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To the Trustees of _____

School Section, No. _____

in the Township of _____

JOURNAL OF

Upper



EDUCATION,

Canada.

VOL. IX.

TORONTO: JUNE, 1856.

No. 6.

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HARVARD COLLEGE LIBRARY,

MASSACHUSETTS.

In resuming the illustrations of foreign libraries and museums, we select as the first of this second, or American series, the Library of Harvard College, as being one of the oldest, largest, and most valuable public libraries in the New World.

The University of Harvard College was founded in 1638, by a grant of £400 sterling (afterwards increased to £1,200) from the Rev. John Harvard, an Englishman. From this circumstance the infant institution was called Harvard College, and the name of the town was changed from Newton to Cambridge, the name of the famous seat of learning in England.

The present library of Harvard College dates its origin from the destruction of Harvard Hall, with its valuable contents,* by fire, on the night of the 24th of January, in the year 1764. The General Court, which in consequence of the prevalence of the small-pox in Boston, was then sitting in Cambridge, and occupying the room appropriated to the library, immediately voted to erect a new building; and Harvard Hall was in a short time fully replaced by another edifice of the same name. A corresponding zeal was manifested by other friends of the institution, to furnish the new hall with a library and philosophical apparatus. The General Court of New Hampshire, which at that time had no college of its



GORE HALL—HARVARD COLLEGE LIBRARY.

own to provide for, granted, at the instance of Governor Wentworth, £300 sterling towards restoring the library. "The Society for Propagating the Gospel in New England and parts adjacent," gave the same sum, and "The Society for Propagating the Gospel in Foreign Parts," £100 sterling; Thomas Hollis, Esq., of London, rewarded his generous efforts to assist the College in its distress; other public spirited and enlightened individuals came forward with their contributions upon the occasion; so that a very few years supplied the loss of what had been the accumulation of more than a century. The library increased so rapidly, that in 1790, it consisted of about twelve thousand volumes.

Harvard College Library is almost entirely the fruit of individual munificence. Its records exhibit a long list of donors, whose names are indissolubly associated with the establishment. The first and most generous is that of Thomas Hollis. Next to that of the Founder of the University, his

* Library, philosophical apparatus, &c. The library was a very valuable collection of more than 5,000 volumes. Among the principal contributors to it were the Rev. John Harvard, the founder of the University, the Hollises, and several other names of great celebrity, as Sir Kenelm Digby, Richard Baxter, Governor Winthrop, Dr. Gale, Dr. Lightfoot, Dr. Watts, Dr. Mead, Bishop Berkeley, Bishop Sherlock, Dr. Hales.

name stands pre-eminent for its claims to a grateful recollection. Comprehensive benevolence seems to have been a distinguishing trait of character in the family of Hollis. Several individuals of that family were benefactors of Harvard College. Two of them displayed a most remarkable degree of generosity. The first was the excellent Thomas Hollis, who founded two professorships, one of theology, and one of mathematics and natural philosophy, and, besides various other benefactions, contributed largely to the library and philosophical apparatus which were afterwards burnt. His death took place in 1731. He was great uncle to our other distinguished friend, who bore his name, and inherited his estate and his virtues.

Two large quarto volumes, compiled by Archdeacon Blackburne, are devoted to an exhibition of the latter Thomas Hollis's "deeds of peace." In one of the tributes to the memory of this extraordinary man, which appeared soon after his decease, and which are preserved in those volumes, it was justly observed, "that in his death Liberty lost her champion, Humanity her treasurer, and Charity her steward." To benefit mankind was, indeed, the great business of his life; and possessing a fortune which happily seconded his generous nature, he applied himself to the execution of his disinterested purposes, with all the zeal and diligence of the most ardent votary of wealth or of power. One of his principal employments was to collect the most valuable books in the various branches of learning, especially such as were intimately connected with the highest interests of man, and to forward them, as presents, to those places where they were most wanted. This University partook largely of his bounty. It was, indeed, a favorite object of his regard. Immediately after the fire above-mentioned, he subscribed two hundred pounds sterling towards replacing the philosophical apparatus, but, with a just appreciation of the importance of a good library, his chief care was to furnish books. He began to send them as early, probably, as 1758, and continued to do it till within three or four years of his death, which took place in 1774. It appears, therefore, that some of the books presented by him were destroyed with the old library; the greater part, however, having been transmitted subsequently to that event, still remain, and in all respects abundantly verify the accounts which have been given of his great care and judgment in selecting and procuring them.

In the new Harvard Hall, erected immediately on the site of the old one, the public library was kept till July, 1841, when the books were removed to Gore Hall, a spacious and imposing edifice built for its exclusive accommodation, by means of funds bequeathed to the College by the Hon. Christopher Gore.

Gore Hall presents a pure and chaste specimen of the Gothic style of the fourteenth century; but the hard Sienite, or Quincy Granite, used in its construction, made it necessary to omit the elaborate ornaments with which this style is usually wrought. It is in the form of a Latin cross; the length of the body being 140 feet, and across the transepts 81½ feet. The main entrances are flanked by octagonal towers, 83 feet high, surmounted by lofty mitred pinnacles, somewhat like those of King's College Chapel, at Cambridge, England. The outer walls are of rough stone, laid in regular courses, with hammered stone buttresses, towers, pinnacles, and drip-stones. The inner walls and columns are of brick stuccoed. The main floor is also of brick, resting on brick arches, filled above to a level, and covered with hard pine boards. The roof and gallery are supported by wrought iron rafters, and the partitions are strengthened by concealed iron columns. The interior of the body of the building forms a beautiful hall, 112 feet long, and 35 feet high, with a vaulted and ribbed ceiling, springing from two ranges of ribbed columns. The spaces between the columns are divided by partitions into stalls or alcoves for books, having a light gallery above, protected by an ornamented iron balustrade. One of the transepts is used as a reading room, the other is divided into three apartments for books. This hall, in the construction of which great caution was used to guard against injury by fire, is heated by steam. This is conveyed from a boiler in the basement, through iron pipes to four stacks of perpendicular copper pipes, arranged like screens at the sides of the central area. An ingenious self-acting contrivance regulates the draft, so as to check or increase the generation of the steam.

The Public Library of the University, for which alone, as before stated, this hall is designed (the Libraries of the Theological, Medical, Law, and Scientific Schools, being kept in separate buildings), contains books in all branches of learning. These are arranged according to subjects into the four grand divisions of Literature, History, Theology and Science, with numerous subdivisions. The first classification of the books was made in 1822, by Joseph G. Cogswell, Esq., now the accomplished librarian of the Astor Library; and it has been continued ever since, upon essentially the same plan.

The division of Theology contains the four great Polyglots, the Computensian, Antwerp, French and English; a very valuable collection of the writings of the Fathers of the Church; a complete apparatus for the critical study of the scriptures and ecclesiastical history,

and a body of the miscellaneous writings of all the best modern divines. The scientific division is rich in works on the exact and natural sciences; and the library is well supplied in the departments of philosophy, ethics, ancient and modern literature, history, topography and antiquities. Voluminous and expensive works which are rarely met with, except in large public libraries, here have their place. No where else in the United States will be found so large a collection of the Journals and Reports of the English Parliament; and the department of American History is unrivalled, at least in this country. The collection of maps, the titles of which alone fill a printed volume of 224 pages, is believed to be altogether unique. The library contains also, a few valuable and interesting manuscripts; one of which, a fragment of the Gospels of Matthew and John, in the Greek uncial character on parchment, is more than one thousand years old, and is doubtless the only specimen of this kind and age on this continent.

The University Library is divided into four departments, viz.—Theological, Medical, Law and Public; which last, besides books in all other departments of learning, embraces also an extensive collection of works on Theology, Medicine, and Law.

The Theological Library is in Divinity Hall. Persons entitled to its privileges must be connected with the Divinity School. Number of books about 4,500. They consist of valuable select works, principally in modern Theology, with some of the early Fathers. Means have been recently devised to add to the Library valuable modern works in Theology and Morals, as they are published.

The Medical Library is in the Medical College, in Boston. It is placed there for the convenience of students attending the Medical Lectures. The number of books is about 1,600. It contains all the elementary works which are the most important and the most used by students. Besides these, it has the writings of the early Greek and Latin Medical Fathers, and the works of the later medical classics; and, with the latter, it contains numerous valuable modern works.

The Law Library is in Dane Hall. It is designed for the officers and students of the Law School. Number of books about 14,000. It contains most of the valuable works in English and American Law, and in the Civil Law, together with a variety of others by writers of France, Germany, and Spain.

The Public or College Library is in Gore Hall. It is for the common use of the whole University, in this respect differing from the other branches of the University Library. The total number of books is about 68,150; of which 1,000 belong to the Boylston Medical Library, in immediate connection with it.

The total number of books in the Libraries of the University is, then, as follows:—

Public Library	about 68,150
Medical "	" 1,600
Law "	" 14,000
Theological Library	" 4,500
Society Libraries of the Students	" 13,000

Total.....about 101,250

Extracts from the Laws relating to the Library.

1. In term time the Library shall be open on the first four secular days of the week, from 9 A. M. till 1 P. M., and from 2 till 4 P. M.; and on Fridays, from 9 A. M. till 1 P. M.; excepting the first Friday of each term, Christmas day, the days of public Fast and Thanksgiving, and the Fridays following them, the fourth of July, and the days of public Exhibitions and the Dupleian Lecture, during the exercises.
2. In the vacations, the Library shall be open every Monday, from 9 in the morning till 1 P. M.
3. All persons, who wish to have access to the Library, or to bring their friends to see it, are expected to make their visits on the days and within the hours above named.
4. All persons, while in the Library, are to remain uncovered, and to refrain from loud conversation, and from other improprieties of speech and deportment.
5. No person, except the Librarian and Assistants, shall go into any of the alcoves of the General Library, or take any book from the shelves therein, except under such special regulations as may hereafter be established.
6. No person shall ordinarily be allowed to borrow from the Library more than three volumes at the same time. If any Resident Graduate or Professional Student represent to the Librarian that he is engaged in the study of some particular subject, on account of which he has occasion for more books, the Librarian may, at his discretion, permit him to have an additional number. If, also, any Undergraduate should need additional books in preparing for a public exhibition or for an exercise on Commencement day, the Librarian may permit him to have them, on the usual terms.
7. No student shall keep any book belonging to the Library more than six weeks; nor any other person, more than three months.

8. No book shall be borrowed from the Library, or returned to it, without the knowledge and presence of the Librarian or his Assistant, who shall take particular notice of the state of each book when delivered out, and when returned. The Librarian shall keep a fair and regular account of the books borrowed and returned, under the name of each person, with the date when each book is borrowed, and a note of its place in the Library; which account shall be signed by the borrower, if present; otherwise the book may be delivered to his written application. And it shall be the duty of every person to return the books he may have borrowed to the Librarian or to the Assistant, and to see the same regularly discharged from his account.

9. Persons sending for books are required to make, sign, and date a written order for them, and to insert therein the name of the author and the words of the title of each book, as given in the printed catalogue.

10. If any student take a book or books from the Library without the knowledge and consent of the Librarian or the Assistant, or if he voluntarily mutilate any volume, he shall be liable to the penalty of dismissal or expulsion from the University; and if any other person, having a right to use the Library, shall in like manner transgress the rules, he shall be suspended from the exercise of that right, during the pleasure of the Corporation.

11. If any person desires to borrow a book which is lent out of the Library, he may leave his name and the title of the book with the Librarian; and, when the book shall be returned, the Librarian shall reserve it for the person so applying, provided the latter call for it within a week, or, if he be an Undergraduate, at his next time of receiving books from the Library.

12. No person shall lend to any other a book which he has borrowed from the Library, nor let it go from under his personal custody.

13. No student shall carry a book belonging to the Library out of town, without special leave from the President.

14. No person shall write or mark in a book belonging to the Library, except the Librarian, or the President, or some person authorized to do so by them.

15. When there are two or more copies of the same book, the least elegant or rare shall be lent first; and the Librarian shall use his discretion in regard to the lending of rare or costly works, which are not otherwise restricted.

16. In term time, each member of the Senior and Junior Classes may borrow from the Library, of such books as are selected for their use, not more than three volumes at a time, twice a week; and each student of the Sophomore and Freshman classes, not more than two volumes, once a week. They may also borrow books from the general Library, on application to the Librarian, and with the same restrictions.

17. The members of the Theological, Law, and Scientific Schools, and the Resident Graduates, may borrow three volumes at a time, four times a week, in term time, on such days, and during such hours, as the Librarian, with the advice and consent of the President, shall appoint.

18. The Undergraduates may apply for books and receive them in term time, in the following order:—

19. The Senior and Junior Sophisters, on Mondays and Thursdays; the Sophomores, on Tuesdays; and the Freshman, on Wednesdays;—during such hours as the Librarian, with the advice and consent of the Faculty, shall direct.

20. The times for returning books, by the members of the Theological Law, and Scientific Schools, by Resident Graduates, and by Undergraduates, shall be the same as those appointed for borrowing them.

21. In the vacations, books may be borrowed and returned every Monday forenoon, by those students who have obtained a certificate of leave to remain in Combridge during the vacation; as, also, by other persons than students who have a right to the use of the Library.

22. Every student, before leaving Colledge for an expected absence of more than one week, shall return the books he may have from the Library.

23. All books borrowed by the student shall be returned on or before the Thursday immediately preceding the winter vacation.

24. Every person, without exception, having books for the Library, shall return them, as soon, at the latest, as the fourth Wednesday before Commencement; and all the books shall be retained in the Library, from and after said day, for the annual examination, till the end of the term.

25. If any student shall fail to return all the books he has borrowed from the Library, within the times specified in the three foregoing sections, he shall be subject to a fine of twenty-five cents per day for every volume unreturned.

26. If any student shall fail to comply with the other laws regulating the borrowing and returning of books, and the lending, or carrying them out of town, such student shall be reported to the President,

and he shall be liable to the suspension of his privilege in the Library, or to some other penalty, at the discretion of the President.

27. If any person, other than a student, shall keep a book belonging to the Library more than three months, without renewing the same, he will be subject to a fine of one dollar per week for every volume unreturned, after notice left at his usual place of residence or duly given by mail or otherwise; and if he fail to return all the books he has borrowed from the Library, agreeably to the provisions made for the return of books for the annual examination, he shall be liable to a fine of twenty-five cents per day for every volume unreturned, and to a suspension of his privilege until the same be paid.

28. If any book borrowed from the Library be injured or defaced, by writing in it or otherwise, or be lost, the Librarian shall make immediate report of it to the President. And if the borrower be a student in either of the Schools, a Resident Graduate, or an Undergraduate, he shall either replace it immediately with one of equal value, or be charged with the cost of it in his term bill; and if such volume be a part of a set, the borrower shall be obliged to replace or pay for the whole set, or be charged as above; and, until this be done, he shall not be allowed to borrow any other book. If any other person shall injure, deface, or lose a book borrowed from the Library he shall make it good.

29. No student shall be admitted to the first degree, nor any resident Bachelor to a second degree, till he has produced to the President a certificate from the Librarian, that he has returned in good order, or replaced, every book that he has borrowed; or, in default thereof, has deposited with the Librarian double the value of it in money, or, if it be a part of a set, double the value of the whole set. And no student shall be permitted to take up his bond, or shall be discharged from his responsibilities by the Steward, till he has obtained from the Librarian, and exhibited to the Steward, a certificate as above described.

THE BRITISH POSTMASTER GENERAL'S REPORT.

The second report of the Postmaster General has just been issued. From it we gather that 525 new post offices were appointed last year, and that the number now in the United Kingdom is 10,498. Farther progress during the year has been made in revising the postal arrangements of the rural districts. The pillar letter boxes have been found to answer, and their number is to be greatly increased, especially in London. During the past year free deliveries of letters have been extended to 1,327 places, and at 649 other places the free delivery has been extended or improved. Arrangements are making for completing the first delivery of letters throughout London by 9 A. M. A plan has been devised also to secure a more speedy transmission of letters between one part of London and another. Instead of sending all letters posted in the London districts to St. Martin's-le-Grand, they will be sent to a principal office in the district in which they are posted, and will be thence distributed. Hourly deliveries of letters will then take place throughout London.

In order to effect an earlier delivery of General Post letters in the metropolis, the London letters will be sorted into districts in the large provincial post offices, and in the travelling railway post offices. This scheme will be greatly facilitated if the Metropolitan Board of Works get rid of duplicate names of streets in the same district, and also if the public can be brought to add the initial letter of the name of the district to the address. The London districts will be named according to their position—East, West, South, North, South-east, South-west, &c. During the last twelve months 69 additional towns have been accommodated with day mails to and from London.—The communication between the West of England, South Wales, Ireland, and Scotland, the North of England and London, has been accelerated. A conditional assent has been obtained from the London and North-western, Lancaster and Carlisle, and Caledonian Railway Companies, to limit the number of carriages on mail trains, so that such trains may keep time with greater punctuality.

The North British Railway Company has agreed with the post office proposal of mutual penalties if time is not kept with the mails, either by the post office detaining trains, or the trains not keeping their contract time. The postal communication has been facilitated between the North of Ireland and the coal trade in those districts. The mail communication with the Isle of Man has been improved, and a tri-weekly steam packet communication is to be established with the Orkney Islands. Owing to the later departure of the day mail to France from London, letters by the day mails from Scotland, Ireland, and the North and South-west parts of England, arrive in London in time to be despatched to France by the French day mail, instead of by the following night mail. The people of London can also reply to their French correspondence shortly after they receive it. Important arrangements are making for improving the postal communication between the South-west of Ireland and England.

The number of miles per day which mails are now conveyed on railways is 27,109, at an average charge of 10d. per mile. The number

of miles per day which mails are conveyed by coaches is 31,667, at an average charge of 2½ per mile. The total payments to railway companies in 1854 exceeded by £83,000 the 5 per cent. passenger tax for the same period. With reference to the complaint of the railway companies that the post office has injured their parcels traffic, the post master general states that the number of book packets passing through the post office is about 3,000,000, while the number of newspapers passing through the post has recently decreased by 25,000,000, and that the weight of the mails now are considerably less than they were. What the companies have lost by the book post has been amply compensated by an increased newspaper traffic. During the last year 456,000,000 chargeable letters passed through the post. The number of valentines is estimated at 800,000 annually. Valentines increase in England and Scotland and decrease in Ireland.

Last year 300,000 letters were received from Australia, 150,000 from the East Indies, 70,000 from Canada, 340,000 from France and 340,000 from Prussia. There was a decrease of letters from the United States. During 1855 nearly 2,000,000 of letters passed between the people of this country and the British army and navy in the East. In that year also 2,400,000 letters and 600,000 newspapers were received at the Dead Letter Office, 50,000 letters were sent last year to the colony of Victoria, and 42,000 of them were returned to the Dead Letter Office. Of this latter number 40,000 had been pre-paid and 1,500 had even been registered. This shows the migratory and unsettled habits of the population there. Out of 2,000,000 letters sent to the United States last year, 103,000 were returned to the English Dead Letter Office; the chief portion of the latter consisted of unpaid letters. Out of 2,300,000 letters sent to France, 37,000, two-thirds of which were unpaid, were returned to the Dead Letter Office.

About 200,000 newspapers pass daily through the Post-office of the United Kingdom. During the last six months of 1855, £93,000 was received by the Inland Revenue Department for impressed newspaper stamps, and £25,000 for postage labels for newspapers. The number of book packets which pass through the London Post Office is 1,400,000 a year. Half of the letters of the whole Kingdom pass through the London Office. The number of money orders issued last year throughout the United Kingdom was 5,807,412. The amount of money represented was £11,901,279 12s. 2d. The number of orders paid was 5,801,289, the amount of which was £11,002,377 4s. 5d. The profit arising from money order commissions, after all expenses were paid, amounted to £20,252. During eight weeks only, £13,000 was sent to England from the army in the East through the money order office. Arrangements are making for enabling sailors on foreign service to send home money by means of money orders. A uniform rate of 6d. is now charged on letters to all the colonies except Ascension Island, Cape of Good Hope, Falkland Islands, Gambia, Labaun, Mauritius, Natal, New Zealand, Vancouver's Island, and Western Australia.

The privileges of the book post have been extended to all the colonies except Victoria, Tasmania, Natal, Falkland Islands, Gambia, Labaun, Turk's Island, and Vancouver's Island. The sea postage on letters between two British colonies, or a British colony and a foreign port, has been reduced in almost all instances to 4d. The reduction made in the postage between England and France has caused a fourfold increase in the number of letters passing between the two countries. New postal conventions are in progress between this country and Belgium, the German Postal Union, and Spain. These conventions have for their object the reduction and simplification of postal rates. A proposal has been made to Portugal with a view to reduce the postage to Madeira. The number of *employees* in the post-office department at present is 22,547. The system of appointment and promotion recommended by the Treasury commissioner has operated beneficially. The officials who have complained of the arrangements thus adopted have been generally persons who under the present plan of appointment would never have been in the Post-office. Some of them have resigned because they have lost all hope of obtaining preferment except by means of merit.

The general effect of the new system has been increased energy and efficiency among the *employees*. All the superior officers speak well of the new system. The arrangements for allowing provincial postmasters to appoint their own clerks having worked well, the postmasters of large towns will shortly be allowed to appoint their own letter-carriers. Letter-carriers in several large provincial towns have been dressed in uniform, which has been found to promote their general comfort, and to prevent their loitering and neglect of duty. No subordinate is allowed to make an application for increase of salary, except through his superior officer. This has been done to prevent undeserving persons getting an advance of salary by means of extraneous influence.

The Postmaster General proposes that model lodging houses should be erected near the General Post-office for the London letter carriers; that the houses should be erected by a public company, and that the

Post-office Department should guarantee the rents. £1,314 19s. was expended last year to assist the Post-office officials in insuring their lives. The Post-office revenue last year was £2,717,000, and the expenditure £1,591,000. Out of this latter sum, £313,000 was paid for salaries and pensions, £101,000 for the conveyance of mails by railways, and £32,000 for the manufacture of stamps. A Postal Guide is about shortly to be published by the Post-office Department for the use of the public. This guide will include a table of the postal rates on letters sent to the colonies and foreign countries. There will be a periodical issue of a revised edition of this guide.

The clocks at St. Martin's-le-Grand and at the post office, Lombard street, will shortly be regulated by means of telegraphic communication with the Observatory of Greenwich. Between 7,000 and 8,000 letters were posted last year without any address, and a letter was posted in Ireland, containing a considerable sum of money, which letter was open at both ends, like a book or newspaper. The Postmaster General says that the safest way to fasten a letter is first to wafer it, and then to seal it with wax. The appendix to the Postmaster-General's report contains some interesting and important documents, among these is a short historical summary of the Post office in Scotland. In 1678 a coach drawn by six horses commenced running between Edinburgh and Glasgow, a distance of 44 miles, and performed the journey to Glasgow and back in six days. In 1698 a person had the whole revenue of the Post-office of Scotland and £300 a year beside, for keeping up the post in Scotland, and found it unprofitable.

In 1715 there was not a single horse post in Scotland. In 1716 horse posts were established between Edinburgh and Inverness, to carry despatches to and from the army in the Highlands, under General Cadogan. In 1730 the whole postal revenue of Scotland was £1,194. In 1750 mails began to be conveyed from stage to stage by relays of horses and postboys. In 1757 the mail was conveyed from Edinburgh to London in 131 hours. Oftentimes the letters which left London on Tuesday were distributed at Edinburgh on the Sunday following between sermons. In 1776 the modern stage coach was introduced into Scotland, and performed the journey from Edinburgh to London in 60 hours. In that year a coffee shop keeper established a penny-post in Edinburgh, and kept four postmen dressed in uniform to deliver the letters. He was soon pensioned by the Government and his business taken from him. In 1788 a direct mail was sent from London to Glasgow.

In 1821 the post office at Edinburgh was conducted in an apartment 30 feet square, and kept as dark as possible, for the purpose of employing strong artificial light to examine whether letters contained enclosures or not. In 1866 Archbishop Parker submitted a form of prayer to Sir William Cecil. This form of prayer was sent in a despatch from Croydon at 4 P. M., July 22; it reached Waltham Cross, a distance of 26 miles, at 9 P. M., on the 23d; three hours afterward it reached Ware, 8 miles further; and 8 hours afterward, it reached Sir W. Cecil, at Croxton, a further distance of 29 miles. It thus took 40 hours to travel 63 miles. The time of conveyance of the archbishop's letter is proved by the endorsements of the postmasters of Waltham Cross, Ware and Croxton. The appendix to the Postmaster General's report recounts some curious cases of unfounded complaints against the post office.

Last year a young lady, 15 years of age, was at school some distance from her parents. Her mother was ill, and the daughter received letters from time to time announcing the state of her mother's health. The lady declared she wrote to inquire about her mother's health, and that two days afterward a brown paper parcel, addressed to her, was placed in a very mysterious manner in the hall of the school house. She added that she had met a man galloping on horseback while she was out walking. He stopped and told her that he had left a parcel at the school announcing her mother's death. The parcel did contain a letter announcing the death of the mother.

Two days after this a letter was posted by the young lady's family, stating that the mother was better, but when the envelope was opened a letter was produced requiring the young lady's presence home immediately, to attend her mother's funeral. This case excited the greatest interest, and it was believed that an abduction of the young lady was designed, and that the conspirators who designed it were assisted by some one in the post office department. Several officials attempted to unravel the mystery, but could not succeed. At length Mr. Hodgson, a post office official, skilled in such investigations, proceeded to the school. He pronounced it a plot of the artful school girl to get to her home. Some time afterwards the girl confessed that this was the fact.—*London Daily News*, April 2d.

THE SCHOOL SYSTEM IN THE PRINCIPAL GERMAN STATES.

The following account is condensed from a report on the external affairs of the primary schools and schoolmasters of Germany, which appeared in the *Pädagogischer Jahresbericht* for 1853:—

The outcry for the emancipation of the School from the Church,

which had been raised in the years of commotion, has caused several German States to give the utmost attention to the question of the relation of these two institutions. In the legislation of the past year (1852) we find a large number of acts which refer to this subject, and announce the intention of bringing the school back again under ecclesiastical protection and control. "It is true," says a writer in the *Allgemeine Schulzeitung*, "that we have not yet gone quite so far, as to desire to supplant the classical education, as in France, by a biblical and ecclesiastical one, for the orders and decrees in question have in view rather the external and formal side of the ecclesiastical influence; they prescribe regular devotional exercises and attendance at church, the visitation of the schools by the clergy, the surveillance of the teachers and scholars in their outward behavior, dress, amusements, &c.; but still a principle is thus affirmed, which deserves to be well considered, as there is too great a danger of doing practically more harm than good by an improper application and extension of it." By such orders, reaching to the most minute particular, the clerical influence on the school appears to this writer, to be far too widely extended. "Instead of beginning with outward reforms," he says, "and introducing a kind of military church discipline, we should, before all things, take care to awaken and keep alive in the school a genuine Christian spirit and a good moral tone. Out of these there will then arise spontaneously an inoffensive outward behavior. By any mere outward prescriptions and orders, we attain only the appearance, instead of the reality: we produce hypocrites, instead of believing and moral men, scholars who go to church by command, and pray according to prescription, and teachers who, from fear of the clerical authorities, abstain from card-playing, hunting, frequenting public-houses, &c., but who are none the better men inwardly on that account. It may even happen, that the more they are compelled to put restraint on themselves in public, the more they will seek to indemnify themselves in private, by pleasures and excesses."

I.—PRUSSIA.

The improvement of ill paid appointments is, according to recent orders, to become the subject of a comprehensive and energetic activity on the part of the school authorities; but the ministry is convinced that the existing legislation, partly general and partly provincial, presents sufficient scope for the attainment of this object. Accordingly, the school authorities have been required by a circular order to undertake a new regulation of the salaries in all those elementary schools which, in the opinion of the government, do not afford the teachers such an income as is needed for their support. The circular order points out that it devolved upon the government, in virtue of its right of supreme direction, to determine what is requisite for the support of a school and its teacher, and that the circumstance that the fixed provincial minimum had been maintained, would not be accepted against its decision in such matters. The government claims the right to decide whether the provincial minimum is sufficient according to local circumstances, and to adjudge new rates of salary at discretion.

In regard to the execution of the contemplated improvement, the Minister begins by observing that where school money is raised, the local authorities have to fix its amount; and that in the case of those appointments in which an improvement is requisite, there is all the more reason for raising the amount of the school money, as the settlements previously made date from a time when the value of money was higher than at present. For example, the school arrangements no longer correspond to the suppositions on which the settlement of the General National Schools Regulation of the 12th of August, 1763, was made.

Where school money does not exist, and, according to the prevailing circumstances, cannot be introduced, or where it falls short of the requirement, the general or provincial regulations are to come into operation, and in particular a law which devolves the maintenance of teachers upon the fathers of families, among whom the contributions are required to be justly divided, according to their possessions and occupations.

In those cases where, by the application of the existing legal provisions, all means have been exhausted for securing the support of the teachers, but where, notwithstanding, this object has not been attained, the local authorities are authorized to make proposals for granting a subsidy; but at the same time they are distinctly directed not to allow themselves to be influenced, in dealing with the matter, by the endeavors of interested persons to lay on the public exchequer the entire burden of improving the teacher's income.

By these administrative principles, which, if not new, are pronounced with new force, and by the extended powers which are here given to the local authorities, a wide field of activity has been opened to them for the improvement of the income of teachers; and by the application of such provisions as best correspond to the local circumstances, they will certainly succeed in helping a large number of teachers, hitherto scantily paid, to a competent, if not a very plentiful salary.

The circular decree has been explained by a commissioner of the ministry, in a committee of the second chamber on the subject, and

among other things it was remarked, that of all the districts of the monarchy, Düsseldorf was the most favorably situated in regard to the remuneration of the elementary teachers. There no appointment yielded less than 180 dollars a year. Where, according to local circumstances, an income of 180 dollars does not suffice, the revenues will be augmented out of state funds. In Brandenburg, Silesia, and Pomerania, there are situations worth only 80, and even 50 dollars. The regulations for the lower Roman Catholic schools in Silesia, of the year 1851, fix the minimum salary at 50 dollars for the principal, and at 25 dollars for the assistant teachers.

We do not know whether it is accidental, that with the gradually improving outward condition of the teacher, the general school education also improves; but at least it is a fact, that the statistical results of the last few years stand in a very favorable relation to those of previous years. In 1850-52, the proportion of soldiers drafted into the army, who were entirely without school instruction, was for the whole monarchy 4.71 per cent., whereas the proportion in 1846-49, was 5.3 per cent.

The scattered population of many places, which renders a proper provision for schooling extremely difficult, if not impossible, has called forth a peculiar arrangement. In the government of Danzig, itinerant teachers have for a long time been appointed, among whom about twenty places are divided. In each of these, a teacher remains always two days, until the circuit is completed. The number of children taught in this way amounts to more than 400. The itinerant teachers have to get their attendance at any particular place, and the instruction given there, certified by the school authorities, in a special day-book, which they have then to lay every Sunday before the clergyman appointed as their supervisor. An experience of nearly eight years shews that, at the utmost, these itinerant schools can suffice for the most elementary instruction. Reading, writing, arithmetic, scriptural knowledge, and psalm-singing are the subjects. Tasks are left for the children to do in the absence of the teacher, and the parents are put in the way of superintending the performance of them. Let us hope that this miserable make-shift will soon be set aside by the establishment of regular schools.*

In many towns, too, the necessity of a re-organization of the popular schools is apparent. A motion has been made in the second chamber, inviting the central government to favor and facilitate in every way the establishment of middle schools, and the occasional conversion of elementary schools into such. It was pointed out that the extensive transformation of borough schools into upper schools had increased the want of middle schools, and that there was a want of such schools, even in the larger towns, for the classes for whom the elementary school is too low, and the upper borough school too high.

There is everywhere observable a search after means for improving the system of instruction; but this is most visible in relation to the training of teachers. The requirement of previous private training in candidates for the office of teacher, will make it possible for the pupil to develop himself under the influence of a family, which is impossible in great public institutions. Opinions are still divided on the question whether the family life be the most suitable for the training of teachers. Mr. Richter answers the question in the affirmative, in a prize essay proposed by the Brandenburg *Schulblatt*. Mr. Low, in his monthly paper, writes against the principle of the family life, in its application to the organization of teachers' seminaries, and specially against Mr. Richter.

The attention of the government has also been recently directed to the education of female teachers, which was previously only a matter of private concern, at least on the Protestant side. There are public female seminaries at Kaiserwerth, Droyssig, Berlin, Münster, and Breslau.

In the course of the year 1854, by the munificence of the Prince of Schonburg-Waldenburg, there was combined with the seminary at Droyssig, under the same direction, but in a separate locality an institution for the education of governesses and mistresses for superior girls' schools, in which, besides a Christian and professional training, a more extended literary education, and especially an acquaintance with the French and English languages, and skill in music is to be imparted. But here, too, the Christian and professional training is to continue the main thing. The course embraces one year, and the pupils of the seminary, who have already completed the two years' course there, may be received into this institution. How far they will avail themselves of this opportunity the future will shew; at first

* The plan of itinerant schools is extensively carried out in Norway, where a room in an ordinary cottage is used as the school-room for the time of the teacher's stay in any particular locality. Those who visited the Educational Exhibition at St. Martin's Hall will remember having seen pictures of the exterior and interior of such itinerant schools in the Norwegian Department. A similar plan was recommended for the remote mountainous districts of Wales by Mr. Jones, the Welsh Inspector, in his report for 1853. It is in thinly peopled mountainous districts that the necessity for some such make-shift is most strongly felt.

there appeared to be little inclination that way, as the majority of the pupils wished to become "real popular schoolmistresses."

II.—AUSTRIA.

The school system of the imperial state takes from year to year a higher flight. Recently, the government has remedied many evils, by elevating the teachers to the dignity of officers of the state, establishing fixed salaries, and conferring numerous distinctions on the most deserving among them. What is still wanting concerns the communes. These will not yet understand that they themselves derive the greatest benefit from well arranged schools. On the passing of the act for the abolition of the revenues in kind formerly received by teachers and clergymen, they hastened to abolish these as quickly as possible, whereby the income of many teachers' appointments was reduced by from 80 to 40, and even 60 florins; but nobody thinks of an amelioration of this result, and so very often the best teacher must suffer want.

It is natural, in the inequality of the political elements of this state, that the popular schools should by no means exhibit everywhere the same degree of efficiency. With the excellently organized schools of the German crown provinces, Bohemia and the Lombardo-Venetian kingdom, the defective schools of the Slavonic countries will bear no comparison. The schools of North and East Hungary, also, where the Slowack-Ruthenian and Wallachian tribes dwell, shew, according to the recently instituted conscription, a lamentable degree of inefficiency; but still this condition must by no means be looked upon as the rule for all the school establishments of the whole of Hungary, as even this country possesses, besides a considerable number of good schools, numerous other excellent educational institutions. And even the defective schools are at least schools; the children receive some instruction, though it is circumscribed.

The new life, which streamed into all branches of the administration with the government of the present emperor, has had also the most salutary influence on popular instruction. The ministry for instruction took into its hands the organization and administration of all educational institutions. Newly-written school books took the place of obsolete ones, the number of subjects in the *Gymnasiums** was increased, and for these, as for the higher studies, a new mode of examination was introduced. Concerning the training of teachers, new regulations appeared, and, in particular, teachers of *gymnasiums* were required to show themselves qualified for the office by passing strict examinations. The immediate superintendence of the head and assistant teachers is committed to clerical authorities, who receive the title of *School District Superintendents*. Besides this, commissioners of the ministry of instruction journey through the crown provinces, at times not determined, in order to acquaint themselves with the working of the schools.

The former fourth classes of the head and normal schools have been converted into *Unterreal-schulen*, with two, rarely with three classes, whose subjects of instruction have been properly regulated, and increased in number. These *Unterreal-schulen* have, besides the furtherance of general education, the special object of spreading the knowledge and skill which are indispensable to the higher prosperity of industrial and commercial activity. At the same time, they afford those scholars who intend to continue the studies of the *Realschule*, the requisite preparation. Of these schools there are at present in all 103, with 10,813 scholars, to which must be added five private ones, with 829 scholars.

Besides these *Unterreal-schulen*, there are the following independent *Realschulen*,† with from three to six classes: two in Vienna and Prague respectively, and one each in Reichenberg, Brun, Linz, Ellbogen, Salzburg, Klagenfurt, and Laibach. By a ministerial order of the 12th of December, 1852, separate schools were established for the apprentices of the manufacturing and trading classes, in which they

* The *Gymnasiums*, Real Schools, and Trade Schools, constitute the department of secondary instruction in Germany. The *Gymnasiums* aim to prepare pupils for the university, and subsequently for the professions of law, medicine, theology, or public office: they correspond to our grammar schools. The Real Schools prepare pupils to engage in commerce, trade, architecture, engineering, and other kinds of practical business. The Trade Schools give a more special education for the mechanical arts and higher trades.—Edb.

† The name "Real School," was first applied to a school founded at Berlin, in 1747, by Counsellor Hecker. At the period in which this school was founded, Latin and Greek were the exclusive objects of study in the learned schools, and the avowed purpose of this establishment was, that "not mere words should be taught to the pupils, but realities, explanations being made to them from nature, from models and plans, and of subjects calculated to be useful in after life." Hence the school was called a "Real School," and preserves this name, indicative of the great educational reform which it was intended to promote, and the success of which has been, though slow, most certain.—See the account of the Royal Real School of Berlin, in Barnard's *National Education in Europe*.

are instructed, on the Sundays, in drawing, commercial geography, and other branches of knowledge. In the same way, by the army regulations issued by the commander-in-chief, the military boys' asylums, of which each infantry regiment formerly had its own, were converted into upper and lower asylums. From the former, the pupils pass either into cadet schools or active service.

Of great importance is an order of the ministry of instruction, according to which all school books are henceforth to be printed in the same orthography as occurs in the primer.*

III.—BAVARIA.

The name "German Workday Schools" is applied in Bavaria to all schools which do not belong to the category of Latin or Trade Schools; to all the lower town and country schools therefore. Each of these schools is under the special inspection of a school inspector, who is a Roman Catholic or Protestant clergyman. These school inspectors are under a District School Inspector in the country, and in the larger towns they are under a Local School Commission. The president of that in Munich is the royal Director of Police. The real direction of the schools lies in the hands of the Local School Commissioner; he visits them, holds the teachers' conferences, and examines the schools and teachers, has to give his opinion on all matters affecting the school system of the town, and the like. As the office work makes great demands on his time and strength, he can in reality concern himself but little about the school itself, still less read the most important educational writings which appear. Over the Local School Commissions and District School Inspectors stands the Government, in which a School Referee is appointed. To fulfil the obligations of a school referee in Upper Bavaria, exceeds the strength of one man, even if he works day and night; it requires a degree of omniscience, to be able to give a correct decision in every case. The highest school authority is the ministry of public worship and instruction, in which the decisions on school matters have to be delivered, not by men familiar with the school system, but by lawyers.

The number of German workday schools in Munich, in 1847, was 21, in which 3,670 boys and 3,738 girls were taught; if we add to these the scholars of the various private girls' schools, the number of scholars may, without exaggeration, be set down at 8,000. The school instruction lasts from the middle of October till the end of August, so that there is a vacation of six weeks, besides which there are the different holy days. The weekly number of school hours is twenty, but at the Protestant school twenty-three. The attendance at the after-school or repetition lessons belongs to the category of private instruction, and is dependent on the will of the parents. Children are not admitted into the schools before they have passed their sixth year; and no child is allowed to leave the school before his twelfth year, or rather before he has attended school regularly for six years. After this time, if he does not enter any higher institution, he is obliged to attend the Sunday school. There is nowhere a deficiency of the means and appliances of teaching; the magistrate provides, without hesitation, everything that is necessary. In the case of poor and needy children, the very small school fee is lowered or entirely remitted, and even books and materials are supplied to them gratuitously.

In 1847, 126 masters and mistresses were employed. The salary of an ordinary master amounts to from 400 to 600 or 700 florins, that of a mistress to 400 florins. The reason why only mistresses are appointed in the Roman Catholic girls' schools, is perhaps to be traced to the cloisters, in several of which there are girls' schools. As reported, it is at present the intention to introduce also the French school brothers, although there is no want of teachers whatever.

There are in the government districts of lower Bavaria, 690 schools and 750 teachers, besides assistants. These schools are under 47 district inspectors, and 8 town school commissions. There are 100 schools with an income of 156—200 florins; 200 schools with 200—300 florins; 150 with 300—400 florins; 100 with 400—500 florins; and 40 with 500—600, and even 700 florins.

In Upper Bavaria, there are 808 schools; of these there are 57 which yield an annual income of 500 and even 800 florins.

While, in various German countries, the instruction in practical subjects is strikingly circumscribed, in Bavaria the importance of such subjects appears to be recognized in the popular schools, for as early as the year 1852 the teachers and school inspectors were required, in pursuance of a ministerial decision, to state what books they used as the basis of this instruction, and to give their opinion upon their merits or defects, as the ministry intended to introduce more unity into the teaching of the so-called subjects of public utility, but at the same time to give this instruction a more direct bearing on the future calling of the scholars, and to make the rural population more alive to agricultural observations and improvements. Since then a still greater advance has been made in this direction. At the beginning of the winter half-year of 1853, a teacher was summoned to Munich from each

* Important, the writer means, because the orthography of the Austrian primers is to a large extent obsolete.

of the normal seminaries of the kingdom, and a daily allowance given him, in order that he might attend a course of lectures by Dr. Liebig on chymistry and physics, and on his return to the seminary make the fruits of his attendance at college apparent, by a corresponding instruction of the pupils committed to his charge in the branches of this science.

In pursuance of the requisition of the ministry concerning the reading of teachers and the circulating libraries, a government resolution has also been sent to the Protestant district and local inspectors of Suabia and Neuburg, in which it is ordered that only works worthy of the professional and educational status of the scholastic body, and penetrated by christian and conservative principles, shall be admitted into the libraries and reading societies. As such, the government recommends among others, the four following educational periodicals:—1. Nacke's Annual Educational Report; 2. Volter's South German School Messenger; 3. The Flying Papers from the "Rauhe Haus" at Hamburg; 4. Schmuck's Puckenhof Papers. Further, of works of classical national literature, are recommended:—1. P. Gerhardt's Sacred Songs; and 2. The volumes of the Wandsbecker Messenger. For educational science are recommended, besides these, 10 works; for religion and church literature 21; in historical literature 4; on geography and ethnography 4; for natural history 6; for husbandry, 4; in the department of music 3; and of popular works 9.—*English Educational Expositor.*

Papers on Practical Education.

PRACTICAL MODES OF EXAMINING SCHOLARS.

RELIGIOUS AND SECULAR KNOWLEDGE.

A great deal has been said about the irrational mode in which schools are usually examined, and, indeed, in which scholars are generally taught; for good examining requires very much the same faculties and the same conditions as good teaching, and *vice versa*; so that in offering practical hints about one of these arts we are almost equally aiding the other, and for this among other reasons: the instruction of the mind is a process of putting knowledge into the child's mind and drawing it out again. The child must not only be fed with wholesome food, but the digestion of it must be tested. It is by this process that sure way is alone made. This testing is done almost wholly by judicious and searching questions, of such a kind that the child must reflect in order to answer.

In the elaborate reports of her Majesty's inspectors of schools, we find the following suggestive remarks on this subject as regards the inculcation of religious and biblical knowledge, by T. B. Browne, Esq., barrister-at-law, the inspector for the northern district; and we cannot help expressing, *par parenthèse*, our pleasure at finding a layman and a lawyer evincing so true an appreciation of the Word of God, combined with so admirably just and useful a notion of its practical intent, and of the vital necessity of adapting and familiarizing divine truth more and more to daily human life. Would that some of our clergymen and school visitors were equally apt in this essential qualification!

Mr. Browne says:—"In giving a Scriptural lesson, a teacher may easily confine himself to geographical and historical questions, to antiquities, to Oriental manners and customs, to the vegetation of the transition zone, or even elucidate the meaning of a passage in such a manner as to make it little more than a point of grammar. Young teachers more especially will constantly wander from the main object of a Scriptural lesson to such matters, if permitted. Reverence is also often wanting, but reverence alone is not enough. I recently heard several young men in succession give a Scriptural lesson on the parable of the Good Samaritan, and the introduction to it. They nearly all asked the distance from Jerusalem to Jericho, a sterile question, however accurately it might be answered, but no one brought out the manner in which our Saviour touched the lawyer's conscience, by the simple words, 'Thou hast answered right; this do, and thou shalt live.' I have often required teachers to conduct a class on this parable, and have found it a very searching test. Few seemed to perceive the different motives with which the lawyer asked his two questions, and some were so confused as to refer this answer, 'Thou shalt love the Lord thy God with all thy heart,' to our Saviour. There are many teachers, I think, who would give a satisfactory answer in writing to such questions as 'Give the history of the Sacred Temple,' or 'Mention the boundaries of Palestine,' who would be greatly perplexed if required to explain the words, 'For the Jews require a sign, and the Greeks seek after wisdom; but we preach Christ crucified, unto the Jews a stumbling-block, and unto the Greeks foolishness; but unto them which are called, both Jews and Greeks, Christ the power of God, and the wisdom of God.' Yet it admits of no dispute which of these questions it most concerns a Christian man to answer

rightly. It is, doubtless, true that much information of a secular character is requisite in order that the Bible may be well understood. I mean only that such information should not be made too prominent, and that it should be always subordinate to what is strictly religious; otherwise Scripture is desecrated. It is very difficult in all education to avoid attributing too much importance to facts, to avoid the accumulation of a mass of undigested matter upon the memory, and to oblige young persons to reflect—a labour from which they occasionally show extraordinary astuteness in escaping, if permitted. Most teachers of experience must feel that there is no security that a young person knows what he has been taught, until he can express it in his own words. In Scriptural lessons many facts must be attended to, but a wider range might be given to the intellect, and the conscience might be more effectually aroused, if the full scope of moral precepts were occasionally developed, and also if apparent contradictions were reconciled. To direct the attention of an advanced class to the latter subject might be of great future use, as half-educated infidels constantly quibble about words, and assume a contradiction, because in the Bible, as in other books, the same word is used in different passages in different senses. Thus, an apparent contradiction in Prov. xxvi. 4, 5, 'Answer not a fool according to his folly, lest thou be like unto him, and Answer a fool according to his folly, lest he be wise in his own conceit,' is admirably explained in Mr. Hartwell Horne's Introduction to the Scriptures, vol. ii. p. 557, edition of 1846. Any teacher who will turn to this work will find that in the figurative language of Scripture, and in many other points, a wide field lies before him, hitherto but little cultivated. As to the so-called religious difficulty, the experience of more than seven years now entitles me to say that, practically, it has not been felt; and I observe that my colleague, Mr. Tufnell, has expressed the same opinion. A teacher who gives a Scriptural lesson, and fixes his mind honestly and earnestly on the passage before him, will soon find how irrelevant it generally is to wander to modern controversies."

The sterile, dry-bone teachers—and of this are the great majority—are quite innocent of wandering. They stick to the text, like a bad swimmer to his corks. "Jesus went up into the mountain to pray." Questions thereupon. Who went up into the mountain? Where did Jesus go? What did Jesus go there to do? This is far from an exaggerated specimen of dry-bone questioning, leaving all important points, all deductions, all mental exercise, and often all religious knowledge, on the shelf. We heard the children of a so-called good school gravely questioned on the seven vials, and, as if a corollary, on the prophecies of Isaiah and Micah. In fact, the fidgets of those who leave the dry bones, and aspire to what they conceive to be the higher region of theology, are far more absurd. The one system only leaves the child's mind as uninformed as it was before; the other fills it with an undigested cram, which chokes it with crudities and blunders, and seriously impedes the sowing of good seeds, and prevents its taking root. "That Christ died to save our sins," is a very common answer given by ill-taught children, and in all such cases, if the examiner were to proceed thus, repeating these questions in every variety of the simplest language, he would usually come, in ten minutes, to a certain conviction that the children's minds were perfectly heathen. *E. g.*—Not sins, but sinners: first, Tell what he came to save them from. How did he do this? How did his death do it? In what way did it benefit us? What effect has it on God's feeling to us? What do we obtain a chance or right of through it? In what way? Why does Christ's blood wash away sins, when no one else's can? Will all men be saved through it? What must we do to get the benefit of Christ's death? What is meant by working out our salvation? What did Christ's life do for us? He might have died for us in a day—why did he live on earth? What practical example did he ever set us of keeping the fifth commandment: first, as respected his earthly parents; secondly, as respected his Heavenly Father? What examples did he give in his life, and at his death, of keeping the sixth commandment? What petition in the Lord's Prayer does that commandment enforce and apply to? Which petitions (respectively) shew us that to God we must look continually for the supply of earthly blessings, and to Him only for grace?

Let clergymen and parents test their children searchingly with these perfectly elementary questions, and such like; and they will soon be able themselves to test the results.

In the interim, we commend Mr. Browne's excellent remarks on secular teaching to our readers:

"To facilitate expression, grammatical exercises, when sufficient correctness in parsing sentences had been attained, might be chiefly confined for a time to the transcription of passages from good authors, afterwards extended to composition, and subsequently to paraphrase, or the substitution of other words and sentences for those used in a book, which always appears to be a most difficult

task. Young persons might thus be led gradually to appreciate power and beauty of language, a very important point to reach, because without such appreciation there is little security that they will continue to study at all when they are their own masters, and still less that they will study good books. It is not possible to educate children, in the full sense of the word, who commonly leave school under thirteen years of age; but foundations may be laid which may be built upon afterwards. For a teacher, under the modern system of instruction, command of language, self-possession, facility of illustration, insight into character, quickness in taking advantage of any remark or trifling incident to make an impression, a perception of what ought to persuade and influence children, and a certain logical order in the development of a subject (always made more effective by questions and answers which excite interest, than by haranguing a class, which comparatively excites little,) are all essential qualifications as well as knowledge. He is required not only to know what he is talking about, but to have the skill to use what he knows; and this the possession of knowledge does not always imply. The school authorities, in deferring certificates until the teacher has given some practical proof of what he can effect in the management of children, have sanctioned the opinion, which continually derives further support from experience, that the proof of the teacher is the school. Grammar, if so studied as to prepare the way for inquiry into the best methods of reasoning and persuading, when a teacher may have leisure and energy to enter upon either, seems better calculated to promote correctness of thought and fluency of language than any other elementary subject.

"In teaching history to children who constantly leave school before they have begun to think, it is very difficult to do anything more than communicate the knowledge of a limited number of facts; and yet these facts seldom excite much interest, and are likely to be soon forgotten, unless some perception can be conveyed of their bearings and relative importance. I apprehend that, in many cases, little can be inferred from good answers to historical questions beyond the possession of a good memory. It is assumed by pupil-teachers and others, that certain questions, admitting very extensive answers, will be asked, and text-books are read over till they are almost got by heart accordingly. Consequently, in such answers there is no keeping—no selection of facts. All, whether doubtful or certain, trivial or material, are supposed to be equally useful for the immediate purpose. The preference, at Oxford, of a minute knowledge of some brief but interesting periods to a superficial outline of the history of several centuries, seems calculated generally to detect those who depend exclusively upon their text-books, without any self-reliance. A candidate, with a multitude of minute facts before him, must exercise some discrimination as to those which it concerns him most to remember. In a mere abridgment he may safely assume that the selection has been already made, and his object is simply to commit as much as he can to memory. Abridgments are further uninteresting, because the characters are mere shadows, appearing and passing away without being known; and the events abstractions, divested in a great measure of the special circumstances which distinguish one battle or the foundation of one city or kingdom from that of another; whereas a man is not really wiser or better for knowing the names of many men, or that a certain act was done at a certain time; but to know what sort of persons the men were, and consequently to think about them, and to know how and by what means certain events came to pass, may exercise a real and permanent influence over the reader's own character, at least in youth. Abridgments are also mischievous, because they must want relief; they cannot give due prominence to important facts; they can show little moral sensibility, from want of space, (unless, indeed, the writer should possess the condensed power of a Tacitus,) little love of truth, little impatience of error, little sympathy with virtue and heroism, little indignation against vice and crime. Abridgments may be useful for reference, but can form neither the intellect nor the heart; and it is quite possible that a young person, fresh from the use of them, may give an answer to a question put to him, correct as far as it goes, without understanding either the question or his own answer. If, for example, the question should be, 'Give an account of the feudal system,' the answer might run thus: "In the feudal system there were lords and vassals; the vassal had a fief; the rights of the lord were reliefs, fines upon alienation, escheats, aids, wardship, and marriage." Such an answer, though imperfect, is not incorrect; but there is no proof that a single technical word is understood. This is not an answer actually given; but the following recently was to the question, 'Mention the principal English metres, with examples';—Answer: 'Dimetre, tetrametre, hexametre, hypermetre,' &c. It will be observed that the character of both these answers is the same, with the addition, in the latter instance, of incorrectness and bad spelling."—*English Journal of Education.*

TOPE OF EXAMINATION.

An examiner ought not to require the answer in a tone of command, authoritatively, but simply as an interrogation, not leading but following the train of thought of the person examined, and, as it follows, guiding it. Some teachers seem to think that all that is required for a good examination is to question rapidly, unhesitatingly. The teacher should specially be upon his guard against an abrupt and over-confident manner in teaching, and a tendency to contradict the children, for no other assignable cause than self-assertion, when they have answered rightly. His mind should be entirely upon the children, and away from himself.—*Canon Moseley.*

THE TRUE DIGNITY OF THE TEACHER'S PROFESSION.

In the teacher's profession, as in every other, we are not to judge of the possibilities or the limitations of the calling by its common aspects or its every-day repetition of task work. I protest against the superficial and insulting opinion, that, in the education of children, there is no room for the loftiest intellectual enterprise, and no contact with divine and inexpressible wonders. Any teacher that so judges his vocation by its details belittles it. The schoolroom, no less than the philosopher's laboratory, the studio, or the Church itself, opens upwards into God's boundless heaven. Each of these very sciences I have named has moral relations, and terminates in spiritual mystery. And when you awaken a feeling of that great truth in your pupil by the veneration, the earnestness, and the magic devotion of your own mind, you have done him a service no less essential to the completeness of his education, than when you have informed his understanding of certain scientific facts. Arithmetic, for instance, ascends into astronomy, and there you are introduced to laws of quantity, which make the universe their diagram—to the intellectual magnitudes of La Place and Newton,—to the unsearchable empire of that religion which feels after the God of Arcturus and the Pleiades. The rules of grammar are only intelligible formularies that lie in the outmost boundary of an inexhaustible study. And the government of your pupils,—what is it but the faint and erring endeavour to transfer into that little kingdom you administer, the justice and the love which are the everlasting attributes of the Almighty himself, applying them even there to immortal souls? Let us not wrong the dignity of such an employment by denying its connection with things unspeakable.—*Prof. F. D. Huntington.*

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: JUNE, 1856.

* * Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 600 per month) on various subjects.

CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN AND VILLAGE MUNICIPALITY IN UPPER CANADA.

SIR,—I have the honor to transmit herewith, a certified copy of the apportionment for the current year of the Legislative School Grant to each City, Town, Village and Township in Upper Canada. This apportionment will be payable at this office to the agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and together with the Auditors' and other reports have been transmitted to the Department.

I am happy to inform the Council of your Municipality, that I have been enabled this year, through the liberality of the Legislature, to add several thousand pounds to the apportionment over that of last year; I have, moreover, appropriated a few hundred pounds from the Poor School Fund, and divided it among those new and thinly settled Counties where

the ordinary legislative and municipal grants have not been sufficient to enable Trustees to sustain the Schools during the school year.

The statistics of school population, upon which the present year's apportionment is based, have been carefully corrected and revised in this Department. Many inequalities in the apportionment have thus been removed, and all parts of the Province share in the grant upon equal terms, and in accordance with the demands made upon each locality for school accommodation and instruction.

I have not deducted the apportionment to the Roman Catholic Separate Schools from each individual city, town and township, as was done last year, but I have reserved a special sum from which to make an apportionment direct to each School having a claim upon the fund. This is a more equitable and satisfactory mode of apportioning the grant, and it is one which, while it provides the legal apportionments to Separate Schools, does not so directly and materially lessen the resources of those Municipalities in which these Separate Schools happen to exist, as has been done in past years.

I trust the exertions and liberality of your Council will be increased in proportion to the augmentation of the School Grant apportionment to your Municipality, and the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I have the honor to be, Sir,

Your obedient Servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, 18th June, 1856.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT OF UPPER CANADA FOR THE YEAR 1856.

1. COUNTY OF GLENGARRY.

TOWNSHIPS.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.
			£ s. d.
Charlottenburgh.....	1,518	@ 37 cents	140 8 3
Kenyon	1,329	...	123 18 8
Lancaster.....	1,207	...	111 12 10
Lochiel	1,587	...	146 15 11
	5,641		521 15 9

2. COUNTY OF STORMONT.

Cornwall	1,472	...	136 3 1
Finch	392	...	36 5 3
Osnabruck	1,470	...	135 19 6
Roxborough	743	...	68 14 7
	4,077		377 2 5

3. COUNTY OF DUNDAS.

Matilda	1,221	...	112 18 9
Mountain	1,004	...	92 17 4
Williamsburgh	1,365	...	126 5 4
Winchester.....	958	...	88 12 4
	4,548		420 13 9

Total for the United Counties..... £1319 11 11

4. COUNTY OF PRESCOTT.

Alfred	300	...	27 15 0
Caledonia	295	...	27 5 9
Hawkesbury, East.....	980	...	90 13 0
Hawkesbury, West	751	...	69 9 4
Longueuil	491	...	45 8 4
Plantagenet, North	554	...	49 7 10
Plantagenet, South	292	...	27 0 2
	3,643		336 19 5

5. COUNTY OF RUSSELL.			
TOWNSHIPS.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.
			£ s. d.
Cambridge and Russell.....	500	@ 37 cts.	46 5 0
Clarence.....	149	...	13 15 8
Cumberland	547	...	50 11 10
	1,196		110 12 6

Total for the United Counties..... £447 11 11

6. COUNTY OF CARLETON.

Fitzroy	739	...	68 7 1
Gloucester	1,064	...	98 8 5
Goulbourn	908	...	83 19 11
Gower, North.....	566	...	52 7 2
Huntley	708	...	65 9 9
March	147	...	13 11 11
Marlborough	766	...	70 17 0
Nepean.....	1,210	...	111 18 6
Osgood	1,200	...	111 0 0
Torbolton.....	170	...	15 14 6
	7,478		691 14 3

7. COUNTY OF GRENVILLE.

Augusta	1,693	...	156 12 1
Edwardsburg	1,309	...	121 1 8
Gower, South	249	...	23 0 8
Oxford.....	1,600	...	148 0 0
Wolford.....	979	...	90 11 1
	5,830		539 5 6

8. COUNTY OF LEEDS.

Bastard.....	1,306	...	120 16 0
Burgess, South.....			
Crosby, North.....	531	...	49 2 4
Crosby, South	439	...	40 12 2
Elizabethtown	1,602	...	148 3 8
Elmsley, South.....	299	...	27 13 2
Kitley	1,188	...	109 17 9
Leeds and Lansdown, front.....	1,110	...	102 13 6
Leeds and Lansdown, rear.....	544	...	50 6 5
Yonge and Escott, front.....	864	...	79 18 5
Yonge and Escott, rear.....	580	...	53 13 0
	8,463		782 16 5

Total for the United Counties..... £1,322 1 11

9. COUNTY OF LANARK.

Bathurst.....	786	...	72 14 0
Beckwith	826	...	76 8 2
Burgess, North.....	360	...	33 6 0
Dalhousie and Lavant.....	369	...	34 2 9
Darling	193	...	17 17 1
Drummond	568	...	52 10 9
Elmsley, North.....	475	...	43 18 9
Lanark	641	...	59 5 8
Montague	979	...	90 11 2
Packenham.....	611	...	56 10 4
Ramsay.....	1,052	...	97 6 2
Sherbrooke, North	70	...	6 9 6
Sherbrooke, South	233	...	21 11 1
	7,163		662 11 5

10. COUNTY OF RENFREW.

Admaston	345	...	31 18 3
Bagot and Blithfield.....	246	...	22 15 2
Bromley	260	...	24 1 0
Brougham.....	180	...	16 13 0
Grattan	185	...	17 2 3
Horton	232	...	21 9 3
McNab	504	...	46 12 4
Pembroke and Stafford.....	268	...	24 15 10
Ross	300	...	27 15 0
Westmeath.....	245	...	22 13 3
Witberforce.....	211	...	19 10 3
	2,976		275 5 7

Total for the United Counties..... £937 17 0

11. COUNTY OF FRONTENAC.

TOWNSHIPS.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.
			£ s. d.
Bedford	285	@ 37 cts.	26 7 3
Kingston.....	1,365	...	126 5 3
Loughborough	608	...	56 4 10
Pittsburgh and Howe Island	1,088	...	100 12 9
Portland and Hinchinbrooke.....	707	...	65 7 11
Storrington	577	...	53 7 5
Wolfe Island.....	792	...	73 5 2
	5 422		501 10 7

12. COUNTY OF ADDINGTON.

Amherst Island	329	...	30 8 7
Camden, East.....	1,926	...	178 3 1
Ernestown.....	1,324	...	122 9 5
Sheffield	725	...	67 1 3
	4,304		398 2 4

13. COUNTY OF LENNOX.

Adolphustown	170	...	15 14 6
Fredericksburgh.....	883	...	81 13 6
Richmond.....	888	...	82 2 9
	1,941		179 10 9

Total for the United Counties.....£1,079 3 8

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh.....	818	...	75 13 4
Athol.....	518	...	47 18 4
Hallowell.....	805	...	74 9 3
Hillier.....	978	...	90 9 4
Marysburgh.....	1,151	...	106 9 3
Sophiasburgh	668	...	61 15 9
	4,938		456 15 3

15. COUNTY OF HASTINGS.

Hungerford	1,107	...	102 7 11
Huntingdon	595	...	55 0 9
Madoc, Elzevir, & Tudor	784	...	72 10 4
Marmora.....	267	...	24 14 0
Rawdon	1,187	...	109 16 0
Sidney.....	1,189	...	109 19 8
Thurlow	1,316	...	121 14 7
Tyendinaga	1,913	...	176 19 1
	8,358		773 2 4

16. COUNTY OF NORTHUMBERLAND.

Alwick	254	...	23 9 11
Brighton.....	1,206	...	111 11 1
Cramahe	1,048	...	93 18 9
Haldimand	1,262	...	116 14 9
Hamilton.....	1,351	...	124 19 3
Monaghan, South.....	391	...	36 3 4
Murray.....	931	...	86 2 4
Percy	75	...	69 16 9
Seymour.....	974	...	90 1 11
	8,172		755 18 1

17. COUNTY OF DURHAM.

Cartwright.....	618	...	57 3 3
Cavan	1,205	...	111 9 3
Clarke.....	2,033	...	188 1 1
Darlington.....	1,988	...	183 17 9
Hope	1,409	...	130 6 8
Manvers.....	942	...	87 2 9
	8,195		758 0 9

Total for the United Counties.....£1,513 18 10

18. COUNTY OF PETERBOROUGH.

Asphodel.....	620	...	57 7 0
Belmont and Methuen.....	114	...	10 10 11
Douro.....	720	...	66 12 0
Dummer and Burleigh	515	...	55 0 9
Ennismore.....	240	...	22 4 0
Monaghan, North.....	291	...	26 18 4
Otonabee	1,186	...	105 1 7
Smith and Harvey.....	716	...	66 4 6
	4,432		409 19 1

19. COUNTY OF VICTORIA.

TOWNSHIPS.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.
			£ s. d.
Eldon.....	409	@ 37 cts.	37 16 8
Emily.....	1,070	...	98 19 6
Fenelon	157	...	14 10 6
Mariposa.....	1,222	...	113 0 9
Ops	900	...	83 5 0
Verulam	176	...	16 5 6
	3,934		363 17 11

Total for the United Counties.....£773 17 0

20. COUNTY OF ONTARIO.

Brock	1,158	...	107 2 4
Mara and Rama.....	336	...	35 14 1
Pickering.....	2,336	...	216 1 7
Reach.....	1,360	...	125 16 0
Scott.....	372	...	34 8 2
Scugog Island.....	101	...	9 6 10
Thorah.....	380	...	35 3 0
Uxbridge.....	688	...	63 12 9
Whitby.....	1,617	...	149 11 6
	8,398		776 16 3

21. COUNTY OF YORK.

Etobicoke.....	961	...	88 17 10
Georgina.....	305	...	28 4 3
Gwillimbury, North.....	364	...	33 13 5
Gwillimbury, East.....	1,108	...	102 9 9
King.....	2,809	...	259 16 8
Markham.....	2,398	...	221 16 4
Scarborough.....	1,433	...	132 11 1
Vaughan	2,126	...	196 13 1
Whitchurch.....	1,332	...	127 16 8
York.....	2,505	...	231 14 3
	15,391		1,423 18 4

22. COUNTY OF PEEL.

Albion.....	1,240	...	114 14 0
Caledon.....	1,070	...	98 19 6
Chinguacousy.....	2,045	...	189 3 3
Gore of Toronto.....	354	...	32 14 11
Toronto.....	1,781	...	164 14 10
	6,490		600 6 6

Total for the United Counties.....£2,023 19 10

23. COUNTY OF SIMCOE.

Adjala	680	...	62 18 0
Essa.....	465	...	43 0 3
Flos	152	...	14 1 2
Gwillimbury, West	1,238	...	114 1 1
Innisfil.....	572	...	52 18 3
Medonté.....	323	...	29 17 6
Mono.....	873	...	80 15 1
Mulmur	287	...	26 10 11
Nottawasaga.....	854	...	78 19 11
Orillia and Matchedash.....	250	...	23 2 6
Oro.....	870	...	80 9 6
Sunnidale	90	...	8 6 6
Tay and Tiny.....	263	...	24 6 6
Tecumseth.....	1,073	...	99 5 1
Tossorontio	188	...	17 7 9
Vespra.....	273	...	25 5 1
	8,446		781 5 1

24. COUNTY OF HALTON.

Esquensing	1,884	...	169 5 3
Nassagaweya.....	541	...	50 0 9
Nelson.....	1,209	...	111 16 8
Trafalgar	1,835	...	169 14 9
	5,469		505 17 7

25. COUNTY OF WENTWORTH.

TOWNSHIPS.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.
			£ s. d.
Ancaster	1,062	@ 87 cents.	98 4 8
Barton.....	300	...	27 15 0
Beverly	1,697	...	158 19 6
Binbrooke.....	460	...	42 11 0
Flamborough, East.....	920	...	85 2 0
Flamborough, West.....	998	...	92 6 4
Glanford	506	...	46 16 1
Saltfleet.....	710	...	65 13 6
	6,653		615 8 1

26. COUNTY OF BRANT.

Brantford.....	1,715	...	158 12 9
Burford.....	1,415	...	130 17 9
Dumfries, South.....	1,051	...	97 4 4
Oakland.....	184	...	17 0 5
Onondaga	560	...	51 16 0
	4,925		455 11 3

27. COUNTY OF LINCOLN.

Caistor.....	458	...	42 7 4
Clinton.....	819	...	75 15 2
Gainsborough	836	...	77 6 7
Grantham	976	...	90 5 6
Grimsby.....	731	...	67 12 4
Louth.....	512	...	47 7 2
Niagara.....	573	...	53 0 2
	4,905		453 14 3

28. COUNTY OF WELLAND.

Bertie	849	...	78 10 6
Crowland.....	556	...	51 8 6
Humberstone	464	...	42 18 5
Pelham	685	...	63 7 3
Stamford.....	943	...	87 4 6
Thorold.....	772	...	71 8 3
Wainfleet.....	438	...	40 1 1
Willoughby.....	306	...	28 6 2
	5,008		463 4 8

29. COUNTY OF HALDIMAND.

Canborough	360	...	33 6 0
Cayuga, North.....	739	...	68 7 2
Cayuga, South.....	217	...	20 1 6
Dunn.....	255	...	23 11 9
Moulton and Sherbrooke.....	745	...	68 18 3
Oneida	520	...	48 2 0
Rainham.....	590	...	54 11 6
Seneca	828	...	76 11 10
Walpole.....	1,191	...	110 3 3
	5,445		503 13 3

30. COUNTY OF NORFOLK.

Charlotteville	947	...	87 12 0
Houghton.....	607	...	56 3 0
Middleton	504	...	46 12 5
Townsend.....	1,816	...	167 19 7
Walsingham	1,004	...	92 17 5
Windham	763	...	70 11 6
Woodhouse.....	876	...	81 0 7
	6,517		602 16 6

31. COUNTY OF OXFORD.

Blandford	408	...	37 14 10
Blenheim.....	1,344	...	124 6 5
Dereham	1,240	...	114 14 0
Nissouri, East	700	...	64 15 0
Norwich	1,833	...	169 11 1
Oxford, North.....	347	...	32 2 0
Oxford, East.....	690	...	63 16 6
Oxford, West.....	608	...	55 15 6
Zorra, East.....	879	...	81 6 2
Zorra, West.....	1,082	...	100 1 8
	9,126		844 3 2

32. COUNTY OF WATERLOO.

TOWNSHIPS.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.
			£ s. d.
Dumfries, North	1,028	@ 37cts.	95 1 9
Waterloo	2,570	...	237 14 6
Wellesley.....	1,260	...	116 11 0
Wilmot	1,927	...	178 4 11
Woolwich.....	1,103	...	102 0 6
	7,888		729 12 8

33. COUNTY OF WELLINGTON.

Amaranth.....	170	...	15 14 6
Arthur, Luther and Minto.....	479	...	44 6 2
Eramosa	840	...	77 14 0
Erin	1,105	...	102 4 3
Garafraxa.....	663	...	61 6 6
Guelph	747	...	69 2 0
Maryborough	401	...	37 1 10
Nichol.....	838	...	77 1 1
Peel.....	843	...	77 19 6
Pilkington.....	714	...	66 0 11
Puslinch.....	1,203	...	111 5 6
	7,998		739 16 8

34. COUNTY OF GREY.

Artemesia.....	505	...	46 14 3
Bentinck.....	717	...	66 6 6
Collingwood	70	...	6 9 6
Derby	56	...	5 3 7
Egremont.....	448	...	41 8 9
Euphrasia.....	203	...	18 15 6
Gleneel.....	248	...	22 18 9
Holland.....	404	...	37 7 5
Melancthon and Proton	257	...	23 15 6
Normanby	74	...	6 16 11
Osprey	155	...	14 6 9
St. Vincent.....	541	...	50 0 10
Sullivan.....	185	...	12 9 9
Sydenham	861	...	79 12 10
	4,674		432 6 10

35. COUNTY OF PERTH.

Blanchard.....	727	...	73 14 6
Downie	780	...	72 3 0
Easthope, North.....	826	...	76 8 1
Easthope, South	520	...	48 2 0
Ellice.....	394	...	36 8 11
Fullarton	608	...	55 15 6
Hibbert.....	829	...	76 13 8
Logan and Elma.....	1,006	...	93 1 1
Mornington	559	...	51 14 2
	6,314		584 0 11

36. COUNTY OF HURON.

Ashfield	448	...	41 8 8
Biddulph	709	...	65 11 8
Colborne.....	420	...	38 17 0
Goderich.....	927	...	85 15 0
Grey	96	...	8 17 6
Hay	280	...	25 18 0
Hullet	465	...	43 0 3
McGillivray	656	...	60 13 6
McKillop	768	...	71 0 9
Morris	70	...	6 10 0
Stanley	813	...	75 4 1
Stephen	425	...	39 6 3
Tuckersmith.....	639	...	59 2 2
Usborne	504	...	46 12 5
Wawanosh	425	...	39 6 3
	7,645		707 3 6

87. COUNTY OF BRUCE.

TOWNSHIPS.	SCHOOL POPULATION.	RATE.	APPORTIONMENT		
			£	s.	d.
Attan	50	@ 37 cts.	4	12	6
Brant.....	520	...	48	2	0
Bruce	50	...	4	12	6
Carrick and Culross	519	...	48	0	2
Elderslie	50	...	4	12	6
Greenock	298	...	27	11	4
Huron	234	...	21	12	11
Kincardine	540	...	49	19	0
Kinloss	236	...	21	16	6
Saugeen	290	...	26	16	6
	2,787		257	15	11

Total for the United Counties..... £964 19 5

88. COUNTY OF MIDDLESEX.

Adelaide	822	...	76	0	8
Carradoc.....	887	...	82	1	0
Delaware	320	...	29	12	0
Dorchester, North.....	787	...	72	16	0
Ekfrid	603	...	55	15	6
Lobo	897	...	82	19	6
London	2,337	...	216	3	6
Metcalf	843	...	31	18	3
Mosa	694	...	64	3	10
Nissouri, West.....	762	...	70	9	8
Westminster	1,531	...	141	12	4
Williams	624	...	57	14	5
	10,609		981	6	8

39. COUNTY OF ELGIN.

Aldborough	379	...	35	1	2
Bayham.....	1,231	...	113	17	4
Dorchester, South	405	...	37	9	3
Dunwich	680	...	62	18	0
Malahide	1,153	...	106	13	0
Southwold.....	1,633	...	151	1	0
Yarmouth.....	1,562	...	144	9	8
	7,043		651	9	5

40. COUNTY OF KENT.

Camden and Zone.....	669	...	61	17	8
Chatham	519	...	48	0	2
Dover, East and West.....	555	...	51	6	9
Harwich	848	...	78	8	9
Howard	1,011	...	93	10	4
Orford	449	...	41	10	8
Raieigh	900	...	83	5	0
Romney.....	170	...	15	14	6
Tilbury, East.....	270	...	24	19	6
	5,391		498	13	4

41. COUNTY OF LAMBTON.

Bosanquet	476	...	44	0	7
Brooke	235	...	21	14	9
Dawn.....	204	...	18	17	5
Enniskillen	46	...	4	5	1
Euphemia	561	...	51	17	9
Moore	587	...	54	6	0
Plympton	668	...	61	15	10
Sarnia	460	...	42	11	0
Sombra	534	...	49	7	11
Warwick	913	...	84	9	1
	4,684		433	5	5

42. COUNTY OF ESSEX.

Anderdon	340	...	31	9	0
Colchester.....	529	...	48	18	8
Gosfield.....	576	...	53	5	7
Maidstone	348	...	32	3	9
Malden	659	...	60	19	2
Mersea	416	...	38	9	7
Rochester	416	...	38	9	7
Sandwich	1,403	...	129	15	6
Tilbury, West	207	...	19	3	0
	4,894		452	13	10

Apportionment to the Cities, Towns, and Villages for 1856.

CITIES.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.		
Toronto.....	11,000	@ 37 cts.	1017	10	0
Hamilton	4,800	...	444	0	0
Kingston	3,700	...	351	10	0
London.....	3,600	...	333	0	0
Ottawa	2,800	...	259	0	0
	26,000		2,405	0	0

TOWNS.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.		
Belleville	1,436	...	132	16	7
Brantford	1,275	...	117	18	9
Brockville.....	1,100	...	101	15	0
Chatham	870	...	80	9	6
Cobourg.....	961	...	88	17	10
Cornwall	476	...	44	0	6
Dundas.....	924	...	85	9	5
Goderich	700	...	64	15	0
Niagara.....	818	...	75	13	5
Paris	613	...	56	14	1
Perth	500	...	46	5	0
Peterborough	609	...	56	6	8
Pictou	473	...	43	15	1
Port Hope	1,100	...	101	15	0
Prescott	609	...	55	10	0
St. Catherines.....	1,386	...	128	4	1
Whitby	508	...	46	19	9
	14,349		1,327	5	8

TOWN MUNICIPALITIES.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.		
Amherstburgh	600	...	55	10	0
Barrie	400	...	37	0	0
Guelph	960	...	88	16	0
Simcoe	520	...	48	2	0
Woodstock	720	...	66	12	0
	3,200		296	0	0

INCORPORATED VILLAGES.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.		
Berlin.....	368	...	34	0	9
Bowmanville	350	...	32	7	6
Brampton	288	...	26	12	9
Caledonia	262	...	24	4	9
Chippewa	343	...	31	14	7
Galt	693	...	64	2	1
Ingersoll	500	...	46	5	0
Napanee	366	...	33	17	2
Oshawa	320	...	24	12	0
Preston	835	...	30	19	9
St. Mary's.....	324	...	29	19	5
St. Thomas	431	...	39	17	4
Smith's Falls.....	276	...	30	10	7
Stratford	429	...	89	13	6
Thorold	403	...	37	5	6
Trenton	360	...	33	6	0
Vienna	271	...	25	1	4
Windsor.....	324	...	29	19	5
Yorkville	350	...	32	7	6
	6,993		646	16	11

Apportionment to the Counties for 1856.

COUNTIES.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.		
1. Glengarry	5,641	@ 37 cts.*	521	15	9
2. Stormont	4,077	...	377	5	2
3. Dundas	4,518	...	420	13	9
4. Prescott	3,643	...	336	19	5
5. Russell	1,196	...	110	12	6
6. Carleton	7,478	...	691	14	3
7. Grenville	5,830	...	539	5	5
8. Leeds	8,463	...	782	16	5
9. Lanark.....	7,163	...	662	11	5
10. Renfrew	2,976	...	275	5	7
11. Frontenac	5,422	...	501	10	7
12. Addington	4,804	...	398	2	4
13. Lennox	1,941	...	179	10	9
14. Prince Edward	4,938	...	456	15	8

* Omitting fractions.

COUNTIES—(Continued.)	SCHOOL POPULATION.	RATE.	APPORTIONMENT		
			£	s.	d.
15. Hastings	8,358	@ 37 cts.	773	2	4
16. Northumberland.....	8,172	...	755	18	1
17. Durham	8,195	...	753	0	9
18. Peterborough	4,432	...	409	19	1
19. Victoria	3,984	...	363	17	11
20. Ontario	8,398	...	776	16	3
21. York	15,891	...	1,423	13	4
22. Peel	6,490	...	600	6	6
23. Simcoe	8,446	...	781	5	1
24. Halton.....	5,469	...	505	17	7
25. Wentworth.....	6,653	...	615	8	1
26. Brant.....	4,925	...	455	11	3
27. Lincoln	4,905	...	453	14	3
28. Welland	5,008	...	463	4	8
29. Haldimand	5,445	...	503	13	3
30. Norfolk	6,517	...	602	16	6
31. Oxford.....	9,126	...	844	3	2
32. Waterloo	7,888	...	729	12	9
33. Wellington	7,998	...	789	16	3
34. Grey	4,674	...	482	6	10
35. Perth	6,314	...	581	0	11
36. Huron	7,645	...	707	3	6
37. Bruce	2,787	...	257	15	11
38. Middlesex	10,609	...	981	6	8
39. Elgin	7,043	...	651	9	5
40. Kent	5,391	...	498	13	4
41. Lambton	4,684	...	433	5	5
42. Essex	4,894	...	452	13	10
	257,411		23,810	8	9
Total Counties	257,411	...	23,810	8	9
" Cities	26,000	...	2,405	0	0
" Town	14,849	...	1,327	5	8
" Town Municipalities	3,200	...	296	0	0
" Villages	6,993	...	646	16	11
Grand Total.....	307,953		28,485	11	4
Reserved as a basis on which to make an apportionment to Roman Catholic Separate Schools,		£1,514	8	8	
Grand Total.....		£30,000	0	0	

THE OXFORD COMMEMORATION.

HONORARY DEGREE OF D.C.L., ON LORD ELGIN AND OTHERS.

(From the Times Reporter.)

The series of forms and festivities with which it is the time-honored custom of Oxford to celebrate the memory of its many "Founders," culminated yesterday, the 4th instant, in the grand day, emphatically the "Commemoration," under more than usually interesting circumstances. The usages of the week always curiously blend the serious and the gay; on the sermon follows the boat race, the lecture is succeeded by the flower show, the orations by the concert; but this year Oxford has deferred for a brief space its rejoicings on the conclusion of peace, and thus a general illumination added a display of national feeling on a great present event to the more local expressions of gratitude to the past. Nor has the war itself been unfavorable to the commemoration of the year; one of the last important events of the conflict gave to the military history of the nation a name that will for ever occupy a foremost place in it; and much, it may be even said, a very great part of the interest with which the proceedings of yesterday were invested, sprang from the announcement that Sir W. Fenwick Williams, the defender of Kars, was among those on whom the University purposed to confer its honors. Indeed, the list of the recipients of this mark of distinction indicates how deeply the feeling of the hour reflects the emotions of the short but eventful period the country has just passed through. This list includes three Generals, of whom two have borne prominent, if not equal parts in the military operations; two Admirals, of whom nearly the same may be said; next, there is the representative of the Sultan, in whose cause the allies drew the sword, Musurus Bey; and the Earl of Clarendon, the Minister and negotiator of England who signed the treaty of peace.

The anxiety to gain admission to the Theatre was excessive, and taxed to the utmost the kindness of all those privileged to pass a friend through the barriers, which were guarded with almost military severity. The ladies and the under graduates had a priority in this respect; the upper gallery, it is needless to say, was rapidly filled by the latter. Anything and everything was cheered as usual, and anybody at all objectionable was duly apprised of the sentiments of the Upper Thousand towards them. Some local notabilities were received in a manner indicating they were better known than liked in the higher regions; but on the whole, a commendable amount of good temper was exhibited. The selection of ladies' bonnets commenced early, but the positive colors were soon exhausted, and we observe that the neutral tints escape notice, being difficult to define with sufficient exactness. So, when the cheers for "the Red, White, and Blue" had been given, "the Lady with the Fan," and "the Lady with the Opera-glass" were picked out; as there were scores of glasses and hundreds of fans, this was also a very general compliment. Then came cheers for individuals, known and unknown. "Omar Pasha" fell flat; so did "the Sultan," they seemed rather abstract ideas; but "Musurus" obtained great success. So did "the Earl of Clarendon;" "Lord Stratford" found no response, and to "Cardigan" there were dissentients. The cheers for Prince Albert were unanimous, and for "General Williams," enthusiastic. Between the expression of private antipathies and public homage the time wore on, till, at 11 o'clock, the procession of University authorities, in all the splendour of robes and maces, entered the Theatre. The Chancellor (the Earl of Derby) took his seat, having his Royal Highness Prince Albert on his right hand, and Prince Frederick William of Prussia and the Prince of Baden on his left. The principals of the several colleges and the candidates for the honours of the day were around and below them.

The Chancellor then read the list of those on whom the degree of D.C.L. was to be conferred, *honoris causâ*; they were:

His Royal Highness Prince Frederick William of Prussia.

His Royal Highness the Prince of Baden.

Count Bernstorff.

His Excellency Musurus Bey, Minister Plenipotentiary of His Imperial Majesty the Sultan.

The Right Hon. the Earl of Clarendon, K.G., G.C.B.

The Right Hon. the Earl of Elgin and Kincardine, K.T.

The Right Hon. Lord Ashburton.

Admiral Sir Edmund Lyons, Bart., G.C.B., K.C.H.

Rear Admiral the Hon. Sir R. Saunders Dundas, K.C.B.

Sir Henry Holland, Bart., M.D., F.R.S.

Major-General Sir Colin Campbell, G.C.B.

Major-General Sir W. Fenwick Williams, of Kars, Bart., R.A., K.C.B.

Major-General Sir Harry D. Jones, R.E., K.C.B., Governor of the Royal Military College, Sandhurst.

Lord Abercorn.

Dr. Sandwith, the English Physician at Kars.

Dr. Barth, the African Traveller.

The name of the Prince of Prussia was received with a loud and hearty burst of applause; so was that of the Prince of Baden; the same token of recognition and approval was bestowed on the Earl of Clarendon, the Earl of Elgin, and Lord Ashburton. The cheers for Sir Edmund Lyons and Sir C. Campbell were very hearty; indeed, all the names were well received; but that of General Williams was welcomed by a perfect storm of applause which lasted for several minutes, though the Chancellor laid particular emphasis on the words "*etiam abens*." It was generally regretted that this gallant officer was not present to witness the enthusiasm his name excited in the hearts of so many of his countrymen. It was a tribute of which any man, whatever his services, might be proud. The names were then proposed *seriatim* to the doctors and masters by Dr. Travers Twiss, Regius Professor of Civil Law; the undergraduates, as usual, volunteering the reply of "*placet*."

SUCCESSFUL MEN—THEIR ENERGY.

All men who have succeeded in life have been men of high resolve and endurance. The famed William Pitt was in his early life fond of gaming; the passion increased with his years; he knew he must at once master the passion or the passion would master him. He made a firm resolve that he would never again play at a game of hazard.—He could make such a resolution; he could keep it. His subsequent eminence was the fruit of that power. William Wilberforce in his earlier days, like most young men of his rank and age loved the excitement of places of hazard. He was one night persuaded to keep the faro-bank. He saw the ruin of the vice of gaming as he never saw it before; he was appalled with what he beheld. Sitting amid gaming, ruin and despair, he took the resolution that he would never again enter a gaming house. He changed his company with the change of his conduct, and subsequently became one of the most distinguished Englishmen of his age.

Dr. Samuel Johnson was once requested to drink wine with a friend. The Dr. proposed tea. "But drink a *little* wine," said his host. "I cannot," was the reply. "I know abstinence—I know excess; but I know no medium. Long since I resolved, as I could not drink a *little* wine, I would not drink at all." A man who could thus support his resolution by action was a man of endurance, and that element is as well displayed in this incident as in the combinations of his great work.

When Richard Brinsley Sheridan made his first speech in Parliament, it was regarded on all hands as a mortifying failure. His friends urged him to abandon a Parliamentary career, and enter upon a field better suited to his ability. "No!" said Sheridan—"no, it is in me, and it *shall* come out!" And it did, and he became one of the most splendid debaters in England.

Loyola, the founder of the order of Jesuits, the courtier, the man of gallantry and dissipation, obtained such mastery over himself by labor and endurance, that, to illustrate to illustrate the fact, he stood several hours, apparently unmoved, in a pond of ice and muddy water up to his chin.

Perhaps no other nation in Europe, at the time, could have won the battle of Waterloo except the British, because no other could have brought to that conflict the amount of endurance necessary to win.—For many hours that army stood manfully before the murderous fire of the French, column after column fell, while not a gun was discharged on their part. One sullen word of command ran along the line as thousands fell—"File up! file up!" "Not yet—not yet!" was the Iron Duke's reply to the earnest requests made to charge and fight the foe. At length the time of action came. The charge was given, and victory crowned the noble standard of England.

[Another remarkable instance of this kind of valor on the part of the British army is given in the "Russian account of the battle of Inkerman," recently reprinted from the German by Murray of London, in which he endeavours to account for the defeat of 35,000 Russians by 8,000 or 10,000 English; the writer, after enumerating many physical obstacles which the Russians had to encounter proceeds to ask: "What was it then that prevented the complete success of the Russian attack? *The bravery and steadiness of the English!*" This unquestionably deserves to be recorded; it was remarkable, and the British soldier fought in a manner worthy of his most glorious days."

* * * * * The following episode illustrates this in a fearful manner. The writer proceeds: "The second crisis of the fight arrived. Pauloff's three regiments, which were coming with their guns along the Pioneer Road, had arrived on the field about eight o'clock, about the time that Simonoff's troops retreated into the Ravine. These brave soldiers, who had lately fought so gallantly at Oltenitza, were forthwith sent by Dannenberg against the enemy to restore the fortune of the day. Defiling regiment by regiment through their comrades of the 7th Division, the Ochotzk in front, then the Yakutzk and lastly the Selenginsk, eagerly and full of courage, through the ravine and the embarrassing brushwood, they went against the enemy. And now began a new desperate hand-to-hand conflict, a more obstinate struggle than before. The Ochotzk, without stopping often to fire, attacked immediately with the bayonet, and, with the irresistible force that fresh troops possess, pressed the English back in spite of a gallant resistance, and advanced to seize on the flank redoubt. But here they met with formidable opponents. The gigantic Coldstream guardsmen, 700 strong, and all picked men, with a great renown to support, great expectations to satisfy, resisted here with unconquerable heroism. Though surrounded and separated from their comrades, their only thought was to hold

the redoubt. As it had no banquette, and the breastwork was too high to fire over, they used the corpses as footstools. They suffered much, especially from Pauloff's artillery which opened on them from its position behind the ravine. They saw the contest in other quarters getting distant, and the Russians advancing with success: but each Coldstream was pervaded with the thought, 'Life may be lost, but the honor of the regiment must be preserved, and the enemy shall only make his way over our bodies.' The desperation which throws away life is its surest safeguard; it gave these giants the strength of giants, and for long they held their post untaken, and repeated attacks of the Ochotzk, who had partly made good their entrance through the embrasures, were repulsed. These last crowded themselves close under the wall, where the fire of the enemy could not reach them, to rest and renew their strength. And now the fury and daring of both sides gave rise to a truly Homeric combat. Some of the Ochotzk seized the muskets of their fallen comrades, and hurled them, with their bayonets attached, like spears into the redoubt; others picked up huge stones and flung them in. Spears and stones were hurled back by the Coldstreams. For ten minutes this fight, like a return to ancient times, endured, until they reverted to the real working weapons of the present time, and began a fresh murderous struggle with ball and bayonet. Soon the Coldstreams, fearfully distressed by Pauloff's artillery, saw 200 of their ranks dead or wounded on the ground; they lost hope of holding the redoubt against repeated assaults, and as they once more beheld their friends advancing, they chose the moment, and forced their way to them with the bayonet, and not without great loss."

Twice after this was the redoubt taken and retaken, and terrible was the scene it presented after the battle. The whole records of warfare scarcely present a more deadly hand-to-hand conflict than the battle of Inkerman.—ED. JOURNAL OF EDUCATION, U. C.]

Men of genius without endurance cannot succeed. Men who start in one kind of business may find it impossible to continue therein all their days. Ill health may demand a change. New and wider fields of enterprise and success may be opened to them; new elements of character may be developed. Men may have a positive distaste for some pursuits, and success may demand a change. None of these cases fall within the general rule. Men may have rare talents, but if they "are everything by turns, and nothing long," they must not expect to prosper. No form of business is free from vexations; each man knows the spot on which his own harness chafes; but he cannot know how much his neighbor suffers. It is said that a Yankee can splice a rope in many different ways; an English sailor knows but one method, but in that method, he does his work well. Life is not long enough to allow any one to be really master of but one pursuit.—*Michigan Journal of Education.*

Miscellaneous.

THANK GOD FOR PLEASANT WEATHER.

BY GEO. P. MORRIS.

Thank God for pleasant weather,
Chant it, merry rills!
And clap your hands together,
Ye exulting hills!
Thank him teeming valley!
Thank him fruitful plain!
For the golden sunshine,
And the silver rain.

Thank God of Good the Giver!
Shout it, sportive breeze!
Respond, oh tuneful river!
To the nodding trees.
Thank Him, bird and birdling!
As ye grow and sing!
Mingle in thanksgiving
Every living thing!

Thank God, with cheerful spirit,
In a glow of love,
For what we here inherit,
And our hopes above!—
Universal Nature
Revels in her birth,
When God in pleasant weather,
Smiles upon the earth!

GREAT TRUTHS EARLY COMMUNICATED.

The mother of Dr. Samuel Johnson was a woman of great good sense and piety; and she was the means of early impressing religious principles on the mind of her son. He used to say, that he distinctly remembered having had the first notice of heaven, "a place to which good people go," and hell, "a place to which bad people go," communicated to him by her, when a little child in bed with her; and that it might be the better fixed in his memory, she sent him to repeat it to her man-servant. The servant being out of the way, this was not done; but there was no occasion for any artificial aid for its preservation. When the doctor related this circumstance, he added, "that children should be always encouraged to tell what they hear that is particularly striking to some brother, sister, or servant, immediately, before the impression is erased by the intervention of new occurrences."

BOYS NOW—MEN ANON.

TO THE EDITOR OF THE ENGLISH JOURNAL OF EDUCATION.

SIR,—I lately met with the following passage in a newspaper; so important a moral may be drawn from it that I send it to you.

A Word to Boys.—Some one has said, "Boys, did you ever think that this great world, with all its wealth and woe, with all its mines and mountains, its oceans, seas, and rivers, with all its shipping steam-boats, railroads, and electric telegraphs, with all its millions of men, and all the science and progress of ages, will soon be given over to the boys of the present age—boys like you assembled in school-rooms, or playing without them? Believe it, and look abroad upon the riches which God has given your fathers, and which will fall to your inheritance, and get you ready to enter upon its possession. The kings, governors, presidents, statesmen, philosophers, ministers, teachers, all were boys, whose feet, like yours, could not reach the floor when seated, like you, on benches on which they learned the one-syllable words of their respective languages?"—*Pictorial Pages.*

As we look back, sir, on our own boyhood and our former playfellows who are now bustling members of society, and actively engaged either for the good or for evil of this our generation and of their own souls, surely we must at once see what powerful practical moral lessons to "the rising generation" may be drawn from these few lines?

I send you another extract which suggests a train of thought of a somewhat different kind.

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

A COUNTRY CLERGYMAN.

MECHANICS.

ST. PAUL was a mechanic—a maker of tents from goats' hair; and in the lecturer's opinion he was a model mechanic. He was not only a thorough workman at his trade, but was a scholar, a perfect master, not only of his native Hebrew, but of three foreign tongues,—a knowledge of which he obtained by close application to study during his leisure hours, while serving his apprenticeship. It was a custom among the Jews to teach their sons some trade—a custom not confined to the poorer classes, but also practised by the wealthy: and it was a common proverb among them, that if a father did not teach his son a mechanical occupation, he taught him to steal. This custom was a wise one; and if the fathers of the present day would imitate their example, their wrinkled cheeks would not so often blush for the helplessness, and not unfrequently criminal conduct of their offspring. Even if a father intended his son for one of the professions, it would be an incalculable benefit to the son to instruct him in some branch of mechanism. His education would not only be more complete and healthy, but he might at some future time, in case of failure in his profession, find his trade very convenient as a means of earning his bread; and he must necessarily be more competent in mechanical from his professional education. An educated mechanic was a model machine, while an uneducated mechanic was merely a machine working under the superintendence of another man's brain. Let the rich and the proud no longer look upon mechanism as degrading to him who adopts a branch of it as his calling. It is a noble calling—as noble as the indolence and inactivity of wealth is ignoble.—*Rev. Dr. Adams.*

POPULAR SIMILES.—Some ingenious rhymers has placed the following sayings in poetic order, the opposites in juxtaposition:—

As wet as a fish—as dry as a bone;
As live as a bird—as dead as a stone;
As plump as a partridge—as poor as a rat;
As strong as a horse—as weak as a cat;
As hard as a flint—as soft as a mole;
As white as a lily—as black as a coal;
As plain as a pikestaff—as rough as a bear;
As tight as a drum—as free as the air;
As heavy as lead—as light as a feather;
As steady as time—as uncertain as weather;
As hot as an oven—as cold as a frog;
As gay as a lark—as sick as a dog;
As slow as a tortoise—as swift as the wind;
As true as the gospel—as false as mankind;
As thin as a herring—as fat as a pig;
As proud as a peacock—as blue as a grig;
As savage as tigers—as mild as a dove;
As stiff as a poker—as limp as a glove;
As blind as a bat—as dead as a post;
As cold as a cucumber—as warm as toast;
As red as a cherry—as pale as a ghost.

Educational Intelligence.

CANADA.

WESLEYAN CONFERENCE AND THE PUBLIC SCHOOL SYSTEM OF UPPER CANADA.

Resolved. That this Conference desires to express its confidence in the existing Common School System of Upper Canada, and strongly deprecates the efforts of those who are endeavoring to disturb and destroy that system; and this Conference would further express its high admiration of the great ability and impartiality with which the present Chief Superintendent of Education continues to discharge the duties of his responsible office.

Carried unanimously and ordered to be published.

VICTORIA COLLEGE—DEGREES CONFERRED.

At the commencement of the University of Victoria College, on the 28th of May, Degrees were conferred on the following gentlemen:—

DEGREE of B. A.—Byron M. Britton Gananoque.

DEGREE of M. A.—John George Hodgins, Deputy Superintendent of Schools, Toronto; Rev. Wm. Ormiston, B. A. Mathematical Master in Normal School, Toronto; David Beach, Principal of Newburg Academy, Newburg; W. R. Macdonald, B. A. (*ad eundem*) Toronto.

DEGREE of M. D.—William A. Castleman, East Williamsburg; Clark Coughell, St. Thomas; Peter V. Dorland, Belleville; Henry Edwards, London; Byron Franklin, Port Bowen; Easton Hawkesworth, Vienna; Archibald Jameson, Phillipsville; Caleb E. Martin, Oshawa; Nelson M. Garvin, Acton; Charles T. Noble, Markham; Edwin Price, Walsingham; Solomon Secord, Hamilton; Jacob Walrath, Scotland; Thomas J. York, Freelon; Christopher W. Flock, Oakville; Joseph Carbert, Orangeville; Thomas Beatty, Lampton; John D. R. Williams, Perth; Thomas Wesley Poole, Norwood.

DEGREE of D. D.—Rev. Elijah Hoole and Rev. Joseph Stinson, Wesleyan Ministers, England.

JAIL LIBRARY, TORONTO.—Joseph Hartman, Esq., M.P.P., Warden of the Counties of York and Peel, in his address to the Council on the 10th inst., remarked as follows:—"With reference to the sum of £25, which had been appropriated by the Council for the formation of a Jail Library, it occurred to him that the City having as great, if not a greater, interest in the Jail, as the County, it would be but just that that body should bear a portion of the expense. He accordingly wrote a letter to the City Council; the communication had been referred to a Committee, who had reported in favor of it. In conjunction with one of the members of that body, after bestowing a great deal of care and attention in the work, they had selected a library which would, he hoped, meet the approbation of the Council. In making that selection, however, it had been found necessary to exceed the original appropriation of £25; £32 18s. 4d. being the total cost; the sum being contributed by both Councils in equal proportions."

LAVAL UNIVERSITY.—The *Quebec Gazette* gives some information regarding the progress of Laval University Building. The Building proper, is 300 feet long, 56 feet deep, and 5 stories of 80 feet high. The Architect is Mr. Charles Baillarge, and the building is conducted under the immediate superintendence of the Rev. Mr. Forgues. Already the building, which extends from the whole length of George's street, and about forty feet in rear of that street to the Battery has reached the fourth story, and proceeds very rapidly, by means of a steam elevator, the property of Mr. Whitty, which, in the course of a single day, on an average raises from the ground to different parts of the building about 180 tons of stones, bricks and mortar. The *Journal de Quebec* says:—"It is with the greatest pleasure that we announce the appointment of Mr. Hunt, *Chevalier* of the *Legion of Honor*, as Professor of Chemistry in the Laval University. The nomination to this post of this gentleman, whose capacity and requirements are recognized in Europe, as well as in America, cannot fail to give additional lustre to our University. Mr. Hunt's course of lectures commenced on the 2nd instant."

BRITISH AND FOREIGN.

EDUCATION IN SCIENCE AND ART.—On Monday appeared a copy of an order in Council, passed on the 25th ult., approving a report of the Privy Council, recommending,—1. That in future the Educational Department, (so to be called) be placed under the Lord President of the Council, assisted by a member of the Privy Council, who shall be Vice-President of the Committee of the said Privy Council on Education; and, 2, that the Education Department include (a) the education establishment of the Privy Council-office, and, (b) the establishment for the encouragement of science and art, now under the direction of the Board of Trade and called "The Department of Science and Art." Both these establishments are to be under the orders of the Lord President. The new Education Department is to report on such questions concerning education as may be referred to it by the Charity Commissioners, to inspect the naval and regimental schools, and to examine into the instruction in nautical science given in the navigation schools connected with the Department of Science and Art.

Mr. Layard, M. P., has been unanimously re-elected Lord Rector of Mareschal College and University, Aberdeen, for the current year. The Duke of Newcastle had declined the nomination, and the Lord Advocate refused to be put in opposition to the hon. member for Aylesbury.

UNITED STATES.

SCHOOLS IN PENNSYLVANIA IN 1855.

There are in the sixty-three counties of the state 10,469 schools; number of schools required 650; average number of months taught, 5½; male teachers, 8,003; number of female teachers, 4,140; range of salaries of males per month, \$22 to \$29; range of salaries of females per month, \$14 to \$19; number of male scholars, 295,889; number of female scholars, 233,120; number learning German, 10,015; average number of scholars attending school, 361,316; cost of teaching each scholar per month, 58 1-3.

Amount of tax levied for school purposes, \$1,242,233 10, total amount levied \$1,354,937 04; received from state appropriation, \$159,554 17; received from collector of school tax \$1,127,992 61; cost of instruction, \$1,041,571 96.

Departmental Notices.

To Municipal and School Corporations in Upper Canada.

PUBLIC SCHOOL LIBRARIES.

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be written on a distinct sheet of paper from the letter, attested by the corporate seal and signature of the Trustees; or by the corporate seal and signature of the Reeve or Clerk of the Municipalities applying for libraries. See accompanying Form.

SCHOOL MAPS AND APPARATUS.

The Legislature having granted annually, from the commencement of 1855, a sufficient sum of money to enable the Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities the Chief Superintendent of Education will be happy to add one hundred per cent. to any sum or sums, not less than five dollars transmitted to the Department; and to forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired.*

* *The Form of Application should be as follows:*

SIR,—The undersigned, Trustees [Reeve, or Clerk] of _____, being anxious to supply the Section (or Township) with suitable school requisites, [or library books,] hereby make application for the [maps, books, &c.,] enumerated in the accompanying list, in terms of the Departmental notice, relating to maps

and apparatus, [or library books.] The [maps or library books] selected are, *bond fide*, for the use of the school [or municipality:] and they hereby pledge themselves and their successors in office, not to dispose of them, nor permit them to be disposed of to any private party or for any private purpose whatsoever; but that they shall be appropriated exclusively to the use of the school, [or municipality,] in terms of the Regulations granting one hundred per cent. on the present remittance.

In testimony whereof, the Trustees [Reeve, or Clerk] of the _____ above mentioned—hereto affix their names and seal of office this—day of—, 185—, at—.

[Name.] [Seal.]

We hereby authorise—above mentioned,—to procure for us the _____ above mentioned,—in terms of the foregoing application. [Name of Trustees, &c.]

TO THE CHIEF SUPERINTENDENT OF EDUCATION, TORONTO.

NOTE.—A Corporate Seal must be affixed to the foregoing application, otherwise it is of no legal value. Text-books cannot be furnished on the terms mentioned above. They must be paid for in full at the net catalogue price. The 100 per cent. will not be allowed on any sum less than \$5, which must be remitted in one sum.

SPECIAL NOTICE TO TEACHERS.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada, who may wish to avail themselves at any future time, of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, without delay, (if they have not already done so), their annual subscription of \$4, commencing with 1854. The law authorizing the establishment of this fund provides, "that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum." This proviso of the law will be strictly enforced in all cases; and intimation is thus early given to all Teachers, who have not yet sent in their subscriptions, to enable them to comply with the law, and so prevent future misunderstanding or disappointment, when application is made to be placed as a pensioner on the fund.

VICTORIA COLLEGE.

THE next Session will open on Thursday, the 21st of August, 1856. Gazette containing particulars may be had on application.

S. S. NELLES, M. A., President.

Cobourg, May 31. 1856.

Annual Examination of Common School Teachers, for the County of York.

NOTICE IS HEREBY GIVEN, that Adjourned Meetings of the Board of Public Instruction, for the County of York, will be held at the Court House, CITY OF TORONTO, on Monday, the 4th day of August, next; at RICHMOND HILL, on Tuesday, the 5th August; and at NEWMARKET, on Wednesday the 6th August, at 9 A. M. for the purpose of examining Common School Teachers, whose certificates will expire on the 30th September; when all teachers (excepting those holding first class certificates) are expected to attend.

JOHN JENNINGS, Chairman.

N.B.—Each Teacher is required to produce a certificate of good moral character, also a certificate from the Trustees of the School last engaged in. Toronto, 24th June, 1856.

WANTS A SITUATION AS SCHOOLMASTER.

A MIDDLE AGED MAN, who has had several years experience in TEACHING. He has a FIRST CLASS CERTIFICATE and is competent to teach the Higher branches of ENGLISH, with the MATHEMATICS and the FRENCH, LATIN and GREEK Languages. He is acquainted with the best methods of instruction, and (what is of no small importance to a Teacher,) he has had considerable experience in PRACTICAL BUSINESS. Address F. L. C., West Flamboro' P. O.—Stating Salary. June 11, 1856.

ADVERTISEMENTS inserted in the *Journal of Education* for one half-penny per word, which may be remitted in postage stamps, or otherwise. TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7d. each.

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

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