." How Moore sang of those "Evening Bells," and Lamb felt the dying year's chime!

"Of all sounds of all bells—(bells, the music highest bordering upon heaven)—most solemn and touching is the peal which rings out the old year. I never hear it without a gathering up of my mind to a concentration of all the images that have been diffused over the past twelve-month; all I have done or suffered, performed or neglected, in that regretted time. I begin to know its worth, as when a person dies. It takes a personal color; nor was it a poetical flight in a contemporary when he exclaimed,

"I saw the skirts of the departing year!"

It is no more than what, in sober sadness, every one of us seems to be conscious of in that awful leave-taking. I am none of those who

"Welcome the coming, speed the parting guest."

A fire and a festa, a gratulation and a requiem, welcome to peace and call to arms, find voices in bells. It was a beautiful reverence for their office that led the architects of old to lavish their highest skill on the towers wherein those vocal ministers of humanity were to vibrate. The Florence Campanile is a memorable instance; its variegated marbles, its harmonized proportions, its lofty grace—so effective beside the vast dome and massive spread of the Cathedral—associate the bells which call out the "Misericordia," and sound matins and vespers over the beautiful valley of the Arno, with one of the fairest trophies of the builder's skill. No wonder that primitive faith consecrated bells with prayer and song; and that science combines, moulds, and tempers the metal with vigilant care, in order to develop the rarest charms of sound.

"Fastened deep in firmest earth,
Stands the mould of well-burned clay.

Now we'll give the bell its birth;
Quick, my friends—no more delay!

With splinters of the driest pine
Now feel the fire below;
Then the rising flame shall shine,
And the melting ore shall flow,
Boils the brass within,
Quickly add the tin,
That the thick metallic mass
Rightly to the mould may pass.
See, the boiling surface whitening
Shows the whole is mixing well;
Add the salts, the metal brightening.
Ere flows out the liquid bell
Clear from foam and scum
Must the mixture come,
That with a rich metallic note
The sound aloft in air may float.
See how brown the liquid turns!
Now this rod I thrust within;
If it's glazed before it burns,
Then the casting may begin.

And it shall last to days remote,
Shall thrill the year of many a race;
Shall sound with sorrow's mournful note,
And call to pure devotion's grace.
Whatever to the sons of earth
Their changing destiny brings down,
To the deep, solemn clang gives birth,
And rings from out this metal crown." (1)

There is something remarkably endearing in the sounds of bells. Whoever has caught their distant peal while coasting along the Mediterranean shores, or felt the summer stillness of an Alpine valley broken by the chimes from a venerable belfry, can imagine, as the mellowed intonations blend with the scenery and make the soft air melodious, how precious to native associations must be the familiar echoes. At the Zürich Insane Asylum, some years ago, there was an inmate whose occupation had been that of a bell-ringer. So keenly did he feel the deprivation of his accustomed office that, making his escape, he hastened to the nearest magistrate and implored to have his occupation restored or be immediately beheaded. What a chapter in history are the Vespers of Palermo! One of the most affecting legends of which so many charming ballads have been constructed by the Germans, is the "Blind Steed" of Langbein: (2)

"What bell-house, yonder, towers in sight
Above the market square?
The wind sweeps through it day and night,
Nor gate or door is there.
Speaks joy or terror in the tone
When neighbors hear the bell?
And that tall steed of sculptured stone,
What doth the statue tell?"

The answer to this inquiry is, that the fathers of the town created what they called the "Doom-bell of Ingratitude," that whoever felt that serpent's sting might therewith summon the ministers of the law and have instant punishment awarded the offender. A prosperous citizen of the place owned a horse not less remarkable for beauty and fleetness than for sagacity; his services were long and memorable, but in his old age his master turned him adrift to starve; he roamed about, gnawing at every chance twig, and at last—

"Once, thus urged on by hunger's power,
All skin and bone—oh, shame!
The skeleton, at midnight hour,
Up to the bell-house came.
He stumbled in and chanced to grope
Near where the hemp-rope hangs;
His gnawing hunger jerks the rope,
And bark! the bell-doom clangs."

The judges meet, and are astonished to "see such a plaintiff there;" but consider "'twas God that spoke," and oblige the ungrateful master to take home and provide for his steed.

There is the bell which summons the diurnal repast, and one

(1) Schiller's "Song of the Bell."

(2) Germans, Lyri translated by C. T. Brooks.

whose clang wakes the weaver and machinist; the bell at the stern, which sounds the monotonous flight of hours at sea, and those whose merry click, on arm and ankle, times the Egyptian dancing-girl's gyration; there is the diving-bell, and the "all-ashore" bell of the parting steam-packet; there are the tinkling alarms on the necks of browsing kine, the gay jingle of sleigh-bells over the white, fleecy plain, and those which cheer the patient mule's steps amidst the mountains of Spain. The falcon worn his little bell; "bell, book, and candle" were the old instruments of exorcisms; and a "cap and bells" the badge of court fools. The bells of the household, which startle with expectancy the domestic circle as heralds of the favored guest or the stranger's coming; the silver bells of the greyhound's collar; the brazen bell of the crier; and so on through all the economies of life wherein bells enact a utilitarian part as far removed from the ancient and the poetic service associated with the cathedral and the rites of humanity as are her aspirations from her drudgery. There have been memorable superstitions connected with little messengers of sound; mysterious voluntaries, inexplicable monotonies, identified with some catastrophe, or prophetic thereof, as warnings or summons made their echoes portentous. Ere the wreck of a steamer, plunged forever in the trough of the sea, a few years ago, in Long Island Sound, her brave company all gone, some beneath the waves, and others frozen or suffocated, above the surging and desolate waters, with the fitful rush of the gale, still clanged the bell, swung by the tempest like a dirge over its victims. "Silence that dreadful bell!" exclaims Othello, when the isle was roused from its propriety." And how often, on sensitive brain and quivering nerves, do the ill-timed jar of these intrusive messengers wake the same impatient protest of invalid and mourner! A popular novelist, alluding to those of London as heard in a house of sorrow on Sunday, well calls them "exasperating." On this side of the water the church-bells often, and especially in villages, lack the tone so mellow across the sea; they are often hung too near the earth, and rung by inexperienced hands; their accents are business-like and commonplace, even in their call to prayer; herein, as in other interests, art and sensibility to the beautiful lack votaries. Yet are there notable exceptions. Whoever has found himself in Wall Street on a Sabbath morning, and heard those deserted precincts of financial excitement resound with old Trinity's harmonious chimes, must have felt, with all the zest of contrast, the solemn poetry of bells. In front of Lafayette's portrait in Independence Hall, Philadelphia, is a bell which, even mute, appeals to every American heart by this inscription: "The ringing of this bell first announced to the citizens who were anxiously waiting the result of the deliberations of Congress (which were at the time held with closed doors) that the Declaration of Independence had been decided upon; and then it was that the bell proclaimed liberty throughout the land to all the inhabitants thereof!" In that city, also, is the oldest chime of bells in the land; they hang in Christ Church. One in Boston, long endeared, once drew crowds to the North End to listen. "Within the sound of Bow-bells," was long the cockney way of claiming nativity in London. The note of a bell is, of all sounds, that which comes nearest home to the local spell of a habitation. In cities, where rural sights and sounds are wanting, imagination insensibly clings to these aerial and familiar tones: perchance they breathe over the ashes of the loved, or have mingled with the labor and the pastime of years; above the hum of trade and the voices of the thoroughfare their clear, deep, prolonged refrain is perchance the only sound that whispers to the brooding heart of higher interests than the work and the pleasure of the hour. There is to the forlorn a greeting, to the reminiscence a charm and to the meditative an inspiration in their music; "pulsates through the air at dawn, noontide, or midnight; "above the world while in it;" the pen or pencil is self-arrested as it at a friendly voice; the book is closed; the head turns on the pillow; and thoughts of responsibilities maturing with the hours, of hopes blasted in the past, or that "wander through eternity," come as the last vibration slowly expires. Even the ambitious and absorbed Napoleon would pause in his rapid promenade, and grow pensive and thoughtful at the sound of bells, and often was seen arrested and touched by the sound of those at Malmaison, so fraught with memories of love and remorse.

It is marvellous how the ear discriminates congenial sounds. "Ceux," says Balzac, "qui passent habituellement les nuits sans sommeil, et qui ont observé les différents effets de l'acoustique par un profond silence, savent que souvent un léger retentissement est facile à percevoir dans les mêmes lieux où des murmures égaux et continus n'avaient rien de distinctible."

Nature's daintiest products are the model of bells. How many flowers wear their shape, and might be imagined to have hinted their creation to Adam! Horace Smith, in his exquisite hymn to

these evanescent and graceful forms, speaks of the "floral bell that swingeth;" and the delicate song in the *Tempest* says, "In the cowslip's bell I lie." Bells signalize to consciousness the most hallowed associations of travel. We seem to hear a voice from the far-past in the re-orientation of cathedral bells in Europe. Near one of the wonderful old churches on the Danube, in Germany, Spain, Italy, and English cathedral towns, what a panorama of history, what memorable personages and pensive retrospection, the sound of ancient bells awaken in the mind of the imaginative stranger! At Oxford and Rome, at Rouen and Nuremberg, what martyrs, reformers, saints, bards, kings, and artists, whose names blend with the local memories of the place, reappear to the fancy, as the bells, which announced their advent or rang their knell, fill the air with echoes from the long dim "corridors of time," and connect them with the wants, aspirations, and fragilities of this "shoal of time" on which we stand and listen with awe and love! All over the Continent are famous bells—that of Erfurt, for instance: some for antiquity, others for size; this because of its exquisite tone, and that on account of a saintly tradition; and many as intimately associated with the fortunes and the fame of the church or town wherein they have so long rang out the chimes of human vicitude and faith.—*Harper's Magazine.*

SCIENCE.

On the Generation of Sounds by Canadian Insects.

By GEORGE GIBB, M. D., M. A., F. G. S., Member of the Canadian Institute, &c.

(Presented to the Natural History Society of Montreal.)

Among the most striking peculiarities associated with the study of insect life, which very early attracts the attention of the young entomologist, are the various musical or other sounds and notes which are emitted by many of the genera among the different families of this division of the animal kingdom. In my youthful days I used to listen with an exciting interest to the tuneful song of the Tree-hoppers, *Cicada*, in the extensive gardens of Mr. James E. Campbell, my maternal grandfather, situated at the foot of the Current St. Mary, on the beautiful island of Montreal. I watched whence the music proceeded, and stopped not until my curiosity was ultimately rewarded with the capture of one of these insects, which have been celebrated from time immemorial, and described by Virgil as rendering the bushes with their song:

"Et cantu querulæ rumpent
Arbusta cicadæ."

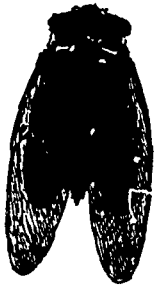
The insect sang as it was held between my fingers, and it was from the possession of this specimen that my taste for collecting insects at an early period was formed. It was not long subsequently to this that a fine large beetle of a fawnish-drab colour, the *Monohammus confusor* (1) rewarded my efforts, and the utterance of a very delicate, but still quite audible squeak like that from a mouse, only not so loud, astonished me very much. This sound continued for hours, whenever the beetle was disturbed, notwithstanding a pin had been passed through one of the elytra. As my collection increased, many other beetles were discovered to emit similar sounds of varying intensity. But the loudest and most striking note of this kind given forth by an insect, was from a very beautiful and rare species of sphinx, the *Sesia Pelasgus* or Humble-bee Hawk-moth, and although my collection numbered but one similar specimen given to me, I retained the one which was captured by myself for some time alive to hear its murmurs.

The sounds generated by Canadian insects were never disregarded in my entomological rambles, and it is with a view of drawing the attention of my younger readers to this interesting subject, that I venture to put together a few remarks, which shall embody a brief description of the sounds, and an enumeration of the principal insects which produce them. And here I must be excused for a moment, if I refer back to that period of youth, when all is sweet and joyous, when neither thought, nor care troubles the mind, and nought interests for the time but the ardent pursuit after the studies of nature. It is with feelings of ever cherished recollection that my mind dwells upon my rambles and their connecting incidents over the various parts of my native island, which, perhaps,

(1) Common in August about the Wood-yards of the city.—Eds.

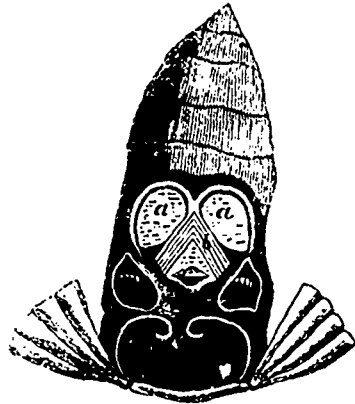
are agreeably forced upon one during a sojourn in another and a distant land. My insect collecting days are not likely to be resumed in this country, and with a view to preserve the records of my early labors, the great bulk of my collection is now deposited in the Museum of the Literary and Philosophical Society of St. Andrew's, in Fifeshire, the country from whence my paternal ancestors came.

Of the Canadian insects which emit sounds, unquestionably the most remarkable is the *Cicada* or Tree-hopper, which sings loudly during the hot months of summer, and in some localities, especially in large gardens, and groves of bushes, exists in great numbers. Its shrill chirping may be heard during the greater part of the day, when the sun is shining, and the insect may be found sitting on the leaves or small branches of trees, occasionally on the fences, in all of which situations I have captured them.



Tree-hopper (1).

(*Cicada canicularis*).
Natural size.



Drums of Tree-hopper.

a a the outer drums; b the muscular strings; c c the inner drums.

This insect is not a grass-hopper, as its name is erroneously translated from the writings of Pliny and others, but belongs to the first family of the Homopterous Hemiptera. It has a pair of transparent wings and wing covers, and a shining black body; the largest Montreal specimens measure 3 inches and 3 lines with extended wings, and the body 9 lines and-a-half. Their general expansion is from 2½ to 3½ inches, and the veins of the wings are of a green and orange colour. They are not found in such large numbers in Canada as in the United States, where it is said such immense numbers are sometimes congregated, as to "bend and even break down the limbs of trees by their weight, and the woods resound with the din of their discordant drums from morn to eve." On the most careful comparison between the Canadian and European species of this insect, I find there is not the slightest appreciable difference in the formation of the musical instrument or particular organ, which is present in the males only on each side of the base of the abdomen, by means of which is produced a sort of monotonous and noisy music, which has led to their being termed by many authors "chanteuses" or singers.

It consists of 2 pairs of large plates fixed to the trunk between the abdomen and hind legs, these form a large exterior moveable cartilaginous curtain or membrane, which, when raised, exposes a cavity, part of which seems to extend into the abdomen, and part to be covered with a second thin and pellucid membrane, much more delicate than the exterior one, and tensely stretched, plicated and iridescent. In the middle there is a horny plate running horizontally across the bottom. It is this iridescent membrane which is acted upon internally by a bundle of muscular strings which throw into rapid vibration, and thus gives rise to the sound. The minute muscular strings are attached by one extremity to another membrane in the interior, which is presumed to be the true drum, from the fact, that when Reaumur, (2) who is describing the mechanism of the sound produced, compares it to that issuing through an opening like that of the larynx of quadrupeds, or the sound-hole of a violin.

This most curious apparatus has attracted the attention of many of the most celebrated physiologists, and a desire is manifested on the part of some of them to know whether any actual difference exists in its construction in *Cicada*, existing in other parts of the world besides Europe. As Greece and Italy are the two countries in which it abounds, the familiarity with its history evinced by Anaxæon, Aristotle, Pindar, Virgil, and some other ancient authors is fully explained. There can be no doubt that Aristotle refers to the Cicada, when he speaks of the voices of insects, especially of "a shrill, long-drawn note, like the grass-hopper." Pliny speaks of the Cicada, but there is no doubt that he, as well as Aristotle has confounded grass and tree-hoppers together.

Whether the sound is pleasing to the ear is a question; assuredly when it proceeds from a number, its shrillness and frequent repetition becomes fatiguing. I cannot say that it was displeasing to myself, perhaps because my curiosity was amply repaid by its capture and examination of the insect, and because I wondered, in common with others, that such a shrill and loud sound should proceed from such a small creature: its music being more audible than that of many birds. In the forest of South America at certain periods of the day nothing is heard but a loud and uninterrupted ringing or humming noise, produced by various insects, in which the notes of the Cicada predominate. Kirby and Spence mention on the authority of Captain Hancock, that the Brazilian Cicada, sing so loud as to be heard at the distance of a mile, which is as if a man of ordinary stature possessed a voice that could be heard all over the world. That its voice is very much louder than our Canadian species, may very well be understood, when it is remembered that the Brazilian Cicada is a much larger species, and I am informed that its drum is similar to the one which has been described. The use of the music as in crickets, and other insects, conclusively shows that if the precise organ of hearing has not been definitely recognized in them, it at any rate is most assuredly not absent. Newman has observed, "to what purpose would the merry cricket sing his evening song, if there were none of his kind to listen to and admire it?"

Any one who has walked across a Canadian meadow or pasture land, in the summer time, or over a hay field, particularly after the hay has been cut and removed, must have observed the countless numbers of grass-hoppers, locusts, crickets, and other insects, which hop across his path, and produce with their united voices a chirping noise not easily forgotten. Some of the locusts possess yellow wings with a black border, and as they fly, produce a sort of loud snapping noise, which is very peculiar. (1) This is produced by the attrition of the anterior pairs of wings against each other, one of the nervures being furnished with a rough file-like edge, which is made to pass over the nervures of the opposite wing; and the sound is augmented by the resonance of a certain part of the wing, that is surrounded by peculiarly strong nervures, between which the thin membrane is tightly stretched, so that it acts as a tympanum or drum. In other species of Canadian locusts there exists on each side of the body near the base of the abdomen, a large cavity, closed on the inside by a very thin pellicle, which has some influence in the production of chirping, or possibly as has been supposed in flight. It is in this respect analogous to the tree-hoppers, and may be compared to a kind of tambour or drum. The opening left by the pellicle, which answers the purpose of a lid, is crescentic in shape, and at the bottom of the cavity may be seen a white membrane shining like a mirror and tensely stretched. The apparatus as described by De Geer, may be seen in the second volume of the Pictorial Museum of Animated Nature, page 340. Fig. 3389.

Many varieties of the grass-hopper and locust may be captured in the gardens and fields, and of a considerable size; some of them are destitute of wings, but all are capable of making their own peculiar noises. In a case of South American insects once in my possession there is an immense brown bodied locust, whose extended wings measure 7 inches, the length of the body being 4 inches. It is an example of *Acrydium Latreillei*, the upper wings are green and the lower deep red, bordered with brown, the legs green. (2)

The noise of the flight of an immense swarm of these locusts in South America has been compared by Mr. Darwin to a strong breeze passing through the rigging of a ship. The noise occa-

(1) Several species of *Cicada* inhabit the United States and Canada. The larvae live under ground on the roots of trees to which they are occasionally injurious. Dr. Harris in his treatise "On insects injurious to Vegetation," gives an interesting history of the above and several other species.—Eds.

(2) See Cuvier's Animal Kingdom 1849, page 569 for a more minute and strictly anatomical account.

(1) This insect is called the Rattling Locust *Edipoda sulphurea*, and possesses dusky elitræ. I have noticed the wings vary in colour, but the yellow are the commonest with a black border.

(2) This magnificent case, containing about 250 specimens of exotic and other insects, many of great rarity and beauty, I presented to the Literary and Philosophical Society of St. Andrew's.

stoned by whole armies of locusts, by the mere act of mastication alone, when incalculable millions of powerful jaws are in action at the same time, has been likened to the crackling of a flame of fire driven before the wind.

The Canadian student will be well repaid, by collecting all the varieties of the locusts and grass-hoppers, which abound on the Island of Montreal.

As belonging to the same family as the locusts and grass-hoppers, may be mentioned the Canadian crickets, the males of which make a chirping noise, produced as in many of the grass-hoppers by rubbing the inner part of the wing-covers like a talc-like mirror, against each other with rapidity, and sometimes by a similar alternate motion of the hind thighs against the wings and wing covers, the thighs acting as part of the bow of a violin. The last I suspect is the common practice with crickets, whose song is heard with so much regularity in the night time. The number of chirps uttered I have counted with my watch, and find it to be 76 per minute, the standard of the healthy pulse, but if any noise be made, the chirps increase to 100, very seldom more. The field cricket *Gryllus campestris*, is of a black colour and may be heard in the fields at all periods of the day, where they may be found of all sizes hopping about. The song of the house cricket, *G. Domesticus*, is to be heard in every well regulated Canadian hearth in the evening or twilight, and although it is said not to be so soft as the song of the mole cricket, which I have never met with in Canada, it is by no means disagreeable, although I must confess it is sometimes rather harsh. Opinion varies on the "vulgarly called song of these animals," for I find Milne Edwards, of whom I had expected better things, calls it a sharp and disagreeable sound, which explains the origin of their vulgar name of *cri-cri*. The author of the "Backwoods of Canada," is also evidently no admirer of the *Gryllus*, for she says—"The very crickets, that used to distract us with their chirping from morning till night, have forsaken their old haunts." But this is excusable, for a sad inroad was made by these insects into the fair author's clothes and woollens. To study the habits and song of the Canadian cricket, a good plan would be to keep a number in cages, as practised by the Spanish peasantry, who delight in its querulous chirping. (1) Among many people the chirp of the domestic cricket is considered a good omen, and its absence from a French Canadian heart produces some anxiety. Although not influenced by anything of this kind, I do entertain a partiality for the cricket's chirp, which I have been accustomed to hear with satisfaction from childhood.

All the known species of the *Mantis* are proper to America, but by the species of *Phasma* (2) which I have captured on the slopes and base of the Montreal mountain, I have not noticed that any sound was produced, notwithstanding that some species, as the *Praying Mantis*, are said "to carol forth a fine canticle."

I have observed that many beetles, particularly the large drab with long antennæ (*Mohammus*), emitted a distinct but slight sharp sound, which is attributed to the friction of the peduncle of the base of the abdomen against the inner recess of the thorax, when they alternately enter and withdraw it. The rubbing of different parts of their dense integument against each other, is however, the general explanation of these sounds in beetles. This may be the case in many of them, but I think there are, in some, true respiratory sounds, that is to say, while at rest sounds are emitted from some of the spiracles which answer the purpose of the larynx in higher animals, when the insect is motionless. In the cock chafer, which soon makes its presence known in the evening, by the noise it makes in flying about a room, the sounds are likely due to currents of air directed to some of the spiracles which exist at the interspace between every two segments of its body, as in common with the other coleoptera.

Let it might be thought that I had overlooked the sound produced by the *Anobium*, a small beetle that burrows in old timber, I will merely give it the passing notice, that its tick, which has procured for it the name of the *death-watch*, is totally unconnected with the respiratory system, and is produced by rapping its head against the wood work, and if the signal be answered, it is continually repeated. Its noise resembles a moderate tap with the nail upon the table, and this imitation will be answered by the insect, as if the real sound of its own kind. When I first heard the death-watch, I was told it was a very bad sign, and that it por-

(1) My readers will doubtless remember the quarrel between two boys respecting a cage full of crickets, which gave Don Quixote so much annoyance, but which was ended by the worthy squire making a purchase of the chirping brood for four farthings.

(2) *Spectrum fenoratum?*—Eds.)

tended the dissolution of some relative! The superstitious notions which prevail regarding this harmless beetle, are proposterous, but at the same time have done much mischief. The reader (especially the superstitious one) is referred to the description of the death-watch in Maunder's Treasury of Natural History.

Among the Lepidoptera—the butterflies of which those common to Canada have been so ably illustrated in the pages of this Journal, I have heard a stridulous sound emitted by many species of the sphinx or hawkmoth tribe, captured generally in the evening twilight. This sound is something like the squeaking of a mouse or a bat, and was strikingly pronounced in a beautiful and rare specimen of humble-bee hawkmoth, the *Sesia Pelasgus* with reddish brown wings and hyaline disks, taken in the gardens of Mr. James E. Campbell, at the foot of the Current St. Mary. This squeaking noise continued as long as the creature remained alive, and was much louder than in any other of the numerous sphinges it was my good fortune to capture. It is a well-known fact that when the death's-head sphinx, *Sphinx Atropos*, (1) common to England, is in the least irritated or disturbed, it emits a similar sound, and it is related that from this circumstance, together with the presence of a very large patch, exactly resembling the usual figure of a skull or death's-head on the top of the thorax, it is held in much dread by the vulgar in several parts of Europe, its appearance being regarded an ill omen, or harbinger of approaching fate. With the Death's-head moth, this sound is given out when confined or taken into the hand, and is likened to the cry of a mouse, but is said to be more plaintive and even lamentive.

The humming noise of many, if not of most of the Canadian sphinges, some good specimens of which were in my collection, is distinctly heard during their rapid flight, but it is again different from the stridulous and plaintive note emitted by them when stationary. The mode in which this sound is produced has not as yet been correctly ascertained. It has been supposed by Reaumur to be caused by rubbing the palpi against each other, and by Lorey to be owing to the rapid escape of the air from the two ventral cavities. On carefully considering the matter, there cannot be any doubt that the sound is connected with the respiratory organs, but in what manner it is produced, will probably never be ascertained. I have no doubt if attention is paid to this point, that one or more of the Canadian species may be found to emit the sound before quitting the pupa-case, as Mr. Raddon found with the Death's-head moth.

Although it is not always easy to detect the mode of production of the sounds generated by different tribes, we have no difficulty in rightly attributing the buzzing and humming noises heard during the flight of the dipterous and hymenopterous insects, to the forcible expulsion of the air as it streams through the respiratory spiracles. The experiments of Burmeister on bees and flies show that the noises are not so much produced by the simple motion of the wings, to which it is commonly attributed, as by the vibrations of a little membranous plate, situated in each of the posterior spiracles of the thorax; for if the apertures of these be stopped, no sound is heard, even though the wings remain in movement. These are the true vocal organs, although the full-toned buzz is increased by the action of the wings; yet many of the species, as the wasp-fly for instance will buzz when at rest.

The buzzing of the gad-fly *Tabanus* is familiar to horses and cows, (2) which are sometimes covered with blood from its attacks. The shrill trumpet of the mosquito gives us warning of the proximity of that insect, which pursues us in many parts of Canada, thirsting for our blood. The buzzing of numerous flies, including countless blue-bottles; the humming of bees, the shrill buzzing of wasps, and the creaking sound of the sawyers, are, I presume too well known to need description. The last of these is the *Tenthredo cerasi* so destructive to many of the fruit trees of North America, and the sound produced by its sawing efforts is entirely mechanical. So also is that of the timber-louse, *Atropus pulsatorius*, which in this respect resembles the death-watch, but belongs to the Neuroptera, and reminds me that the same family includes the celebrated *Termes* or White ants. Ants belonging to the Hymenoptera are well known as domestic pests, from their ravages some times in the well-stored cupboard; and when a swarm of them is dispersed, the only sound emitted for so unceremoniously driving them away, is a distinct and audible kind of a hiss.

I trust this slight sketch of the generation of sounds of insects:

(1) A very perfect specimen is in the Museum of the Natural History Society, presented by the writer.

(2) The horse gad-fly *Gastrophilus equi*, whilst that affecting sheep is called *Oestrus oris*, or the sheep gad-fly.

heard for the most part on the Island of Montreal, may prove not only of interest, but be the means of drawing attention to the subject. Many of them are not only exceedingly shrill, but can be heard at a considerable distance, and with every propriety the organs producing them in nearly all the insects which have been noticed, may be considered as the analogues of the larynx and tracheæ in the higher animals. I am of course at issue with the immortal Cuvier on this point, as he has remarked that the various noises made by insects are in reality *not* the voice; because, he says, the air does not pass through a larynx. It the numerous spiracles are for the purposes of respiration, a fact indisputably established, and that the air is known to rush in an out of some of them, then they are the analogues of the larynx, and simulate its functions, as much so, as the circulation in insects is the counter-part of the same function in the vertebrata. And I will close with the question of Pliny on this subject, who asks—“And where too, has nature implanted that sharp, shrill voice of the creature, so utterly disproportioned to the size of its body?” to which I reply, that in the majority of insects, it is in the spiracles, or representatives of the larynx in higher animal life.

(*Canadian Naturalist*).

London, September, 1858.

OFFICIAL NOTICES.



SEPARATION AND ANNEXATION OF SCHOOL MUNICIPALITIES.

His Excellency, the Governor General, in Council, on the 2nd instant, was pleased to erect into a separate school municipality, the township of St. Jean, in the county of Chicoutimi, as comprised within its present limits.

APPOINTMENTS.

SCHOOL COMMISSIONERS.

His Excellency, the Governor General, in Council, was pleased, on the 2nd instant, to appoint the following school commissioners:

County of Chicoutimi.—St. Jean: Messrs. Isaac Martel, Louis Dalairé, David Côté, père, Florent Boivin and Roger Boivin.

County of Bellechasse.—St. Michel: The Revd. C. Cloutier.

JACQUES CARTIER NORMAL SCHOOL.

Mr. Théophile Amyrault has obtained a diploma authorising him to teach in model schools.

SITUATION AS TEACHER WANTED.

Mr. Dair, Bachelor of Arts, from France, is desirous of obtaining a situation as teacher in an educational institution. He will obtain a provincial diploma from one of the Boards of Examiners for this section of the province, at their first regular meeting.

Address: Education Office, Montreal.

Education Office, 20 April, 1859.

NOTICE TO DIRECTORS OF INSTITUTIONS CLAIMING AID ON THE GRANT FOR SUPERIOR EDUCATION UNDER THE ACT 19 VICT., CAP. 54.

1st. That this year, no institution shall be entitled to or receive any aid unless the return, and demand therefor, be filed within the period prescribed, that is to say, before the first day of August next. No exception will be made under any pretence whatsoever.

2nd. Acknowledgment of the receipt of such return and demand will be made immediately to the party forwarding same.

3rd. Any party not receiving such acknowledgment within eight days after mailing the documents should make enquiries at the post office and also at this office, failing which, such demand and return will be deemed, as not having been sent in.

4th. Blank forms will be transmitted during the first fortnight in June next, to all institutions now on the list, and institutions not receiving them during that period, must apply for them at the office of this department.

5th. Institutions not on the list, who may be desirous of making the necessary return and demand, can obtain the requisite blank forms by applying for them at this office between the 1st and 15th of June next.

PIERRE J. O. CHAUVEAU,
Superintendent of Education.

JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) APRIL, 1859.

To the Directors of Educational Institutions.

We would respectfully draw your particular attention to the official notice published in another part of our columns. It would be useless to add, that the necessity which obliged the Government last year to act strictly according to the requirements of the Law, with reference to those who were dilatory in sending in their returns, will render it more imperative, that the terms of the statute should be adhered to, this year, and that, after the many advertisements published and examples made, those establishments that may not have complied therewith, will certainly have no right to complain.

The law does not render it obligatory on this department to supply the blank forms required; thus, if by any accident, they may not have been received within the time prescribed, and that in consequence, no demand has been made, this cannot be deemed a sufficient excuse for not sending in the demand before the 1st of August next, the date specified in the notice.

To School Commissioners and Trustees.

School Commissioners will please bear in mind, that when, by decision of their board, the engagement of any one of their teachers should not be renewed, it is incumbent on them to give at least *three months notice previous to the expiration of the time mentioned in the engagement.*

Eight municipalities have already been compelled to pay considerable damages to teachers, in consequence of their negligence in following this regulation of the department; and we are decidedly of opinion that if, now that this regulation has been promulgated and is generally known, Commissioners or Trustees should infringe it, and thus cause considerable damage to the rate-payers, the latter have recourse against them personally for the re-imbursment of the amount paid.

With respect to the teachers, the regulation which requires that they should receive three months previous notice, is no more than an act of justice; and, with the exception of cases, which, from their nature absolutely demand summary dismissal, both the Government and this department are determined to grant such damages as, according to the circumstances of the case, may appear just and reasonable.

Report of the Chief Superintendent of Public Instruction for Lower Canada for 1857.

(Continued from our last.)

The sum of £1367 has been shared between two universities, having together 181 students; £3714 among nine classical colleges numbering collectively 1794 students; £2325 among 15 industrial colleges numbering 1937 students; £4145 among 65 academies for boys or mixed, numbering 6033 pupils; £2827 among 62 academies for girls numbering 7528 pupils; and £2895 among a large number of superior primary schools, and charity schools numbering collectively 6593 scholars.

The second title of the Appendix B shows the distribution of the supplementary grant to poor municipalities, under the 7th clause of the Act 19 Vict., chap. 14. This annual grant of £1000 was shared among 99 municipalities, in sums varying from £5 to £15; according to the necessities and the particular claims which each municipality could establish, and which are briefly noticed in the columns of the table. Remote localities and new settlements, and of the latter those which appear to make the most sacrifices to establish or improve their schools had the preference. The counties containing the largest number of poor municipalities which were so relieved by the department, are Arthabaska, which has seven; Bonaventure, eight; Compton, five; Charlevoix, five, and Gaspé, seven.

Next comes a statement of the pensions granted to poor teachers, who have left the profession in consequence of infirmities or the exhaustion produced by their labors. This list is preceded by a circular addressed to the ministers of various denominations, under whose ministry such pensioners happen to reside. The object of this circular was to protect retired teachers from the frauds and speculations of which militia pensioners have in many instances been the victims. The teachers are informed that they can neither sell nor transfer their pension to any one, and that as soon as any one may have sold or transferred his pension, it will cease to be paid; and, the better to enforce the execution of this law, the pastors have been requested, and have readily consented, to act as agents between this department and their parishioners.

The sum of £221 14s. 6d. has been distributed among 63 pensioners, who were all formerly teachers, who had retired from the profession before the passing of the law, and who have been admitted to enjoy its benefits. From this year's pension, a deduction has been made of the amount which each would have paid as premium, if the pension fund had been in existence, while they were engaged in tuition, and this may account for the smallness of the sum paid to each. Added to this is a list of 160 teachers, male and female, who enter their names as contributors up to 1st January, 1858.

Appendix B also contains a table of the books, purchased by the department, to be distributed as prizes by the inspectors in their visits. It will be seen that 4358 volumes were distributed in 1856, and 6075 in 1857. It can scarcely be, that these books should fail to be read both by the children and their parents; thus a very considerable number of excellent books have been scattered abroad and read throughout the country. Besides the emulation which may thus be excited in the scholars, the importance given to the visit of the inspector, and the higher degree of attention which the inspector himself may feel bound to bestow on the performance of that duty, the bare fact of the distribution of the books is of itself a means of instruction and moral progress which is not to be disregarded.

The two last documents, contained in the appendix, are a general statement of the disbursements of the department in the year, and a statement of all expenses of the normal schools since their establishment. The monies disbursed by the department in 1857, amount to £66,471 10s. 10d., and are divided into thirteen different heads of expenditure. Some idea may be formed from these of the complication of accounts required by the distribution of this large sum, by means of draughts or orders on the bank, generally varying in amount from \$20 to \$50. This branch of duty is however only a single item in the business of the department: the correspondence with the various municipalities, with the school-inspectors, the heads of institutions, teachers, and the public in general, increases every year. One of my first cares was the classification of this correspondence according to the system of files and an index, adopted in the office of the Provincial Secretary. The number of new files for the year 1857 was 4000. Each file generally contains several letters, and many letters were annexed to the files of former years. The following table of the number of

letters and documents received or sent by post in the year will give some idea of the amount of the business transacted in this department:

	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	TOTALS.	Total number of letters received and dispatched.
Letters received	778	606	142	482	296	415	1103	623	483	664	433	537	6486	19671
Letters &c. despatched.	719	1210	419	613	273	1839	5154	521	413	413	349	924	13186	

3. General Remarks.

I have already stated in my former report, that the main difficulty, with which the department has to contend, is the want of adequate pecuniary resources. It is not that the sum voted every year as a grant for common schools is not sufficiently high in amount, when considered according to the ratio which it bears to the revenue of the province; but that in consequence of circumstances which I explained in a special report, printed by order of the Legislative Assembly in 1856, I found, on taking office, a deficit of £8000 already existing, and a probable one of £12,500 for the year then current. These deficits were caused by the deduction during several years of the sums voted by the Legislature for superior educational institutions from the grant for common schools, whereas such sums were to be paid only from the balance of the parliamentary grant remaining unexpended, in consequence of the law being inoperative in certain municipalities. Now, the law being generally brought into successful operation, and the government having, moreover, paid nearly all arrears due to the municipalities which had failed to fulfil the required conditions, on their conforming thereto, no balance remained of the common school fund; yet the Legislature continued every year to vote larger and larger sums for distribution among the colleges, academies, and other institutions; and in 1854 those sums amounted to upwards of £20,000. The money was derived, in the first place, to the amount of £5000, from the consolidated fund; next, from the Jesuits' Estates; and lastly, from the balance of the common school fund. The income arising from the Jesuits' Estates being far from sufficient, and the supposed balance of the common school fund, having no real existence, it will be easily understood how the deficit must have occurred: and it will be as easy to understand how it must grow and increase from year to year, if the financial condition of the department is not, once for all, established on a more certain basis, according to my requisition in my report last year. I there said: "The principal difficulty is, the present financial state of the department. I have already called attention to this matter in a special report, printed by order of the Legislative Assembly. The Government made the most praiseworthy efforts to remedy, for a time, this difficulty, and to allow me to make the ordinary payments without any intermission. This state of things, however, could not be prolonged for many years, without subjecting the department to serious inconvenience, the more so, as the ameliorations that are now the most urgent, demand that the pecuniary resources placed at my disposal should be considerably augmented."

The Legislature resolved to secure, for various purposes, an annual appropriation of £22,000, under the name of the Lower Canada Superior Education Investment Fund. This appropriation consisted, in the first place, of £5000 to be paid yearly out of the Consolidated Revenue Fund; secondly, of the entire income arising from the Jesuits' Estates, which was at the same time permanently appropriated for that purpose; and thirdly, of the balance of the annual grant for common schools. Of this fund £17,000 was to be annually distributed to the universities, colleges, academies, and model schools; and the remainder was to be applied to the support of normal schools, and other purposes specified in the Act.

It is evident that such legislation could give prosperity to the finances of the department only as far as the common school grant might be sufficiently increased every succeeding year, as it had been increased by a vote of the House in 1853; or as, by improved methods of managing the Jesuits' Estates, the income therefrom might be augmented. The additional sum voted by the Legislature was increased, it is true, every year, but not sufficiently to meet the requirements of the legislation of 1856. Proof of this will easily be found by glancing over the additional sums annually voted, of which rather less than one-half is received by Lower Canada.

Years,	1853.	1854.	1855.	1856.	1857.
Vote,	£10,000	£15,000	£25,000	£35,000	£40,000.

On the other hand, even though the Government should make laudable efforts to improve the management of the Jesuits' Estates, there is reason to apprehend that the income will never be increased sufficiently to cover the yearly deficits shown above; more especially if we consider the way in which the greater part of those Estates have been affected by the action of the Legislature on the Seigniorial Tenure.

The Government has indeed hitherto provided for the distribution of the sums allowed by law for the superior educational institutions, for the establishment and support of normal schools, for the publication of the two Journals of Education, for the creation of a savings fund for teachers, for the payment of the annual grant of £28,594 11s. 2d. for common schools, and for the distribution of a supplementary grant of £1000 in favor of poor and remote municipalities. But it does not the less happen.—1. That the entire surplus of the additional grant for common schools is absorbed every year by the insufficiency of the fund for superior education, and that the amount to be distributed among the various municipalities remaining the same, while their number is continually increasing, the share of each becomes constantly less, instead of increasing, as it ought, in the same ratio as the schools and scholars increase; 2. That many reforms cannot be effected which require a special appropriation; 3. That the department is always straitened for lack of means, and in a false position, from the variable and uncertain nature of its resources.

Without intending to censure either the legislature or the government, who make great efforts to give to public education all the encouragement which can be desired, I have considered that it is incumbent on me to call the attention of the public again to such a state of things, for which I should be in some degree responsible, if I failed on any occasion to demonstrate its injurious effects.

It appears hard that this department, which is certainly not the least important of all the public departments, should longer continue to stand alone in having no certain resources at its disposal; and that, while I perceive no means of diminishing the sums to be distributed to the various kinds of schools, but on the contrary every thing assumes larger proportions, a corresponding increase of expenditure is required. It seems a matter of urgent necessity, therefore, that the legislature should guarantee the payment of the sums appropriated for the encouragement of education, independently of the income of the Jesuits' Estates.

These remarks are the more necessary, as they have a bearing upon the subjects which most deeply engage the attention of the department and the public; namely, the more regular and effectual inspection of schools, the classification of the educational institutions of a superior order, uniformity in the school-books, the erection of suitable school-houses, the introduction of the black board, maps, globes &c., the establishment of libraries both for masters and pupils, the increase of the salaries of teachers, and the establishment of a better system of examination of candidates to be admitted as teachers. All these desirable reforms are more or less dependent on each other; and nearly all are of difficult accomplishment, while the finances of the department remain in their present state.

The inspection of the schools falls short of what is desirable to be done; and it is generally thought that the inspectors are negligent in the performance of their duty. Hasty visits, unattended by the school commissioners, statistics imperfectly collected, reports written in some cases by hearsay, many municipalities neglected and unvisited for several years, form a state of things which was represented to me with reference to the functionaries in question, as really prevailing when I entered on my office. Unfortunately I became convinced that the picture, though unfair to many, and overcharged with respect to most, of the inspectors, was not devoid of truth in its general coloring. I exerted myself to remedy the evil, as far as lay in my power; and the dismissal of two, proved that the government were earnest in their determination that those persons who had voluntarily assumed the important task, should acquire themselves of it in a suitable manner. Unfortunately also, certain circumstances render the superintendence which I endeavor to exercise over these officers very difficult. It is evident that while parties confine themselves to general complaints against the inspectors, without specifying particular derelictions of duty in any, it will always be difficult for the department to find out, and to punish their neglect. Now, the very persons, who go so far as to demand the abolition of the office, are often the last to specify to the authorities the misconduct and irregular proceedings of the officers impeached, while they seek to deprive the country of an institution which is absolutely necessary, to ensure the working of any system

of public instruction. No doubt a noble feeling deters many honorable citizens from any act which might seem to belong to the trade of the informer, but it seems to me that the civil courage shown in simply denouncing the culpable neglect of a public officer, in whose hands are the destinies of the youth of our country, should not be repugnant to the most delicate mind.

However this may be, the great extent of the districts of inspection, as I observed, in my first report, by rendering the frequent and proper inspection of the schools impracticable, affords an excellent excuse for the inspectors, of which they avail themselves when they are accused. It is very difficult for the department to ascertain whether they do all that is possible to be done, when it is clearly shown that they cannot perfectly fulfil all the duties incumbent on them. The majority have from one hundred to two hundred schools to visit twice a year, and to travel over districts comprising on an average between 400,000 and 500,000 acres of settled country; some of the districts contain as much as 800,000 acres of uninhabited land, and extend over nearly 200 superficial leagues. It is certain, that were it not for the hospitality afforded gratuitously to the inspectors by the friends of education in some localities, their salaries, averaging £200, and never exceeding £250 would be almost entirely absorbed by their traveling expenses. The consequence of this is, that the office can be generally accepted only by persons exercising other professions, and who make a secondary affair of that which ought to be their only and exclusive occupation.

Are we to conclude from the preceding remarks that the office of inspector ought to be abolished, thus effecting a reduction of £4000 in the expenses of the department? In the first place I doubt much whether this reduction of the expenditure would be a saving. It is to the action of the inspectors, however imperfect, that we are indebted for the remarkable increase which has every year taken place in the assessments; and by glancing over the reports of my predecessor, it will readily be seen that that increase became considerable, dating only from the same period as the establishment of the office of inspectors. There is great reason to fear that the suppression of the inspection of schools, account-books, and commissioners' records, would have the immediate effect of diminishing, to a considerable extent, the amount of the assessments and contributions. Without going further, we may state as certain that the inspectors have detected, stopped, or prevented, defalcations of the secretary-treasurers to an amount, in the aggregate, far exceeding their salaries.

When we have admitted that the inspection of schools is necessary, it seems to me that in Lower Canada at least, it would be difficult to carry it into effect otherwise than by officers appointed and paid by the Government. In France, in Belgium, in Prussia, in England, and in Ireland, they have inspectors appointed by the Government. In all the States of the Union, there are county superintendents, who are nothing but inspectors under the jurisdiction of the superintendent-general of the State. In England, although there is, properly speaking, no system of public instruction, regularly organized at the expense of the State, the inspection of schools is considered an object of the highest importance, and the sum of £40,000 sterling is annually devoted to pay for it, being a very considerable portion of the appropriation for public instruction. In New Brunswick a system of inspection has been recently established, and in Nova Scotia the superintendent of education insists on the appointment of inspectors, and declares that it is impossible to make the system work without these indispensable auxiliaries. The following extract, from the report of Mr. Forrester, on this head will interest the reader:—

“Without inspectors,” he says, “it is impossible for me to acquit myself of my duties; and the labor of my office would exceed my powers, moral and physical. Moreover, by delaying the appointment of those officers a large portion of my usefulness is destroyed. It is an acknowledged fact, that many countries in Europe are unable to dispense with their services. There is more reason to consider them as indispensable in this country, where the means of communication between the various localities, scattered over the country, are much more rare. Their duties are of two kinds: 1. The diffusion throughout the most remote settlements of a knowledge of the various laws relating to public instruction, and the execution of the orders issued from time to time by the superintendent. 2. The excitement of emulation among the rate-payers of the places which they visit, and the consequent promotion of the interests of education.”

In Upper Canada there are not less than 300 inspectors. They are paid by the municipalities, and the appointment of them is entrusted to the municipal authorities. Their salaries vary from \$4 to \$6 for each visit to a school.

Independently of all other considerations, it is evident that in the

present state of the municipal system of Lower Canada it would be impossible to secure the efficient inspection of schools under such an arrangement. Moreover, it appears to me very doubtful in principle, whether, the officer, who should control the direction exercised by the commissioners and trustees over the schools, ought to be appointed and paid by and local authority, rather than by the department of public instruction.

What remains to be done, therefore, is, as I suggested in a former report, to reduce the excessive extent of the districts of inspection, and, as often as may be practicable, to appoint men to be inspectors who have been teachers. This measure would necessarily involve an increase of expense; but on this head, as on many others, we must be content to represent to the legislature and the government what we say every day to the rate-payers: that it is better to spend a little more and obtain a result, than to spend a smaller amount to no purpose. Moreover we might organize new districts, so as to render an effective inspection of all the schools twice in the year physically possible. This arrangement would not require more than six or seven additional inspectors, and a part of their salaries might be derived from a slight deduction from the salaries of those inspectors whose districts may have been diminished in a considerable degree, and the latter would be gainers by the change.

It would then become very easy to regulate the length of the visits, and the forms to be observed in making them; and in short, to prescribe to the inspectors a mode of proceeding from which they could not deviate. In other countries the inspector is bound to draw up a *procès-verbal* of his visit during its continuance. This is countersigned by the teacher and by those persons who represent the local authorities, and who are bound to attend. The government functionary can receive his salary only on the production of all the *procès-verbaux*.

It would be necessary, in this country, to compel school commissioners and their secretary-treasurers, by a penalty, to attend the inspectors in their visits. It may be seen by the reports of the latter, that they have the greatest difficulty in obtaining the attendance of commissioners and trustees, and even in finding them together, so as to procure from them the necessary explanations, and to convey to them the advice, which is needful to guide them in the performance of their duties.

Teachers ought, all other things being equal, to be preferred to all other candidates, and when the Normal schools shall have been longer in operation it would be just to provide that the office of Inspector shall be given to none but professors and teachers of a certain number of years' standing. This would be one of the most powerful means of procuring and retaining the services of young persons of merit as teachers, and of securing functionaries who will attend exclusively to their duties.

The distribution of the money granted to the universities, colleges, academies and model schools, becomes more difficult every year from the increased number of those institutions, especially of the model schools. It cannot be doubted that the establishment of those schools is one of the best means of promoting education, and above all, that it secures to the best qualified among the teachers more liberal salaries than they have hitherto enjoyed. It is nevertheless much to be desired that a special grant should be devoted to the support of those schools. The sum granted for their support, being taken, or rather appearing to be taken, from the fund for superior education is productive of a two-fold inconvenience. I say appears to be taken from the fund for superior education, because in reality, inasmuch as the income arising from the Jesuits' estates is not sufficient to constitute that fund, a larger sum is taken from the balance of the common school fund, than that which is paid for the support of the model schools. The two-fold inconvenience consists in this, that in the first place directors of colleges and academies are under the impression that the entire grant, called the grant for superior education, is intended for them; and in the second place, those who are opposed in principle to grants in favor of such institutions, do not consider that £2795 is paid to the best of the common schools of which they are the advocates and defenders.

The reasons which I have shewn in my former Report, as being opposed for the moment to any other classification of the institutions for superior education, still exist, and it is only gradually that we can attain that object. An increase of the grant would enable this department to do more towards it, but success is scarcely to be expected in the present state of things.

The universities and colleges maintain as we have seen, a tolerably prosperous position. As the number of these establishments does not increase, there is some hope that they may be able to maintain themselves with the subsidies which they now receive, although an increase would be desirable, to enable them to carry out the improvements relating to hygiene and physical education.

The debts contracted for buildings and other expenses incident to the installation of some of those institutions, more recently established, have induced an amount of embarrassment of which I would gladly relieve them, if the state of the superior education fund permitted me; but, as we have seen, in order that we may keep up the present annual grants, and distribute aids to new institutions established in counties where there were none, it is become necessary to discontinue any special grant of this kind. Moreover such grants had really become an abuse.

In this state of things, we learn the full value of the ancient endowments of the two venerable houses of education, the Seminaries of Quebec and Montreal, endowments which render them entirely independent of all Legislative subsidies, which indeed they have never shared. The recent large development of the former of these institutions, in the Laval University, I have already noticed in my former Reports; and in the "Lower Canada Journal of Education" will be found historical sketches of that, and of the University of McGill College.

The industrial colleges were founded, some, for the purpose of supplying certain requirements of our social condition, and combining with the boarding-school system a species of instruction approaching very nearly to that which constitutes superior education, wanting only the study of the dead languages; others were established with the more ambitious view of their hereafter becoming classical colleges, a part of their design which has been given up on account of the already large number of such institutions. These industrial colleges have however certain obstacles to contend with, arising from the absence of that particular in which they differ from the others, the teaching of Latin. Many catholic yeomen subject their children to a long course of study solely in the hope that they will embrace the clerical profession, and thus the institutions in question lose many pupils. Thus local influences tend to give a larger scope to the original plan of such schools, and to convert them into classical colleges. As to those which are more especially under ecclesiastical authority, a highly praiseworthy degree of prudence has been exerted to restrain them from the study of Latin and Greek.

Most of these institutions are in a rather precarious state. Great efforts were made by their founders to erect buildings which do honor to the districts in which they are situated. The aids granted them by the department scarcely go beyond the means of paying current expenses and the interest of the debts with which most of them are burthened. Certainly if the aid granted to them is not increased, so as to enable me to prescribe a more complete course of instruction in the physical and mathematical sciences, and to procure for them the apparatus necessary for such instruction, in a word to give them a character of reality thoroughly corresponding with the name they bear, a name assumed by some, and considered suitable for all of them, in order to distinguish them from the classical colleges, these intermediate institutions must languish and fail to fulfil the objects which appeared to be their destiny.

The academies for boys and mixed academies for boys and girls are very numerous, particularly in certain counties. They were already too numerous when the department was charged with the distribution of the grant. In these institutions a course of study is usually pursued which is suitable as a preparation for the classical colleges. Here the larger number, the unlimited competition, a result of the scantiness of the resources, of each, causes that to languish and dwindle, which might otherwise grow and prosper. It were greatly to be desired, that the influential men of every county, and the directors of academies themselves, would agree together to reduce the number of them. This would enable me to increase the allowance of each, while in the present state of things I shall be compelled to diminish it, until it becomes an insignificant trifle.

At the risk of repeating myself, I must again remark that this state of things cannot be attributed to this department, which was bound in the distribution of the grant to follow that mode of distribution which had been initiated by the legislature, with this great difference only, that the parliament in its omnipotence annually increased its largesses, whereas the department had to follow a course diametrically opposite. As I have explained in my last report, it would be very difficult, in the absence of very important reasons, entirely to suppress the grant originally made by the legislature to any one of these institutions. I can only in future put a stop to the opening of new institutions, in places already possessing several, by refusing the supplies. This rule could not be very strictly observed at first, on account of undertakings which had been commenced on the faith of the system then prevailing, and not unfrequently in reliance on promises of aid on the part of the men in

authority. The department is now in a position to carry it out, and it had its full influence in the distribution of 1857.

A more complete and strictly correct classification of these schools can be attained but by slow degrees. The conditions which the law enables the government to annex to the payment of the aid given, may serve as one means, and it may readily be seen by a comparison of the tables we now publish with the grants formerly made by the legislature, that great progress has been already made in the performance of this duty.

With respect to the common schools, the reports of the inspectors concur in pointing out the same obstacles, with a degree of unanimity, which of itself is the strongest proof to be adduced of the justice of their demands. The necessity of making rules, for the discipline of the schools, and to secure uniformity in the choice of class-books, is evident. The law has conferred the powers which relate to these two important measures on the Council of Public Instruction; and it would ill become the department, and be imprudent in policy, to assume the initiative of measures which might be disavowed by that body, when it is appointed. It would be attended with serious inconvenience to the schools themselves, through the disorder which it would produce, and to fathers of families, through the useless expenses which it would entail to them. This consideration renders the appointment of the Council of Public Instruction (the establishment of which was provided for by Parliament according to the suggestions contained in my first report) a matter of paramount and urgent necessity.

My suggestion, relative to the publication of a series of reading books, adopted to the wants of the country, are found repeated in the reports of several of the inspectors this year. I do not hesitate to declare my conviction of its great importance and necessity.

The want of maps, globes, reading-tables and pictures for object-lessons is also severely felt; and as I suggested in my two last reports, the only means of providing a supply is the establishment of a depot of such articles, on the plan of that which has effected so much good in Upper Canada. Unfortunately there is no appropriation of funds for such a purpose. The Council of Public Instruction are also authorised by law to cause school-books, maps, &c., to be published, but to enable its members to fulfil that important part of their duties, it is indispensable that a sufficient sum be placed at their disposal.

Parish libraries also will continue to be of slow formation, until we adopt the system of Upper Canada to give it an impulse.

The erection of school houses on a new plan is become so much the more necessary, as in many places the old ones, built with insufficient means, while the law was being first put in operation, are either altogether unfit to be inhabited, or in need of extensive repairs. I have caused a series of articles on this important subject to be inserted in the "Journal de l'Instruction Publique," together with plans and engravings. But here again the department finds the want of pecuniary resources. A new appropriation should be made as speedily as possible, and with reference to the mode of distributing it, I must again invite the attention of the government to the suggestions contained in my last report.

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—His Excellency, the Hon. Francis Hincks, late Premier of Canada and now Governor of the Windward Islands, has been for some time in Canada. He is on his way to England, having left for a short time the island of St. Lucia where he is however to return. Before his departure His Excellency received from the Board of Council and the Legislative Assembly most flattering addresses. The following extract, from the *Morocco Gazette*, shows that the same interest which Mr. Hincks has shown as a Canadian statesman to the cause of education is evinced by him in his new position:

"Among other questions of chronic disorder with which Mr. Hincks had to deal, as Governor-in-Chief of the Windward Islands, was that of education. Before his day the Lieutenant Governor of the Island of Saint Lucia, Doctor Power, endeavored to reconcile differences as to public schools between the Catholics and Protestants of that colony, the inhabitants of which are chiefly of French origin, but it would appear that his policy was not supported by the then Governor-in-Chief, Sir Wm. Colebrooke. It will be seen by the subjoined summary of an ordinance, that Mr. Hincks has boldly met the difficulty by virtually giving to each religious body the management of its own schools, reserving, however, to the Government the right of insisting that the English lan-

guage shall be effectually taught in all schools supported by public funds:—

Board of Education to consist of Governor and eight other Commissioners to be named by Governor.

Governors may suspend such Commissions, pending Her Majesty's pleasure.

Governor to fill up any vacancies so caused provisionally.

Four of the Commissioners to be Protestants and four Roman Catholics.

Board of Education to be divided into two distinct committees.

Such committees to be called "Protestant Committee" and "Catholic Committee."

Three members of any such committee to form a quorum to proceed to business.

In the absence of the Governor at any meeting of either committee, the senior member to preside.

Appropriation of funds allotted to Protestant inhabitants shall exclusively devolve on Protestant committee, and in like manner the appropriation of the funds allotted to the Catholic inhabitants shall belong to Catholic committee.

Each separate committee to take measures for promoting the education of the people of this Island according to the faith such people may profess.

No such appropriation to be made for a longer period than 12 months, nor to exceed the sum at the disposal of the respective committees.

No assistance to be afforded to any school, &c., in which the English language is not effectually taught.

The funds which the present Board of Education may have at their credit on the proclamation of this Ordinance, to be carried to credit of new Board by Treasurer.

—The electors of Berlin have chosen a schoolmaster for their representative to parliament. Herr Diesterweg, the new representative, was director of the seminary for the training of national schoolmasters in Berlin.

—From two new blue books containing the 24th report of the Commissioners of national education in Ireland, we find that at the end of 1857 there were 5337 schools in operation, an average daily attendance of 268,187 children, the average number in the rolls being 514,445. There were 13 districts model schools and 106 national agricultural schools. The total receipts of the commissioners amounted to £302,224, and their expenditure to £289,425.

—The army estimates for the ensuing financial year were published on the 15th of February. Of the £11,586,060 the grand total sum which the secretary for war will ask at the hands of the House of Commons, the sum of £5245 is the item for educational and scientific purposes. Out of 73,000 men in the infantry of the line including non-commissioned officers, 20,000 can neither read nor write, 13,000 can read only, 38,000 can read and write with more or less proficiency, and 20,000 are of superior education. A correspondent of the *United Service Gazette* complains, and we think that he has cause to complain that justice is not done to the army schoolmaster. For 21 years he is tied to his work with no road open for advancement, whereas many recruits instructed by him may obtain high promotion in that time.—*English Journal of Education.*

—On Shrove Tuesday a curious old custom might have been witnessed by those who chanced to be in the cloisters of Westminster Abbey in the vicinity of the school. It is thus described by a correspondent of the *Daily Telegraph*:—"At eleven o'clock, when the boys were busily engaged construing Homer and Virgil, the deputy beadle (Barrington) opened the door of the school-room and announced the arrival of—not the Dean and Chapter in *plenis pontificalibus*, but—the Cook. This important personage—Talfred, we believe, by name—attired in the insignia of office, white cap and apron, thereupon entered the room, bearing in his hand a farinaceous compound, popularly supposed to be a pancake, but suspiciously like a stale crumpet. Poising this delicacy artistically on the prongs of a fork or on a ladle of some sort, with a preliminary twirl or two, the chef attempted to throw it over the "bar" which divides the lower and upper schools. Unfortunately, he did not send it over, but it fell on the wrong side, and it is not quite clear that the Head Master (Mr. Scott) will feel bound to pay him his *honorarium* (prescribed by the statutes) of two guineas in consequence of this deplorable *lappus crumpet*. Another incident in this relinquishment of the pursuit of the Muses for that of a fritter was the scramble among the boys for the possession of that coveted compound on its descent. Whoever catches it, and, having guarded it safely from the attacks of his fellows, conveys it to the Dean of Westminster entire, can claim a guinea from that functionary. On Shrove Tuesday the precious cake was caught (for once in a way) by a town boy named, as we heard, Hawshaw, who hid it in his clothes as the Spartan boy hid the fox, and courageously retained it in spite of the fierce assaults of which he was the object. He conveyed it at last to the Deanery, where Dr. Trench no doubt was sitting in full canonicals and breathless anxiety to await the issue of the cook's performance. Mr. Hawshaw was, however, refused payment of the guinea, on the plea that the cook had not thrown the pancake over the bar, and the affair was therefore null and void. Quick as had been Mr. Hawshaw's movements, it would seem that the Head Master's were not less so, for that gentleman, with a laudable regard for the economical distribution of the Abbey funds or of the Dean's

own cash payments, had, we heard, dispatched a trusty messenger to the Dean, intimating that, in consequence of the cook's misfortune, the guinea might be saved. At present it is not known whether an *émende* will take place in the school, or whether the milder process of county-courting the Dean for the one pound one will be had recourse to; but Dean's yard is as anxiously expecting the Dean's ultimatum, and as keenly watching Mr. Hawkshaw's aggressive tactics, as Europe just at present is on the tenter-hooks as to the warlike or peaceful movements of personages no less great."—*Illustrated London News*.

LITERARY INTELLIGENCE.

—The British residents in Jerusalem have instituted a literary society and a reading room, in the *Via Dolorosa*! An address of Her Britannic Majesty's consul, J. Finn, Esq., F. R. A. S., was delivered at the first meeting for the season; the subject was "The pleasures, duties and responsibilities of the denizenship of Franks in the city of the great king." It is well to say that in the East all Europeans go by the name of "Franks." The reading room is supplied with British, American, French, German and Arabic newspapers and periodicals. It has also a library containing above 1000 volumes. Great preparations were being made at Jerusalem when the mail left (17th March) for the reception of Prince Alfred, who was hourly expected. While one of the sons of our gracious sovereign is visiting the great city of the East, the Prince of Wales is in Rome, where the French ambassador has given him a great entertainment; Queen Christina, the Duke of Mecklenburg, all the Roman princes and many englishmen of note were present.

—Mr. de Laprade, successor of Alfred de Musset to the French Academy, has delivered the speech which according to the rules of the institution, every new member is bound to make and which is to consist chiefly of a panegyric of his predecessor. Mr. Vitet answered as usual on the part of the Academy. The two speeches which are masterly pieces of literary criticism are published at length in the *Paris Journal de l'Instruction Publique*. Mr. de Laprade, whose name as a poet, is now one of the greatest in France, is a professor of *belles-lettres* in the Faculty of Letters of Lyons.

—The great historian Hallam died recently. His *chefs-d'œuvres*, the Constitutional History of England and his History of Literature, will confer immortality on his name.

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