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### THE SCHOOLMASTER IN THE ARMY.

Among the inducements to enlistment in the British Army enumerated in the recent debate in the Commons on recruiting, besides good food, good clothing, and good treatment, was "good education." A small Blue-book, just issued, enables us to supply information as to how far the educational system of the army answers its ends. It is the second report of the Council of Military Education on army schools, libraries, and recreation-rooms. The first report was issued in December 1861; so that the present is a record of the progress of three years, and it is, on the whole, a very satisfactory record.

The conditions of military service imperatively require that the educational machinery should adapt itself to their peculiarities. The school must accommodate its hours to the demands of drill, parade, sentry, and all the other multifarious duties required of the soldier in barracks. The recruit must master his military work in the first place: reading, writing, and arithmetic, if they have not come to him by nature, must be postponed till he has been made a competent shooting-machine. The army schoolmaster is thus placed at a considerable disadvantage, even in comparison with other teachers of adult pupils; and his work must be estimated with allowance for these drawbacks. These disadvantages he does not, of course, experience in regard to the children of the regiment, who are pretty nearly as much at his command as ordinary school children. It is to his work with adults, therefore, that interest mainly attaches; though the education of soldiers' children is also, of course, in itself important enough. Nearly forty-two thousand men and

sixteen thousand children were, by the latest returns, receiving education at our army schools. It serves to show, were other evidence wanting, how largely the army is recruited from the lowest ranks of the population, that within a fraction of 19 per cent. of our soldiers can neither read nor write, nearly 20 per cent. can read only, 54 per cent. can both read and write, and only 7½ per cent. have a superior degree of education—in short, every second man who enters the ranks may be said to be totally uneducated. It is satisfactory to know that it will be his own fault if he continue so deplorably ignorant; for the army schools not only afford him an opportunity of acquiring the elements of ordinary education, but, by arrangements for special classes, supply to men showing zeal and aptitude the chance of so far advancing in instruction as to fit themselves for superior duties. For example, in an inspector's report of the schools of the 32nd Light Infantry, it is stated that nearly all the men who entered a special class organised in May 1863 were, within twelve months, "raised above their original station, the majority having become non-commissioned officers."

It is, we have said, the soldier's own fault if he does not, soon after enlisting, make himself able to read and write. But the responsibility rests with himself. Formerly, it was the practice to compel all recruits to attend the schools, but since 1861 this compulsory system has, rightly or wrongly, been discontinued. The result of its discontinuance has not been at all satisfactory. A table of attendance of adults at the schools given in this report shows, as compared with a similar table in their first report, a falling-off in the average number of pupils of 16 per cent.; and in the average number daily attending, a falling-off of 18 per cent. No explanation is given why recruits are not now, as formerly, compelled to take advantage of the educational opportunities provided for them. It may have been thought that voluntary attendance is morally more desirable and satisfactory; and so, no doubt, it is; but in everything the soldier is so much the creature of control, depending so much for the discharge of all his duties on the orders of his superiors, that command becomes to him almost a necessary moral support. And his will being, in everything that presents itself in the shape of regimental duty, almost as subject to rule as the movements of his limbs are to the call of the drill-sergeant, he would probably receive orders to learn his letters with as little reluctance as he goes to learn the goose-step, and would be equally attentive in either case. The temptation to return to the compulsory system is certainly great when we

learn that "the most elementary education is still required for more than 30 per cent. of the men in the ranks."

Army schoolmasters are of two classes—the superior, or superintending schoolmasters, being commissioned officers with the relative rank of ensign; while the ordinary schoolmasters take rank as non-commissioned officers next below regimental sergeant-majors. The total number of schoolmasters is 226, of whom 18 are superintending schoolmasters. The superintendents are selected from the general body by merit alone. Besides this male staff, there are 205 schoolmistresses, 27 female pupil-teachers, and 98 monitresses. In all matters military, uniform is considered of much importance. It does not appear that the schoolmistresses are required to wear any outward sign of their semi-military calling; but the dress of the schoolmasters is under strict regulation:—

"Army schoolmasters, being enlisted soldiers, with the rank of non-commissioned officers, are required to appear in uniform. The dress first established—viz., a blue frock-coat with braid, silk sash, sword and waistbelt, and forage cap with red cloth band, was found to resemble too much the undress uniform of a commissioned officer, and gave rise to inconveniences which were complained of by commanding officers, and even by some of the schoolmasters themselves. In 1863, His Royal Highness the Field-Marshal Commanding-in-Chief, with the concurrence of the Secretary of State for War, was pleased to approve of a dress more in accordance with the military rank of the schoolmaster—viz., a blue frock-coat as before, with chevrons (on both arms) of the colour and pattern of the chevrons worn by rifle regiments. The sash was suppressed."

The number of army schools is 404; and each school is inspected at least once a year. 50 per cent. of nearly four thousand adult scholars inspected by Major Gleig are reported to have read fluently, and about 10 per cent. could write correctly to dictation, which is not bad, considering that the average amount of schooling for a soldier is only about three and a half hours per week. It is the difficulty of securing a longer attendance at the ordinary classes which has suggested the formation of special classes, and these already in operation in several corps the Council desire to see extended to all. Those admitted to the special classes are selected for their good conduct and the promise they give of becoming good non-commissioned officers. They are allowed to attend school at least two or three hours a-day, three men from each company being the average number admitted to this privilege—

"After a period varying from six to nine months, the men composing it will be found sufficiently advanced to be dismissed, and another similar class can be formed. By this means, a large body of men in every regiment may, in process of time, be fairly educated, and the school will then have conferred upon the regiment a direct advantage which can hardly be over-estimated—that of having a large field for the selection of well-educated non-commissioned officers."

Besides the example of the beneficial effects of those special classes to which we have already referred, we find it stated that in the second battalion of the 12th Regiment a special class was formed in November 1862, and within a year thirty of its scholars were promoted to become non-commissioned officers.

Beyond those direct and elementary efforts, the Council superintends and reports upon other means for the educational and social elevation of the soldier. The innocent and improving evening recreations which have now become common among civilians of a like rank of life, have very properly been introduced and encouraged in the army. During the winter of 1863-4 no fewer than 1052 popular lectures were given to the troops at the fifty-six stations at which the lecturing system has been established; and it is very gratifying to find that the army contains within itself intellectual resources sufficient for a full supply of these lectures. Of the lectures just mentioned, 43 were given by officers, 58 by chaplains, and the remainder, or nine-tenths of the whole, by army schoolmasters—a result, as the Council remarks, "highly creditable to that body." Exhibitions of magic-lanterns, concerts, and readings from poets and novelists, diversify the entertainments. A complete system of garrison libraries and recreation-rooms has also been introduced within the last three years, and is now in general operation with the most satisfactory results. The garrison libraries already contain 160,446 volumes, and the circulation of books among the men during a single quarter amounted to 92,971 volumes. The literary tastes of these soldier-readers appear to run much in the same channels as those of other frequenters of public libraries: works of fiction are their chief favourites; after these, voyages and travels; but poetry and general literature are by no means neglected.

The recreation rooms are intended to fulfil to the soldier the functions of a civilian working man's club. They are the public parlours of the barracks, and are supplied at the expense of Government with furniture, games, utensils, fuel, and light; but the

soldiers' subscriptions are the funds through which a supply of newspapers, periodicals, writing-paper, &c., is obtained. Though the system is yet comparatively in its infancy, and many of the present recreation-rooms are mere spare barrack-rooms and huts, the number of soldiers subscribing to the rooms is already no less than 40,800. When the system is fully developed, each regiment will possess a building 130 feet long by 33 feet broad, containing two commodious rooms for reading and games, besides a bar for refreshments, which consist of tea, coffee, ginger-beer, lemonade, bread, cheese, butter, biscuits, eggs, bacon, ham, and cold meat. The description of one of those recreation-rooms—that belonging to the Royal Horse Artillery Depot, given in an appendix to the report—is quite inviting, with its comfortable furnishings, its table covered with newspapers and periodicals, inkstands and blotting-pads, with a fresh water filter in the centre, and at a corner "a swivel knife for cutting tobacco." When the library and recreation rooms are in full operation, each regiment will have "an institute within itself, managed by the non-commissioned officers and men, under the general supervision of the commanding officer, where men may occupy their leisure hours in profitable reading or in harmless amusements, free from all irksome restraint, and subject only to such regulations as are absolutely necessary for the maintenance of good order and respectability." Such provision for rational and innocent recreation cannot fail to prove a formidable rival to the grog-shop, and all its debasing accompaniments, which has hitherto been the soldier's almost only resort in the hours of leisure and sociality.—*Edinburgh Scotsman.*

## 2. MILITARY INSTRUCTION IN CANADIAN SCHOOLS.

It has come to be generally conceded, and the concession is one of the facts which have been forced upon us by the troubles on the other side of the border, that for the permanent safety and credit of this country, as of all others, some description of defensive organization is absolutely essential. Opinions may differ possibly, in some slight respect, as to the extent we should carry this idea; but all parties are agreed that some defensive preparations are necessary. Thus the party which, in 1862, threw out a Militia Bill, signaled their advent to office by the introduction of a measure designed to promote the volunteer spirit of the Province. They subsequently introduced another Bill, making still further provision for an effective militia, and organized the military schools which have proved of so much practical advantage to the country. Thus both the political parties are pledged to an efficient and thorough measure of defence, and in being so pledged they reflect the unanimous feeling of the people of Canada.

The problem which, in a new country like this, we have to solve is how we can secure the largest and most efficient organization of our Militia, at the smallest cost, and the least inconvenience to our people. It is in the highest degree important that the militia of the country should at once be put, and at all times kept, in such a state of efficiency as would place us in a position to resist any probable attack; but the danger which we have to avert is that of falling into the idea that defensive organizations were only necessary while the people to the south of us were at war, and had large armies in the field. We sincerely hope that the likelihood of trouble arising between the United States and the mother country is exceedingly remote; and indeed we believe that the relations of the two countries were never more friendly than they are at this moment, a friendship most likely to be endured because based upon sentiments of mutual respect. But as has been frequently said, no people can be truly independent, or truly free, who are content to trust the continuance of that independence and that freedom upon the forbearance of a neighbouring nation, least of all of a nation whose system of Government renders it so liable to the influence of popular passions, as does that of the neighbouring republic.

In view of this, we are glad to notice by the *Montreal Gazette* that Mr. Meredith, the able assistant Provincial Secretary West, has been using his great abilities to lay before the people of this country the importance of the subject of military instruction in our common schools. Mr. Meredith embodied his views in a paper which he read before the Literary and Historical Society of Quebec, and which has been considered of sufficient importance to be printed in pamphlet form for the distribution throughout the country. We have not had the advantage of seeing the pamphlet, but from the statement of its character and objects, given by our Montreal contemporary, we sincerely hope that it will receive an extensive circulation. The learned gentleman appears to have dealt with the subject in all its aspect and to have availed himself largely of the views of Mr. Chadwick, whose efforts in behalf of short hours for the young operatives of England, and of short school time and military instruction in the schools for the youth of the nation, have been crowned with so much success, and have promoted to so large an extent the amelioration of the classes in whose behalf he has

laboured. Mr. Chadwick gives some strong arguments, based on the physical well-being of the youth of the country, in favour of this early instruction in Military and naval drill, which are thus summed up by Mr. Meredith:—

“1. Sanitary.—That the drill is good (and for defective constitutions requisite) for correction of congenital bodily defects and taints, with which the young of a very large proportion of our population, especially the young of the poorer town populations, are affected; and that for these purposes the climbing of masts, and other operations of the naval drill, and swimming, are valuable additions to the gymnastic exercises of the military drill, and when properly taught are greatly liked by boys.

“2. Moral.—That the systematized drill gives an initiation to all that is implied in the term discipline, viz: duty, order, obedience to command, self-restraint, punctuality, and patience.

“3. Economical.—That it is proved, when properly conducted by suppleing the joints, rendering the action prompt as well as easy by giving promptitude in concurrent and punctual action with others, to add, at a trifling expense, to the efficiency and productive value of the pupils as laborers or as foremen in after life.”

When to these great advantages are added the fact that this system of military instruction in the public schools, affords a cheap and certain method of increasing the military strength of the country, the arguments in its favor are certainly very strong. To make it effective, this class of instruction should be made compulsory in all the Grammar and superior schools; should, in fact, be made the condition of their receiving aid from the public fund; and in the common schools special advantages should also be afforded to all schools providing for this instruction.

We are glad to know that the subject has already engaged the attention of our educational authorities in Canada, both Upper and Lower. Referring to this, Mr. Meredith, as we learn from the summary of his pamphlet published in the *Gazette*, made these remarks:—

“In view of the present crisis of our national history, it is satisfactory to know that in Canada some steps are being taken towards ‘putting our house in order.’ In both sections of the Province the able Superintendents of Education have, of their own accord, established military drill in a large number of grammar and common schools throughout the country. In the *Journal of Education* for Upper Canada, many admirable articles on the subject of military drill in schools have from time to time been published. The Chief Superintendent of Education in Upper Canada informs me that eighteen grammar schools reported military drill as a part of their course of training in 1863, and he also states what is perhaps even more important, that during the last six months of 1863, the students in the Normal School have formed themselves into a drill association, which, he adds, will doubtless contribute much to the general introduction of military drill into the common schools in Upper Canada. The same has been done at Jaques Cartier Normal School here. In connection with the movement may be mentioned the encouraging fact that the companies which have been formed in the schools and colleges, both in Upper and Lower Canada are amongst the most proficient in the Province, and that they have received high encomiums from the military officers who have inspected them. This is, indeed, only what might have been anticipated. Col. Wily, of the Adjutant General’s Department (himself an experienced soldier) on whose authority the preceding statement is made, has long earnestly advocated the introduction of military drill into schools, and cites as a proof of the practical results of the system, the admitted superiority of the militia of the channel islands, particularly the Island of Jersey, of which he is a native.”

We sincerely hope that an object so important will not be forgotten in the discussions which must take place during the next session of Parliament on the subject of defence. It is one of the utmost importance, and may well challenge the best thoughts of our best statesmen to reduce its advantage to practical effect. When we can promote the health, and at the same time increase the usefulness of the youth of the country as an arm of defence, by means of military instruction in our Common Schools, few will be found ready to oppose its enforcement by legislative enactment.—*Hamilton Spectator*.

3. U. C. NORMAL SCHOOL DRILL ASSOCIATION.

This association was recently inspected by Brigade Major Denison. The members present numbered some fifty men. This organization has now been in existence for two years, and has been the means of imparting to a large number of students a practical knowledge of drill. Each of these students, on leaving the institution is placed in charge of a common school and is thus at once in a position in which the military knowledge he has acquired may be made available for the instruction of the youth of the locality.

Much attention is now being drawn to the subject of drill in the schools of the mother country and the neighbouring States. It is desirable that the Canadian schools should adopt the same policy, and this association will prove useful in disseminating throughout the country a body of competent instructors. The officer in command of the company at the inspection, Mr. Osborne, holds a certificate from the military school in this city. A number of company movements were very creditably executed and very great progress was visible since the inspection of last year. At the close of the inspection the Brigade Major addressed some words of encouragement and advice to the students, who presented an address to their veteran instructor Major Goodwin, in which their sense of his services was gracefully expressed. Although the fiftieth anniversary of Waterloo is now at hand, Major Goodwin is still as energetic and useful as ever.—*Toronto Leader*.

4. COL. COFFIN’S WAR OF 1812.

We learn, with pleasure, that the library committee of the legislature has, in just appreciation of the merits of Col. Coffin’s “Chronicle of the War of 1812,” ordered a considerable number of copies for distribution, exchange, &c. This is a becoming tribute, not alone to the graphic skill of the writer, but to the patriotism of the publisher, Mr. Lovell, who has produced, at a most opportune moment and at much expense, a book which ought to be found at every fire-side, and in the hands of every schoolboy in Canada. We trust that it will have the effect of hastening the publication of the second volume.—*Montreal Gazette*.

II. Papers on Education in Canada.

1. PROGRESS OF EDUCATION IN CANADA.

At a recent dinner at Toronto to the Delegates from the Canadas to the Commercial Convention at Detroit, the Hon. Mr. McMaster was called upon to respond to a toast. He said he could not refrain from making a few remarks in connection with a toast he intended to propose. All would admit that they owed much to the educational interests of this city and country. (Applause.) He well remembered that thirty-five years ago there was not a common school in Upper Canada. At the present time he was pleased to be able to say there was not less than four thousand common schools in Upper Canada. (Applause.) And he might say without fear of contradiction that the educational institutions of this country were at the present time equal if not superior to those of any on the continent of America. (Applause.) And as an evidence of the deep interest felt by the people of Canada in the welfare of the common schools he pointed to the fact that about one million three hundred thousand dollars were annually expended in their maintenance. (Applause.) He took great pleasure in proposing “the educational institutions of Canada.” The toast was drunk with much enthusiasm. Dr. McCaul said it afforded him much pleasure to respond on behalf of the educational institutions of Canada, and more particularly on behalf of the institution with which he stood connected. (Applause.) In referring to the educational institutions of Canada, the honourable gentleman said they were only in their infancy; but the time was coming when they would bear fruit in rich abundance. He was glad to know that the delusion that the higher branches of education were not beneficial to men in every position in life, was disappearing rapidly from the public mind. (Applause.)—*Leader*.

2. EDUCATIONAL STATISTICS OF UPPER CANADA, 1864.

No. of children of school age in Upper Canada, 1863 ...	412,000
Do. do. do. 1864 ...	424,000
No. of children attending school in 1863.....	322,000
Do. do. 1864.....	333,000
Local aid to Common Schools in 1864, by rates, &c., about .....	\$1,275,000
Estimated total expenditure in 1864.....	1,440,000

Libraries have been established all over Upper Canada and in some back townships whose names are scarcely known.

Library books sent out up to end of 1863 .....	205,000
Do. to end of 1864 (or 3,239 for the year).....	208,300
Do. for six months of 1865 (or nearly 3,000 for six months) .....	2,852
Prize books sent out in 1860 .....	20,000
Do. do. 1861 .....	26,000
Do. do. 1862 .....	29,000
Do. do. 1863 .....	32,000

Prize books sent out up to end of 1864.....	33,500
Do. for the six months ending June, 1865 .....	18,200
Total library and prize books sent out up to end of 1864	374,000
Do. to end of June, 1865.....	395,000
Value of books, maps and apparatus sent out during 1863	\$23,300
Do. do. do. 1864	23,600
Total value of do. sent out up to end of 1864 .....	\$319,000

### 3. LORD MONCK ON EDUCATION.

The corner-stone of the new High School in Quebec was laid by the Governor General on Wednesday last. As our Quebec correspondent telegraphed, there was a large attendance of spectators and the ceremony was exceedingly interesting. His Excellency made a speech on the occasion, which we find reported in the *Quebec Chronicle*. He said that it afforded him much gratification to take part in the ceremony of to-day, because it gave him sincere pleasure to be enabled to evince his sympathy with an object which was deemed important by the citizens of Quebec, and because, also, it gave him an opportunity of expressing the deep interest he felt in the spread of educational facilities among the people of this province, and more especially of that particular class of education to which the building—the corner-stone of which had just been laid—was to be devoted. He was, however, impressed with the idea that it was not necessary for him to say much here on the great importance of education. It was not the least creditable feature in the administration of the public affairs of the British North American provinces, that such ample provision, such munificent grants, had been made in favour of popular education. Nor did he confine his remark in this respect to those countries which still continued their connexion with Great Britain. The same observation extended in its fullest sense to those States which had severed that connection, for he believed that it was truly stated that in no country in the world was there a more general diffusion of educational training than in the neighbouring or Northern States. He would not, as he had already stated, take up the time of his hearers by commenting upon the general benefits of education; but there were, however, one or two points connected with the bearing of the advantages of education on the administration of public affairs, to which he might devote a few words. There were, in the first place, the vast advantages of education in connection with the industrial resources of the country. We have resources, but they are only partially developed. By means of education we might hope to bring to the work of that development all the advantages of superior intelligence and recent scientific discovery. Even in the lowest description of handicraft, the educated man enjoyed a vast advantage over his uneducated competitor, and what was true of the lower was also true of the higher branches of industry. The second important consideration bearing upon the importance of popular education was this—there were few countries, indeed, where the influence of the great mass of the people acted more directly upon the administration of public affairs than this country. Therefore, the people ought to be able, by means of educational training, to avail themselves in an intelligent manner, of the great power and privilege placed in their hands. No person could have watched carefully the great events which have transpired during the last four years, in the neighbouring country, without at once seeing and understanding how thoroughly the great mass of the people there comprehended the object at issue, the wonderful tenacity with which they adhered through all dangers and difficulties to the pursuit of that object, the many sacrifices they made, and the ready obedience which they paid to their leaders. He believed these results were mainly due to the great extent to which education had permeated all masses of the community and to the vast spread of educational information amongst them. This had proved the means of carrying that nation through a condition of war, and he was satisfied that it would also afford the best guarantee for the continuance of that state of peace and friendship which, in the language of their President, (he was not sure as to the precise words, but such was the meaning) ought, in the best interests of civilization, to exist between the two great branches of the Anglo Saxon family. He was rejoiced to observe the proposed extension of this institution. In our age, no advantage of wealth nor birth could allow men to continue in a position of leadership among the people, unless they could vindicate their claim to superior intelligence based upon a thorough education; and he was therefore glad to see that they manifested such a proper appreciation of those qualities which suited men to the rank of leaders of the people. Holding these views it afforded him very great pleasure to lay the corner-stone of their new high school, and he sincerely trusted it would long continue to confer benefits on the citizens of Quebec. (Loud cheers.)

### 4. HAMILTON CITY SCHOOLS.

On the 17th the writer made a visit to the Central and Ward

Schools of this City. The central School Building is very beautifully situated on the rising ground on Peel street, between Bowry and Charles streets. It is two stories high, built of cut stone, and presents a most creditable appearance. The grounds in front of it are neatly laid out and planted with trees and shrubbery, while the yards are well gravelled, and make most convenient and useful playgrounds. Everything about the School,—yards, sheds, grounds garden, &c.,—are in capital order—clean, neat, and arranged with good taste. This is more important as many of the towns surrounding Hamilton naturally look to it as a model for their educational institutions.

The whole School system of the City (of course excepting the dissentient and private schools,) is under the supervision of A. Macal-lum, Esq., B. A. He it is who selects and recommends the teachers. With a view to securing uniformity among them all, the teachers are almost without exception selected from those who have been trained at the Provincial Normal School, so that from the smallest child who is learning their A, B, C, in one of the Primaries, all are being taught by a uniform system, which should they, after passing through the higher divisions desire it, will have served as stepping stones to honors in our Provincial Universities. Nor are the efforts of the teachers directed alone to the communicating to their pupils a certain amount of learning. Very great pains appears to be devoted to the manners and habits of the children. Of necessity in so large a school, it is not possible to have each child all one would desire; but as a whole, we believe; a more intelligent and mannerly-looking lot of children could not be turned out from any other school on the continent.

Connected with the school is a very good library, supplied by the Educational Department by grants made from time to time by the Board of School Trustees. It contains about thirteen hundred volumes. There is also a very complete apparatus for the illustration of the lessons in Natural Philosophy, &c., also supplied by the Department. On one afternoon in each week, the several clergymen of the city attend at the school, and instruct the children belonging to their congregations in religious subjects.—*Hamilton Spectator*.

## III. Progress of Education in America.

### 1. NEW BRUNSWICK SCHOOLS.

The report of the Chief Superintendent of Schools in this province for the present year, has just been issued. In the winter half of the year commencing 1st October, 1863, there were 744 schools in operation throughout the Province, or 15 more than in the corresponding term of the previous year. In the summer term there was an increase of 32 schools, the number 816 against 784 in the corresponding term of 1863. The number of teachers employed in the same term was 823, 418 male and 405 female. Of these 277 were married and 546 single. The number of married male teachers is 12 in excess of the number single, but of female teachers only 62 are married, against 342 unmarried. The number of trained teachers is 580, and of untrained 243. The number of pupils in all the schools of the Province, for the term ending September, 1864, was 30,303 males and 13,830 females, an increase of 2,060 over the previous year. The public expenditure on account of schools for the year amounted to \$80,144.42, or about \$2.82 on the average for each pupil. The local contributions for the support of schools during the same period amounted to the sum of \$105,684.29, being an over issue of \$5,566.29 over the previous year.

### 2. CONDITION OF EDUCATION IN AMERICA.

(Extract from a paper recently read before the London College of Preceptors, by Mr. J. H. Siddons.)

From the earliest period of the settlement of Englishmen in the northern parts of America—now called “the New England States”—the education of the people has been considered the indispensable basis of their welfare and happiness; and to the exertions of the pastors and governors in that respect the Americans unquestionably owe all their immense prosperity. The North has been enabled to withstand the most tremendous strain upon her resources for four long and anxious years. Massachusetts, the old Bay State, where the feet of the pilgrims were first planted, is singularly fitted to endure taxation. Her wealth is enormous. And whence came it? asks Horace Mann, one of the most active promoters of education during the present century. I will give you the reply to this pregnant question in his own words:—

“Whence, I ask, comes all her wealth?—that golden mean of property which carries blessings in its train to thousands of householders; which spreads solid comfort and competence through the dwellings of the land; which furnishes the means of instruction, of

social pleasures and refinement, to the citizens at large; which saves from the cruel sufferings and the more cruel temptations of penury. The families scattered over her hills and along her valleys have not merely a shelter from the inclemencies of the seasons, but the sanctuary of a home. Not only food but books are spread upon their tables. Her commonest houses have the means of hospitality; they have appliances for sickness, and resources laid up against accident and the infirmities of age. Whether in her rural districts or her populous towns, a wandering native-born beggar is a prodigy, and the millions of dollars deposited in the Savings Institutions do not more loudly proclaim the frugality and providence of the past than they foretell the competence and enjoyments of the future.

"One copious, exhaustless fountain supplies all this abundance. It is EDUCATION—the intellectual, moral, and religious education of the people. Massachusetts has mined into the human intellect, and, from its limitless resources, she has won more sustaining and enduring prosperity and happiness than if she had been founded on a stratification of silver and gold, reaching deeper down than geology has yet penetrated. From her high religious convictions she has learned that great lesson—to set a value upon time. Regarding the faculties as the gift of God, she has felt bound both to use and improve them. Mingling skill and intelligence with the daily occupations of life, she has made labour honourable; and, as a necessary consequence, idleness is disgraceful. Knowledge has been the ambition of her sons, and she has revered and venerated the purity and chastity of her matrons and her daughters. At the hearth-stone, at the family table, and at the family altar—on all those occasions where the structure of the youthful character is *buildd up*, there sentiments of love for knowledge and of reverence for maidenly virtue have been *buildd in*; and there they stand, so wrought and mingled with the fibres of being, that none but God can tell which is Nature and which is Education; which we owe primarily to the grace of Heaven, and much to the cooperating wisdom of the institutions of man."

These sentiments, uttered a quarter of a century ago, found echo in the hearts of all true Americans, and led to the establishment of a system of public education which, though still faulty, is without a parallel in the civilized world.

The number of public schools in the United States is regulated entirely by the extent of the population. There are no penurious grants, by the amount of which the degree of education is to be determined. The numerical strength of the children in a State settles the outlay. Everybody has a right to be taught—a right inherent in his citizenship. The Land Revenue (the only tax known to the Americans, before the financial pressure of the war created fresh demands upon the people) supplies the funds for education as for everything else. To this revenue everybody more or less contributes, in the shape of rent of farms, manufactories, fields, houses, and lodgings, and therefore everybody has a claim to the privileges which the contribution confers. Thus, though the schools appear to be gratuitous, they are, in fact, entirely supported by the people; and no man, be he native or foreigner, who sends his child to be educated therein, is humiliated by the reflection that he is accepting a charity.

In the city of New York, with a population of less than a million souls, there are fifty or sixty large public schools, besides many smaller ones, affording instruction to upwards of a hundred thousand boys and girls from the age of six or seven to that of eighteen or twenty.

The public school-houses are for the most part spacious mansions. All over the United States the people take an honourable pride in these edifices. As we travel through England the eye is often caught by some magnificent building embosomed in trees, or standing on a slight eminence, with a lawn sloping from its base. That is found to be either a nobleman's or gentleman's country seat, or a charitable asylum. As we approach the towns in America we behold a glorious edifice, of simple but stately architecture, surmounted by a turret or dome. Depend upon it *that* is the school-house.

These educational palaces are almost uniform in their style. They consist of three, or, as we should say, of two stories, for in America the ground-floor is counted as a story; and sometimes there is a basement, in which the janitor or custodian resides, and where the children play in the intervals of study.

The ground floor, fitted with forms, a teacher's platform, black boards on swivels, or slate let into the walls, and instructive pictures decorating the intervals, is appropriated to the primary department. This is usually presided over by a lady, with a staff of four or six assistants. Here little urchins of both sexes—the offspring of people of all conditions of life—are inducted into the rudiments of knowledge. Upon the floor above we come to the second class, where a considerable step in advance is made; and at the top of the house—the summit of Parnassus—the highest description of instruction is imparted. We thus gradually ascend from A B C to

Logic, and Latin, and Logarithms. The education given in the Institute accordingly comprehends reading, writing, arithmetic, orthography, algebra, mathematics, history, geography, astronomy, natural philosophy, the Latin classics, sometimes French, and rhetoric. Religion, in a place where youth of all persuasions come to drink of the Pierian spring, is necessarily in a great measure discarded. So much, however, of the old Puritan sentiment remains as to make the Bible a part of the furniture of each large school-room, and the exercises of the day always commence by the Principal's reading a chapter. Then follows the Lord's Prayer.

There is much of military precision in the scholastic exercises. The hour for the commencement of operations is generally nine in the morning. Some minutes before the hour the pupils arrange themselves, or are arranged by their teachers, in files in the ante or class-rooms, or on the stairs, and as the clock strikes they march in to the music of a piano, which stands upon a platform a little lower than, and in front of, the desk of the Principal, and at which a lady teacher presides. The music continues until all the pupils are in the room standing at the sides of their respective seats and desks. A touch of the Principal's bell commands the halt; and at a second touch the pupils seat themselves. After the prayer, and the singing of a hymn or patriotic song, the bell commands the separation of the classes to their respective rooms, each of which is under the management of a separate teacher. Each rises in order, and marches off (with piano accompaniment), leaving the Principal to examine his or her Reports, and proceed to the instruction of the upper students. The girls' and boys' schools are entirely separate, excepting in the instance of the primaries, where they are often united. With occasional breaks to enable the pupils to jump about, eat their lunch, &c., while the school-room windows are thrown open for the purposes of purification, the business of the day goes on until three o'clock, when the young people are dismissed to their homes.

The staff of teachers is considerable. There are seldom fewer than from sixteen to twenty in each building. They are all very earnest in their work, and take much pride in its performance; for in America the educator is honoured as one of the most important functionaries in the State. The pay ranges from £40 per annum, for the youngest and least competent of the teachers, to £350, the salary of the Principal, if a gentleman. Lady Principals receive less—upon what principal I never could understand. But these sums do not represent their entire incomes. The early hour at which they are dismissed from attendance at the school enables them to devote considerable attention to private teaching—to literature—i. e., to writing for the newspapers and periodicals, or to other pursuits. In the vacations they go into the country and give instruction in village institutions which are in their infancy, or which are not well provided with an efficient staff. To "teach school" is not only a means of eking out an income, but it is a matter of pride with the Americans. There are few eminent judges, bishops, and statesmen whose biographies do not tell us that in the incipience of their career they "taught school."

The eagerness to acquire knowledge is as great among the young people as is the readiness of the teachers to impart it. In the Western States, where Colleges for instruction in law and medicine are in part supported by small fees, the students will rise at five in the morning, and cut wood for the farmers, or consecrate their evenings to service in stores and factories, that they may get the means of paying for extra attainments. The conviction that toil is to be the purchase of the national apotheosis is general. The strength and power of bone, and brain, and muscle, and their faculty of continuous and profitable, nay more, of early and rapid action, is the grand idol of American social worship. Hence, erroneous ideas respecting the value, employment, and true economy of time. It is deemed desirable that the boy should early commence and continue with unintermitting industry, laying the foundation of his future career, that the special training which it requires should immediately follow, to be undergone with equal assiduity, and that little, if any, pause or breathing time should be allowed so long as aught of mental or physical ability remains. One of the necessary consequences of this is seen in the want of thoroughness and permanence in the attainments themselves, and the superficial mode of their acquisition. In their zeal and haste to lengthen out the catalogue of their positive qualifications, the American youth overlook the important truth that, within certain limits, the broader the basis, the more careful, judicious, and catholic the taste displayed in the selection of materials, and the more deliberate the process of construction, the more durable and rightly the edifice becomes.

But it is not alone to the desire to acquire much knowledge at an early period and in a brief space, that we must ascribe the superficiality of American attainment. The teachers are not always selected with judgment, or with special reference to their fitness. The blind thus lead the blind. The School trustees, with whom

the nominations rest, are often (especially in New York,) ignorant and corrupt men, who have obtained the dignity through the votes of a constituency chiefly composed of Irishmen and German Jews, themselves the scum of European society, who have earned the suffrage by a five years's residence in the States. Once elected, the trustees bestow their patronage on those who will requite the favour with pecuniary or other douceurs. Last year several of the trustees of one district were summarily ejected by the Board of Education on account of their having sold the teacherships for "gold to underservers;" and in more than one instance the beauty of the young lady-teacher was the inducement to preferment, followed by elopement. It is otherwise in New England, where the select men deal honourably with their trusts, and only choose the most worthy. Still there is much deficiency in the instructor, and in nothing is this more apparent than the orthoëpy of the American. Although the dictionary of Dr. Worcester is accepted as the best authority for a correct pronunciation—founded as his accentuation is upon the examples of Walker, Sheridan, and others, who have made the utterance of good London society the standard for all who speak the Anglo-Saxon tongue,—the instances in which the American teachers vary from the English practice in the pronunciation of common words are very numerous indeed. Accent is the ligature which binds our English syllables together, and cannot be loosened without a sacrifice of grace, sense, and harmony. As illustrative of this observation, I would adduce the pronunciation of such words as *recess*, *pretext*, *finance*, *museum*, *combative*, *oratory*, *declamatory*, &c., &c. The stress upon the first four words is invariably laid by the Yankees on the first syllable. In the fifth word the emphasis is placed on the second syllable, and in the others the stress is laid on the penultimate. It is not worth while to go into Dr. Marsh's defence of these peculiarities, and allow of the force of climatic influences in regulating cadence: it is sufficient that, in practice, the teacher and his or her pupil deviate from their own acknowledged standard. So with the possessive pronoun *my*. It is always emphasized by the American, to the utter annihilation of its influence when antagonized by another pronoun. It thus dwarfs the noun, and imparts a disagreeable egotism to the speaker. So with the letter *u*. Soft and euphonious as the letter is, the ear of the American seems to prefer that it should as often as possible have the harder and fuller sound of the double *o* in *goose* and *fool*. Thus, attitude, duty, presume, and so forth, have become *attitood*, *dooty*, *presoom*. An author of a work on elocution adduced (addoosed?) as an example of this vicious utterance the following lines, the delivery of which in the approved American style of course elicited much amusement:—

"The duke, as a matter of duty, paid the money due to the Jew before the dew was off the ground, and then said adieu, without more ado."

But I regret to find that this singular disregard of the laws of orthoëpy is not peculiar to the Americans. Since my return to England I have heard the same sort of thing very frequently, and especially in the pulpit. The rector of a parish in which I have been staying, says *subjected* and *detail* instead of *subjected* and *detail*; and his curates indulge in such abominations as *taken*, *broken*, *often*, *devil*, *evil*, and so on, although all the pronouncing dictionaries, as well as the more potent authority of good society, insists that the second vowel shall, in every case, be supplanted by an apostrophe.

To return to the American schools. In order, as far as possible, to ensure a good supply of teachers, great pains have been taken to establish Normal schools in the States. Those in Massachusetts are excellent. The one at Salem, though by no means the largest of the three, contains about one hundred and twenty intelligent, well-bred young ladies, from fifteen to twenty years of age, all of whom assiduously seek to qualify themselves for the responsible task of training the young idea. The parents of many of these damsels are rich, all are in comfortable circumstances; but the desire to be independent and useful operates so strongly upon the American mind, that the labour is undertaken with an ardour that to us would appear surprising did we not know that in the great Western Republic letters are honoured in the humblest professor, and that teaching ceases to be irksome when pupils are zealous and intelligent. The studies prescribed at the Normal schools, over and above what is supposed to have been acquired at the District schools, comprehend geometry, ancient geography, general chronology, statistics, general history; human physiology and the laws of health; mental philosophy, music; the constitution and history of the States, collectively and individually; natural history, the principles of piety and mortality common to all sects of Christians; and the science and art of teaching with reference to all these studies.

The strain upon the intellect in the pursuit of so many sciences is necessarily great, and the result is often seen in the destruction of the constitution, or the premature enfeeblement of the faculties.

In some of the public schools the effect of this severe application at one time became so alarming that the Boards of Education in two or three States were called upon to prohibit that lessons should be assigned to the pupils out of school-hours, excepting for one hour among the grammar classes. The folly and wickedness of compelling excessive mental application in very young persons cannot be too much reprehended. It is an error as well as a crime to force the youthful intellect. It is related of a horticulturist in the Western part of New York, that he planted an orchard of several thousand dwarf pear trees, which he had imported from France. The ensuing spring, when the trees were plentifully covered with blossoms, he ordered his men to go through the orchard and carefully pick them off, leaving but one, or at most two, blossoms to each. This apparent attempt to defeat the only purpose for which the orchard had been planted, showed wise foresight, founded on a correct knowledge of vegetable physiology. The healthy growth of the tree was of more importance than the immediate production of fruit. It had sufficient vegetative energy to bring one pear to full and luscious maturity, without interfering with the process of growth or impairing its capacity for future productiveness, while the abortive attempt to ripen all its blossoms would have exhausted its vigour, retarded its growth, and have given no better result than a dozen or so specimens of untimely fruit dropping prematurely on the ground. It is a fine observation of Seneca, applicable to moral education, that we should so use the pleasures of the present as not to injure the pleasures of the future. With a slight change it is equally applicable to mental education. The young mind should not be so exercised at present as to impair its intellectual energy in the future.

It is somewhat surprising that, with the poorest physical qualities for public speaking and reading, the American youth should be passionately fond of recitations. The voice from childhood upwards is thin and harsh—nasal and metallic—the orthoëpy so erroneous as to lead to the perpetual use of false quantities in verse, and the action at all times angular and ungraceful. The *voce de petta* is rarely employed; and to add to the ineffectiveness of public delivery, the countenance of the American lacks every expression but the melancholy and defiant. Yet there is not a school in which recitations from the poets and orators are not frequent exercises. The works on elocution, duly embellished with figures of young gentlemen with outstretched arms, or with strokes and dashes illustrative of upward or downward inflection, are innumerable; and the "Speakers" and "Readers," upon the plan of respectable old Enfield, who gave us, "*My name is Normal*," the "*Story of Lefevre*," and "*The Newcastle Apothecary*," are countless. Sargent's *Standard Speaker* consists of five volumes; Hillard's *Reader* of two or three; Howes has also issued two or three; the last of which, the *Ladies' Reader*, is a good model for our own female academies. The selections in all these works are from the best English and American sources. Shakspeare, Dickens, Thackeray, Bulwer, and Macaulay supply a large quantity of pathetic power and humorous sketch; Scott, Byron, Campbell, Moore, Browning, Tennyson, and the immortal Tupper, contribute largely to the poetical department of English literature; and the speeches of Chatham, Fox, Burke, Barré, and Sheridan, upon the iniquity of the taxation of the American Colonies, furnish fiery material for the embryo orators. To the great literary stream thus created the American writers are likewise tributary. The speeches of Daniel Webster, Henry Clay, Randolph, Fisher Ames, Rufus Choate, and Edward Everett, with the memorable episode of Patrick Henry, in the Virginian Assembly, are upon the lips of more than half the boys before they have reached their fourteenth year. Striking passages from Fenimore Cooper, Washington Irving, George Bancroft, and Motley, continually occur in the "*Readers*;" and no "*Speaker*" would be complete which should omit the best poems of Willis, Bryant, Halleck, Dana, Longfellow, Whittier, George Morris, Mrs. Sigourney, and Edgar Allan Poe. The last-named writer has perhaps made more impression, and is more frequently studied, than all the rest, simply because there is a strange mixture of the passionate, the mysterious, the powerful, and the rhythmical in his compositions. The elements of American character were singularly mixed up in Edgar Poe; and it is probably upon the fellow-feeling principle, unconsciously exercised, that his productions find favour with his countrymen.

One signal advantage attendant upon the encouragement of these recitations in schools consists in its creating a taste for literary pursuits. As *Sir Anthony Absolute* says, in *Sheridan's Rivals*, having tasted of the fruit they acquire a longing for the whole tree.

But the grand and popular public schools of America form, after all, only a portion of the means by which the American mind is prepared for the struggles of life. There are numerous colleges all over the States richly endowed, and offering a superior kind of education to that given in the schools. Columbia College in New York, Yale College in Connecticut, Harvard University in Massa-

chusetts, and the Michigan University at Ann Arbor, are admirably sustained. The Professors are numerous, and highly cultivated men. At these places the Greek and Latin classics, Hebrew, divinity, chemistry, modern languages, and the higher branches of mathematics, are taught, without, however, reaching the British or Irish University standard. Splendid libraries are attached to these institutions, and some of them possess beautiful museums, laboratories, observatories, and schools of law and medicine, with their accessories. Of late, the importance of military education has entered into the consideration of the Governors of States, and military chairs are gradually being endowed, that the youth may learn fortification, castrametation, surveying, logistics, the manufacture of artillery appliances, and so forth. The West Point Academy, on the river Hudson, has long enjoyed an enviable distinction for the completeness of its system of military instruction; but under the altered circumstances of the country it is found insufficient for the public purposes; and as the wisest men in the States now look upon a standing army of 100,000 men as an inevitable condition of the future existence of the Republic, let the civil war terminate as it may, military colleges, or military grafts upon the existing institutions, will become indispensable to the American youth.

If it be true that the purpose of schools is not so much to impart knowledge as to strengthen the mental faculties, we must allow to the Americans the credit of having devised a very satisfactory system, for nowhere do we find the intellectual property of man in greater activity. But if the true object of education is to make men profound mathematicians and accomplished classical scholars, according to the highest European standards, then our transatlantic cousins can only boast of a superficial training, for they terminate their college life where we generally begin ours. But that termination, which they call "a commencement," because it refers to their entrance upon public life, is honoured as an event in which the Republic at large is concerned. The most spacious theatres—the opera houses, indeed—are engaged on such occasions; for no smaller edifice will hold the thousands of citizens who assemble to listen to the prize orations, cheer the graduates as their diplomas are handed to them, and overwhelm them with showers of bouquets, scattered by the fair hands of the admirers of the patience, the toil, and the talent which have plucked bright honour from the fountain of intelligence.

#### IV. Paper on Practical Education.

##### I. ON THE MEANS OF IMPROVING THE MEMORIES OF CHILDREN, AND RENDERING THEIR KNOWLEDGE PERMANENT.

We have no hesitation in transferring to our pages the following extracts from a paper read before an association of teachers by Mr. Flint, who was engaged as Registrar of the late Education Commission. It relates to a subject of growing interest and importance.

"The objects which I have in view, and which I am sure you also have in view in your daily work, are threefold: I wish to improve the memories of children (my own is a very bad one, because it was not properly exercised); to excite their interest; and to render their knowledge permanent.

"I picture to myself that weariness of teaching children to read which you must daily experience; I have known it intimately. A man need have by nature ardent love for teaching, to be successful in bringing the young past the first weariness of learning to read. Well, you turn out your scholars. They are scattered far and wide. Many go to agricultural work; are exposed to all kinds of weather; become familiar

With the stiff soil that clogs the feet,  
Chill rain and harvest heat;

and you are glad that you have been able at least to teach them to read and write before the stern necessities of their lives snatch them from you. You reason thus: They leave me early, to go their several ways in the world—some to succeed, some to fail, some to find comparative happiness, some nothing but afflictions, struggles, sickness, and disappointments; but you say, Be their lot in life bright or dark, I have bestowed upon them one gift, the power and love of reading, that will go with them wherever they go, and be to them a source of consolation and of delight. But have you? I do not wish to darken the prospect, to throw a pall over it, to say that you are wilfully sanguine as to the perfection of what you have accomplished. I think, however, that in general—there are, I know, many exceptions—what teachers have done disappears rapidly, like the mist breathed upon glass, like those marks which are made on sand by the remorseless sea. The little building set up with so much solicitude and care, and which you view with such great com-

placency, is cruelly washed away by the tide of business and care which surges against its frail walls. All this because the impressions given were not more indelibly made, the walls rendered more permanent. How little even of the power to read without conscious difficulty is retained by the young in a very few years after they have quitted school! And depend upon it, that as soon as reading ceases to be pursued without conscious difficulty, so soon does it cease to be turned to as a resource for spare hours. Thus it is that the clergy so often say, that when the young people who were once taught in the schools are examined for confirmation, they are found to have lost almost all which they learned at school; yes, even the taste for reading.

"The proportion of children who retain through life the power of reading with ease and pleasure is small. Obviously night-schools would help us at this point, but unfortunately we have not a well-organized system of night-schools. Can you not do more, therefore, in day-schools? This is the grand question for you to-day. Here I remark, that those who have lost much which they gained at the day-schools are often keenly conscious of their loss, and surprised by it. Of this fact I once saw in a night-school a somewhat amusing instance. A man who had, when young, attended a day-school, was reading aloud from the Book of Genesis. He came to that passage, the 5th verse of the 32nd chapter, which describes Jacob's going to meet Esau. 'Thirty milch camels' he read as 'thirty Welch cattle,' and the 'ten foals' he turned into 'ten fools.' At another place, the possessive case, with its sign, the apostrophe, puzzled him; and when the teacher said, 'Why, you ought to know that it is only the possessive case,' he looked at his neighbour, and said with an air of awe-struck wonder, 'What *cake* did he say?' So soon is the power of reading lost.

"Now that the Revised Code requires more attention to reading, and to scholars as individuals, much of that time which used to be spent in lecturing upon numerous subjects may be profitably devoted to that which will improve their memories, make their knowledge permanent, excite their emulation, give them more to do for themselves, and prevent their becoming passive listeners to oral teaching, which often goes in at one ear and out at the other.

"In schools for the richer classes of society, scholars are required to produce a large number of *written* exercises, which, being a tangible result, are a test of progress evident both to teacher and learner. Cannot this plan be systematically—it must be *systematically*—pursued in elementary schools? Might not written exercises and reading be made to go hand in hand, as it were, more than they now do, and to help each other? Might not as much time be profitably devoted to the one as to the other? Might not writing come in and indelibly fix the reading lessons upon the mind, as the prepared plate of the photographer fixes the image which light conveys?

"If this be a correct principle, we have to inquire how it can be systematically applied up through the classes in a school.

"The very little children—the infantry—must obviously see letters formed on the blackboard or on the floor, and simply copy them. In their case the principle cannot be applied. In a grade higher also it cannot, I think, be applied, for when children can form all the letters of the alphabet on their slates, they must for some time simply copy words. But even at this point I would suggest that *short sentences* should be copied by them. What can be more dreary for them than to fill a slate with one word? Their intelligence would be quickened by the writing of something connected.

"I ascend now to a higher grade in the school. Here the scholars will read rather fluently. Well, after they had read a lesson from their reading books, they should sit down and transcribe it, that is, copy it from their books on their slates. This practice would train their eyes to correct forms of words, and thus they would learn spelling, and the subject-matter of the lesson would be impressed upon their minds. Further, whatever they had learned by heart at home or at school should be written out from memory. This should be done daily,—never omitted. Constantly practised, what a habit of reflection it would engender! what strengthening of the memory it would effect! That which they had read or learnt by heart, instead of passing away, would, by this constant habit of retrospection, be reconsidered and made permanent. We never know how much or little we have made our own until we have to write it.

"These same remarks apply when we ascend to a higher grade in the school. Here the scholars not only commit to memory but read chapters out of their class books, and are questioned upon Scriptural and other subjects. Greater demands upon their intelligence might now be made. Composition, or the reproducing in writing, and in their own language, whatever they had read or been orally taught, should be daily practised. 'Sit down and write all you can recollect of such-and-such subject which you have just read or been taught,' should be the teacher's frequent charge. Emulation in producing the best-written abstracts might be excited by a variety

of means. Those who could produce abstracts at home, on paper, might compete for small prizes of books, or for the honour of occasionally taking tea with their teacher. To commit to writing the largest quantity, in the best manner, should always be held up as the chief attainment next to good behaviour. It should be referred to by the teacher as most honourable; it should be impressed upon the scholars at all seasons; it should be pointed out as the best test of their attention; it should be made a leading characteristic of the school. Once or twice a week the abstracts written at home might be read aloud by the scholars themselves. I would give even a whole hour to this emulating practice at those times. And as the best Greek and Latin verses have been sometimes treasured up for inspection at higher schools—a great honour for all who attain such distinction—so I should even be tempted to have a cord running round the walls of our poorer schools, on which, as marks of honour to those who did them, and as incentives to future sets of scholars, I would suspend the exercise books containing the choicest specimens of composition.

“One difficulty attends the constant and systematic use of the pen or pencil in transcription and composition, that is, to find the best and quickest mode of correcting and pointing out mistakes. This difficulty you may perhaps wish to discuss to-day. But sure I am that the growing intelligence, the improved memories, the close attention, and the constant habit of reflection caused by the systematic adoption of the principle here laid down, would soon prove its soundness.”—*London Educational Record*.

## V. Correspondence of the Journal\*.

### 1. PRIZES IN SCHOOLS.

To the Editor of the Journal of Education:

SIR,—In perusing the May number of the *Journal*, I notice many extracts concerning Prizes, and the mode of awarding them in our Public Schools; and thinking my method—which I find to give very general satisfaction, both to parents and scholars—might, perhaps, be worthy of a place in your columns, I venture to submit it. The school, which consists of more than one hundred in registered numbers, is divided into classes, the pupils of each class being together in all their different studies. During recitation they change places according to the merit of their answers, attention, and general conduct. When the lesson is heard, they number, the foot, or lowest, saying one, next, two, and so on, to the head scholar, who, if there be twenty in the class, will count twenty. These numbers I then register in a separate book, called a class-book. Should a scholar be absent or late, he stands foot, thus losing not only the numbers he might have earned while absent, but also those his former place would have gained him. Further, for perfect recitation in any one lesson, I give a good mark, and for imperfect a bad one. These the scholars answer at roll-call, and are marked on the register. At the end of the quarter I add up these marks, subtracting the bad ones from the sum of the good marks, and those in the class-book. The four pupils who then have the largest remainders get first, second, third, and fourth prizes in their respective classes. The benefits I find arising from this mode are, regular attendance, close attention to their lessons at home, good conduct, and last, but not least, complete satisfaction in the minds of both parents and pupils with respect to partiality. I remain, yours truly,

WILLIAM ROTHWELL.

Branchton, June 22, 1865.

### 2. ISOTHERMAL LINES.

To the Editor of the Journal of Education.

DEAR SIR,—I notice that many of our geographies give abundant information of the position of the isothermal lines, but not one of them is very particular in giving any reason for it. To say that local causes determine their position, is to say that the same local causes exist in the old as in the new continent, for in both continents their regular inclination towards the north is observed to be the same, in passing over from east to west; while the local causes that exist in the one do not at all exist in the other. Besides, it is evident that if local influences determined their position they would be as irregular as the causes, but not so. They are found to be as arbitrarily regular as the laws that govern them are. Believing then that their position is determined by an influence more potential than local influence, I have sought for a cause more satisfactory and have found one which is at present entirely satisfactory, to myself at least. Before I proceed to give the reasons, permit me to refer to the following:—That land and sea breezes prove

that the sun accumulates more heat on land than water; Secondly, that it requires time for the sun to produce a maximum of heat as the temperature is higher at 2 o'clock than 12, July than June; and lastly, that the perpendicular or effective rays of the sun pass round the earth from east to west at the rate of nearly one thousand miles per hour. To admit the above truths is to admit that the western side of a continent must be warmer than the eastern, in the same latitude, for, as it requires time to produce a maximum of heat and that the rays pass round at the rate of 1000 miles per hour, it is evident that the temperature of the eastern side must be very little higher than that of the water, and that the temperature regularly increases till a maximum is arrived at, which, at the rate the sun travels, would be nearly the western side of the longest continent we have.

I am, dear Sir, yours truly, Y. S.

BLANSHARD, May 19th, 1865.

## VI. Paper on Physical Science.

### 1. AIDS TO GEOGRAPHICAL STUDY.

We have just read with much interest a work on Physical Geography\* from the pen of that eminent Geographer Carl Ritter. This volume comprises one of three Courses of Lectures before the Royal Academy, at Berlin, left by that remarkable man—a man to whom modern geographical science owes more than to any other except the great Humboldt, if indeed we must make this exception. Readers of Prof. Guyot's 'Earth and Man' will at once recognize the close intimacy which existed in former years between these two great thinkers, from the identity of the leading, fundamental thought in the two books. That leading thought is set forth very clearly in the following extracts from Ritter's book.

“The whole animate and inanimate creation is tributary, looked at geographically, to the fashioning of the destiny of man. Without Man as the central point, Nature could have no interest to the geographer; without the Earth, constituted just as it is, the races of men and the course of human history could not claim his attention. The Earth is not only the best known of the planets, but, as the home of man, infinitely the most interesting. The study of it is at the foundation of history as much as of physics.” Page 14.

“All of the divisions of the Earth, taken together in their internal and external connections, in their mutual action and reaction, constitute the unity of the globe, and make apparent that it is a simple organism, designed and created by divine skill, and intended to be the home of a race whose culture should, in the course of centuries, unfold from the most simple beginnings to the most complex and elaborate perfection.” Page 183.

“Man is the first token that we meet, that our study of the Earth must contemplate it as an organized whole, its unity consummating in him. As every individual must, in his own career, epitomize the history of the race—childhood, youth, manhood, and decrepitude,—so each man mirrors in his own life the locality where he lives. Whether dwelling in the North or in the South, in the East or in the West, whether the shepherd of the Tyrolese Highlands, or the Hollander of the plains, every man is, in a manner, the representative of the house that gave him birth. In the people the country finds its reflection. The effect of the district upon the nature of its inhabitants, in size and figure, in country and temperament, in speech and mental characteristics, is unmistakable. Hence the almost infinite diversity in the peculiarities of culture and attainment, as well as of tendency, in different nations. Anthropology and ethnography the science of man and of race, are the running commentaries of Geography and Topography. The historian and geographer work towards each other,—the historian going back from the acts of men to study the scenes which have conditioned their life, the geographer going forward from the study of the habitat of men to that of their deeds. The fundamental question of history is, in fact, What relation does the country bear to the national life? What relation to the civil structure, the State?” Page 18.

“When Geography ceases to be a lifeless aggregate of unorganized facts, and becomes the science which deals with the Earth as a true organization, a world capable of constant development, carrying in its own bosom the seeds of the future, to germinate and unfold, age after age, it first attains the wholeness and unity of a science, and shows that it grows from a living root? it becomes capable of systematic exposition, and takes its true place in the circle of sister sciences.” Page 17.

[Guyot's book makes fundamental the same thought—that the Earth is an organism, a unit, designed for the use of man, as the body is designed for the use of the individual soul; and each of its

\* Comparative Geography, by Carl Ritter. Translated for the use of Schools and Colleges by William L. Gage. Educational Depository, Toronto, pp. 220.

continents and other great features is fitted to serve some special purpose in his advancement and history, for which special purpose the Divine Architect fashioned it through the ages, in strict accordance with his eternal and unchanging plan. This is the Geography that these eminent men invite us to study, instead of a mere collection of ill-arranged and multifarious details.

The book before us deals more with the physical features of the Earth than with its relations to humanity; but its treatment of the subject is unique and philosophical in all its parts; and we venture the opinion that veteran geographers will find food for thought in its pages, even from the discussion of a subject so simple and apparently so well understood as Rivers. We of the Western World can not help wishing that the author had possessed the same accurate and exact knowledge of our continent as of his own, that his illustrations might have been less exclusively drawn from Europe. We find that many of the statistics of the book differ from those that we have been accustomed to learn, but perhaps they are no less likely to be true. The translator, Rev. William L. Gage, has before given us in English the author's 'Geographical studies', but we have not seen the book. We understand that he is now in Europe, chiefly for the purpose of translating other of Ritter's works.

In this connection, we wish to say something about the new Series of School Maps prepared by Prof. Guyot, and published by Scribner & Co., New York. Prof. Guyot is generally acknowledged to be the most eminent of living geographers since the death of Humboldt and Ritter. He studied for years with those great men, and for many more years has pursued his investigations with his friend Agassiz. He has passed the last fifteen years in this country, which we understand he proposes to make his home for the rest of his life. With such extraordinary advantages, he has given us a series of maps, with which we confidently assert no other maps for the student are to be compared. Their chief excellence is that, by an ingenious contrivance, they give us what no other maps give,—a clear and full idea of the vertical forms of the earth,—the mountains, plains, and plateaus. Thus, they are primarily physical maps. Besides this, they show distinctly the political boundaries and divisions, but marked in such a way as not to interfere with the main object. The names, of which there is a sufficient number for the ordinary purposes of the student, are so printed as not to be seen at the distance of a few feet; hence these maps have all the advantages that can be claimed for any series of outline maps. Thus we have offered us at least three distinct maps in one, beautifully executed, and at a very moderate cost.—*H. in Illinois Teacher.*

## VII. Papers on Natural History.

### 1. EVIL EFFECTS OF DESTROYING SMALL BIRDS.

The phenomena of the present season are remarkable. If we go for shade into the woods in this leafy month of June, we stop short before thickets where the stout young oaks are as bare as in January, or show only the skeletons of leaves, where caterpillars are still searching for some remnant of moist green food. If we meet the country doctor in his rounds, he says that he cannot ride in shaded roads without his hat, in the hot noon, because he finds his hat and coat-collar thickly strewn with caterpillars, which have dropped upon him as he passed. In the parson's garden, the gooseberry-bushes show some withering fruit, but no foliage; and instead, a show of caterpillars actually covering every twig. In the squire's pleasure-garden the ladies are mourning over their roses, almost every petal of which is pierced, or the very heart eaten out by some grub or fly. On any grassy bank where the wayfarer would like to rest there is such a coating of white grubs that he turns away in disgust. If we go out in the moonlight, a dozen cockchafers knock against our faces in five minutes; and we foresee the profusion of fat white worms which will, in consequence, be turned up by the plough next year. The wall fruit has already received the wound which will turn to decay before the autumn, and the canker is planted in the apples and pears, which will be deformed and seamed, and hard, and without flavour at crop-time. There never was a finer agricultural prospect, but for this; but the farmer dreads seeing the mangel leaves blown and corrupted by the vast families of grubs hidden in their substance, and the collars of the roots infested by big caterpillars, fattening on the sweet juices which he intended for his cows. It is well if he knows that the rooks can help him in his last case, and that they do not want to eat the root, as he once believed, but the destroyers of the root. These melancholy sights are not, however, all that is to be seen. They present themselves in districts where there are sparrow-clubs, and men and boys shoot a little bird wherever they have a chance. They are seen where a zealous and patriotic rural constable, or any loungee who has nothing to do, presses his services on the residents, to net the ivy on house or wall, to root out the spaces under

the eaves, and make a clearance of every sparrow, finch, thrush, swallow or other winged creature. Where the pest is not found, it is where these bird-destroyers are not allowed their will. When refused, civilly or otherwise, they sneer or stare, and find something to do in calling the neighbours to witness that the silly proprietors will have no green peas, nor anything that grows in juicy shoots; that the cherry-trees and the roses will be disbudded; that only the hardest green currant or two will be left on each bunch; that the gooseberries will be found sucked hollow, and a full tithe of the cherries and strawberries gone.

Such is the spring prophecy; but when summer has come—this particular summer—strangers stop to wonder at a garden here and there where all is green and bright, amidst a series of damaged orchards and kitchen gardens, and bare copses; and the paradise is sure to be the place where the birds have been let alone. It is true the rows of peas have had to be covered for a while with thorns; and some netting of bushes have been required, and some precautions in regard to the fruit trees. It is true, also, that the small birds have helped themselves to some of the food of the poultry, and to a certain share of the fruit; but there is the difference that where the birds are banished the precautions are of little or no avail, while they have a good chance with the birds for partners. This year, for instance, some proprietors have done everything they could think of. They have syringed their plum-trees with nauseous decoctions to keep off the green fly; they are sprinkling road dust thickly over their gooseberries, and are dissolving the white grubs into froth over whole banks, or plots of grass; they are employing regiments of children to pick off the caterpillars, paying them by the pint or quart, but they cannot overtake the damage, and are almost ready to give up the contest. If they can find mischief going on in a garden or field where the birds have not been meddled with, they begin to triumph, unless they are aware of the true answer. That answer is given by some lover of rural life—some observer of the ways of birds and insects—who says that a single brood of nestlings in the ivy or the hedge has been seen to devour hundreds of grubs or other insects per day, showing that if Nature were let alone, there would be millions so got rid of in a mile (as, indeed, we knew before by the French report); and if, after the insects had been left to their natural enemies, there were still too many, what might not the infliction become if they were left without check? The check ought this year to have been very strong. The swallows came early; the sparrows burst out of the hedges in crowds; the blackbirds and finches have been whistling, and piping, and chirping, as if the world were all their own. But this is only where they are allowed to live; and there are too many parishes and districts where they are not. This is no trifle, and the present season ought to be a lesson for future years.—*London Daily News.*

### 2. ADVANTAGES OF TREES.

How beautiful, most beautiful, of earth's ornaments are trees? Waving out on the hills and down in the valleys, in wild wood or orchard, or singly by the way-side. For their shade and shelter to man and brute; for the music the wind makes among their leaves and the birds in their branches; for the fruits and flowers they bear, to delight the palate and the eye, and the fragrance that grows out and upward from them forever, they are worshipful trees.

"Under his own vine and fig-tree"—what more expressive of rest, independence and lordship in the earth! Well may the Arab reverence in the date palm a God-giving source of sustenance. Dear to the Spaniard is the olive, and to the Hindoo his banyan, wherein dwell the families of man, and the birds of Heaven build their nests. Without trees what a desert place would be our earth—naked, parched, and hateful to the eye! Yet how many are thoughtless of the use and beauty of trees. How many strike the axe idly or wantonly at their roots. Above all other things in the landscape we should deal gently with trees. Most beautiful where and as God plants them, but beautiful even as planted by the poorest art of man, trees should be protected and preserved. If he is a benefactor who causes two blades of grass to grow where one grew before, how much greater his beneficence who plants a tree in some waste place, to shelter and shade, to draw thither song birds and to bear fruit for man. Plant trees, O man! that has waste land, and be careful of those that are planted.

## VIII. Papers on Colonial Subjects..

### 1. LORD DERBY ON THE ADVANTAGES OF THE NORTH AMERICAN COLONIES.

In the course of the conversation which took place in the House of Lords on the defences of Canada, Lord Derby expressed himself on an important question with great earnestness and with a dis-

tinctness which will be universally appreciated. Whilst admitting that it would be wrong to attempt to maintain the connection between Canada and Great Britain against the wishes of the Canadians themselves, he yet maintained that so long as we are in earnest in our desire to maintain that connection, the tie not only of interest but honor bound the people of Great Britain to second our efforts as far as possible. The noble lord then went on to make the following observations, which we venture to assert will awaken a truly national response. He said:—"I differ from the noble lord in his estimate of the value of our American possessions, for I think that the command of the St. Lawrence and our possession of Nova Scotia and New Brunswick are of the utmost value to us, and are of infinitely more importance than the question of money or economy. I say, therefore, that it would be an ignominy to which I hope we shall never submit, if we were on any pretext whatever—on any pretext, however flimsy—to permit those provinces to be invaded and separated from us, not by their own act, not from any desire on their part to separate their connection with us, but by the forcible invasion of a hostile country whose good will we have endeavored to propitiate, however unsuccessfully, by a neutrality at all events more favorable to the North than to the South. I say that under these circumstances to allow the colony to be wrested from us without putting forth the whole strength of the empire, aided as we should be by the colonists themselves, would be an endless disgrace and ignominy to which I hope this country will never submit."

## 2. PROGRESS OF THE COLONIAL EMPIRE.

The *New York World* compares the present rule over the Southern States with the old colonial government, which had its centres in the capitals of Europe; and in the course of its remarks makes the following reference to some of the present colonies of Great Britain:—

During the past twenty years, England has gradually endowed all her colonies with self-government. They are managed by legislatures of their own election, co-operating with governors of Imperial appointment. They levy their own taxes, collect their own customs, and, in short, do almost all things "free and independent states may and of right ought to do."

What are the results?

The Australian colonies, including New Zealand, though they possess a population of no more than 1,336,000, a number no larger, certainly, than that of the existing white population of Virginia, and though this population is distributed over an area as vast as Europe, or of 2,582,000 square miles, had developed in the year 1863 a trade movement of no less than £56,869,000 sterling made up as follows:

Importations.	Exportations.
£30,018,000	£26,851,000

As the real start in life of the Australian colonies dates from about the year 1847, it may, therefore, be said with safety that these colonies, under the stimulus of local self-government, attained in less than twenty years, and with a population immensely inferior in numbers, the same point of commercial importance reached by the United States after forty years of independent nationality!

The development of the North American colonies of Great Britain has been less astounding, but not less instructive when we consider that no such extraordinary causes have been at work there as in the gold fields of the antipodal settlements. A commercial movement of £28,486,000 in the year 1863 testifies to the productive results of metropolitan non-interference with trade and industry.

The Mauritius and the other East Indian island colonies of Great Britain afford a yet more striking example of the good to be expected from forbearing to do all that certain politicians seem disposed to insist that we shall do at the South.

The commerce of Ceylon, the Mauritius, Hong Kong, and Labuan, points hardly considered by most men in their estimate of the world and its available resources, reached, in 1863 the relatively enormous sum of £14,376,000, their importations alone, £3,046,000 in amount, being equal to about one-sixth of the importations of the United States during the same period.

It has amazed, and we hope it may eventually enlighten, many observers among ourselves to find that, notwithstanding the heavy blow struck at the great manufacturing interests of England by our civil war, the general trade and commerce of the United Kingdom has greatly increased ever since the year 1860.

Facts such as these which we have just set forth go far to explain this striking and most interesting phenomena. And when we find that the total commerce of the colonial empire of England, for the year 1863, was equal to considerably double more than our own trade for the same year, we ought to be prepared to ask ourselves whether the extent and value of the natural resources of a nation

be not an utterly secondary matter, in the history of its development, to the system under which those resources are administered.

## 3. WHAT NEW BRUNSWICK DID IN THE LAST AMERICAN WAR.

As there appears to be a great deal of useless talk at the present day, with respect to the indifference of the Colonies in the cause, or interests of the Mother Country, in case of an invasion of her possessions, by our American neighbors, it would not be amiss, perhaps, to lay before our readers an account of the deeds performed by our Colonial Militia during the last American war, when, it may be justly said, we stood forth in our own defence, and manfully fought the battles of the Mother Country, almost single handed and alone. All this was done without a "union of the Provinces." We are indebted for this information to a lecture recently delivered by Mr. Fenety at Sheffield and Oromocto, New Brunswick, from which we make an extract:—

"But the spirit of the people of this county (York) has already been put to the test, and their courage placed beyond question. I have reference to the American war of 1812, when a regiment was raised in York, called the 104th, numbering upwards of 1,100 men. It was a voluntary act altogether. There was no draft or conscription about it. Every man joined of his own accord, for the purpose of marching over the country, into Canada, to assist the Canadians in repelling the formidable attacks of the Americans upon their border, led by such men as the present General Scott. The deeds of heroism, the trials and sufferings of the 104th, would have reflected lustre upon the choicest and most devoted regiment in the British service. Indeed they performed acts of valour, which, it is doubtful, if a regiment of the line could have exceeded, if equalled, considering the climate and the character of the country to be traversed, where some of the principal engagements took place, where the toil of the hardy woodsman, and the most robust constitution were absolute requisites in the composition of a good soldier. From Fredericton to Quebec it was one continual march—tramp, tramp, day after day, for three weeks, and it was during the coldest month in the year, (January) and in one of the most severe winters on record.

Some three or four years since we sent some 6,000 British troops from St. John to Canada on sleds, each sled being drawn by two horses. The men were all bundled up in fur. It was more like an immense pleasure party, going upon a stage journey, one continual carnival throughout, and they sang as they glided along to the tinkling of the bells. At night they were comfortably housed, billeted upon the inhabitants along the road; and in the morning would resume their journey refreshed, lithe and gay. The roads were in excellent order. It was a remarkably mild winter, with just enough snow on the ground to render the sleighing good. The whole distance from St. John to Trois Pistoles (where the cars are taken for Quebec) was performed in six and seven days. It was somewhat amusing, shortly after this, to see the illustrations in the *London News*, in which the troops appeared to be marching (not riding) through snow-drifts, filing through the woods on foot, in a zig-zag manner, by Indian defiles and bye-paths, and escorted by natives of the forest, to prevent them from getting lost—all of which, as you are aware, was as far from the reality as fact can be from fiction. About this time a dinner took place, (I forget the occasion) at the Thatched Tavern, in London, at which a number of military gentlemen were present; and one of the speakers of the evening, in the course of his remarks, observed that the sufferings of the gallant soldiers who went out to America to defend the Canadians against an unexpected attack from the Americans, were almost unequalled, unparalleled in history. He declared the march of the 43d through the forests of Canada, a distance of 600 miles on foot, was one of the greatest peril and hardship known since the days of Xenophon, when that warrior led the Greeks Northward in their retreat, after being overwhelmed by the Persians. That gentleman was certainly more classical than truthful. He was indebted to his fancy for his facts, or perhaps to the imagination of the artist who drew the pictures for the *Illustrated News*.

Come we now to our New Brunswick 104th Regiment, and we shall see that the wretchedness and misery above depicted, will apply to their case, without the least doubt or exaggeration.

In 1812 there was no regular road between Fredericton and Quebec, as we may say, after getting beyond Woodstock; it was little better than a cow-path as a general thing, and not as much as this in some places, for the route was merely traceable through the woods by means of blazoned trees. The 104th, therefore, had to walk the whole distance upon snow-shoes, and their provisions and accoutrements were drawn upon tobogans, six men to each. Not a single horse was employed upon the expedition.

Before setting out, a number of Indians were started ahead to

cut down trees and make bush huts every fifteen miles apart. The regular houses, or huts, were few and far between. One company, for instance, would leave Fredericton to-day and reach the first encampment to-night, and there remain until next morning. Then start on, and continue doing so day after day, for each successive encampment. In this way one company would succeed another in regular order, so that there never would be more than a single company to occupy a camp for the night.

These camps were all open at the top, for the admission of fresh air, and the men would huddle together and keep themselves warm as best they could. Imagine what comfort we should have in our houses at this season of the year, without roof or covering.

On reaching Lake Temiscouata, one of the companies, commanded by Captain Armstrong, encamped for the night, just at the head of the Lake—the atmosphere was most bitterly cold—and the next morning at day-break they resumed their journey, their route being across the lake. They had not proceeded far when it was found that the cold was so intense, the sleet and wind were so cutting, that unless they retraced their steps some of them would certainly perish. After buffeting the storm for some miles in this way, the Captain gave command to right about face, and they returned to the camp where they had bivouacked the night before. Here was a dilemma which threatened dire consequences, for Captain (afterwards Colonel) Shore's company was on their march, in regular order, for this very encampment. Here were only room and provisions enough for one company at a time. Somebody would therefore have to lie out in the cold and suffer from hunger besides. It was necessary that something should be done to meet the extremity. The danger that threatened was worse than that to be apprehended from an enemy in the field, for flesh and blood could not withstand the elements, with the mercury 20 degrees below zero and the last ration gone. While thus pondering what was best to be done, the young Lieutenant of the company stepped forward and volunteered (if two or three would accompany him) to proceed across the Lake and to the nearest settlement, and bring back food enough to answer the purpose. Accordingly this young brave, with several others, seized hold of their tobogan, bent their faces to the blast and pushed across the Lake; and so journeyed into Canada; and returned next day, not having slept a wink all the time, with the needful supplies, having travelled a distance (going and returning) of 60 miles, and all upon snow-shoes. Every man of the company attributed his preservation from famine, and suffering bordering upon death, to this gallant exploit of Captain Rainsford of Fredericton, who was that young Lieutenant of whom I am speaking. After reaching Quebec, the 104th were allowed but a day's rest. A further march of 350 miles was before them, ere the fun which they looked for should begin, for the scene of operations was at Kingston; but they pushed on with the vigour of men determined to do or die in their country's service.

The first engagement in which this regiment participated was at Sackett's Harbour, the forts of which had to be approached in open boats; and on board of these the men were conveyed. Sir George Prevost was the Commander-in-Chief. The troops were kept in the bay, to the amazement of all, for two hours after the sun had risen, long enough to enable the American commander, who had been stolen upon during the darkness of the night, to reinforce his garrison; and thus the chances of success on the part of the British were rendered desperate. When the signal for landing, however, was at length sounded, the 104th sprang on shore and gave a good account of themselves. It was the first time of their going into action. It was not frost this time, but fire, with which they had to contend, and they knew they had an enemy before them worthy of their steel. They fought, as we are told, like tigers. At length the British succeeded in their assault upon the fort, gained a foothold, and were masters of the situation—the day was theirs—when suddenly Sir George Prevost sounded a retreat, to the amazement and disgust of the whole army, and to the astonishment even of the enemy; but the order had to be obeyed. 'Our soldiers swore terribly at Flanders,' quoth my Uncle Toby, but we doubt if they made greater noise than the 104th did on this occasion.

Sir George was recalled to England to answer for his conduct; and we believe he died on the passage.

The 104th lost a large number of men in this engagement.

The next battle was at Lundy's Lane, in which the 104th and the Canadian "Glengaries" greatly distinguished themselves, and here our regiment also lost heavily.

The storming of Fort Erie was the most severe engagement in which the 104th took part. Indeed, they were placed in the van of the army in making the assault; and when a breach was made in the ramparts, and a number of our men had got inside, the magazine was exploded by means of a train of powder previously laid by the enemy, when the Colonel of the regiment (Colonel Drummond) and a number of his brave followers perished in the ruins.

Sir John Harvey, who was Governor of New Brunswick in

1839, was present in most of the engagements, and has often spoken highly to gentlemen in Fredericton of the valour displayed by the 104th on the taking of Fort Erie.

Whenever batteries had to be erected, roads made through the woods, and heavy fatigue duty to be performed, to which regular troops were unaccustomed in America, from the peculiar ruggedness of the country (much bush fighting in real Indian style had to be done) the 104th were always on hand and ready to go to work and give a good report of themselves. As a sample of their readiness and pluck, one night at ten o'clock order was sent to their camps to be in readiness to march at 4 o'clock in the morning, upon some surprise adventure. The announcement was received with loud cheers. Few of the men after that went to sleep, but set to work at their fire-locks, and otherwise got ready for action, with as much hilarity as if they were going to have a morning's sport—to shoot plover instead of men. I have this statement from Mr. Thomas, who resides two miles below Fredericton, who was then a boy in the 104th, 16 years of age.

Previous to going into action, the Militia was always drawn up in line, and every eighth man was ordered to stand back (to be kept for the reserve), but in the 104th the eighth man watched his opportunity and always fell in again, and thus ran another chance of being drafted—so full of fight were they all, and determined to be together, and in every engagement.

When the American war commenced, the armies of England were engaged upon the Peninsula, in Spain and Portugal, under Wellington, repelling and attacking the flower of the Imperial forces, led by such men as Jordan, Muncey, Junot, Davoust, Soult, and so forth. There were, therefore, but few regular troops in British America for the first two years of the war, and the brunt of the battle consequently fell upon the volunteers and raw Colonial militia. It was not until after the battle of Waterloo, and final disposal of Napoleon, that we received large reinforcements of British troops; and then some thousands of these proceeded southwards to New Orleans. In the meantime, all the heavy engagements that took place along the Canadian frontiers were sustained chiefly by our own people, who fought for the honour of the English flag, with the bravery of Britons raised in the service of their country. With such historical facts as these before us, and they are capable of proof, it is somewhat annoying when we read in the English newspapers that the Colonies are a bill of expense to the Mother Country, and that they will do nothing for their own defence, but expect England to fight their battles for them. Let the occasion once present itself, let imaginary difficulties (in which some of us so fondly indulge) be changed to stern realities, and what British Colonists did in 1812, (viz., fought for the integrity of the Empire and drove back the invaders) they will be just as willing to do again, and again. We have more such men on hand than those who composed the gallant 104th.

At the close of the war the 104th returned to Fredericton, a mere skeleton of a regiment—reduced, decimated to a mere fragment—many of them mutilated and maimed for life. Out of 1100 men less than 200 answered to their names at roll-call. I am not aware that medals were awarded by the British Government, but every survivor certainly deserved a gold one, with at least three clasps.

A few words more with respect to this gallant regiment.

As soon as the 104th was completed, and just before marching for Canada, the Legislature of this Province presented them with a Silver Trumpet, and had a suitable inscription engraved upon it. The trumpet was the pet of the regiment. Every man felt that he had an interest in it. It was the talisman that accompanied the regiment in every battle. The lares and penates of the ancients were not regarded with more reverence. Now, you will naturally ask what became of this trumpet? I answer that it is still in existence in England, in hands that have no just title to it. On the disbanding of the regiment in Fredericton, General Hunter laid claim to the trumpet. A few years since a request was made (at the instance of Judge Wilmot) to restore the trumpet to the Province, so that it might be placed in the Legislative Library, or some other part of the building, as a memorial of the gallantry of the 104th; but the answer returned by the family was unfavorable. The trumpet was voted for the regiment and not for General Hunter, and when the regiment was disbanded, it again became, or should have become, the property of the province.—*New Brunswick Head Quarters.*

## IX. Papers on Canadian Subjects.

### 1. HISTORICAL REMINISCENCES OF THE DEFENCE OF CANADA.

Armies of invasion are compelled to move forward in the groves

formed by nature. The same natural laws and conditions, the same necessities, which directed the advance of Lord Amherst in 1760, of Montgomery in 1776, of Wilkinson in 1813, will govern the advance of future armies, having in view the same object. It may not be inappropriate to review briefly the closing events of General Wilkinson's campaign of 1813. The American scheme for the invasion of Lower Canada and the capture of Montreal contemplated a combined and therefore doubtful operation. General Hampton was to have advanced from Plattsburg, in the State of New York, by L'Acadie on Laprairie, to have joined Wilkinson if he could, and if not, to have distracted attention and have withdrawn troops from the real point of attack at Isle Perrot. Wilkinson, descending the St. Lawrence rapidly, was to have forced his way into the Island of Montreal at this point, and the city would have been at his mercy. Sir George Prevost, who, whatever may have been his faults in the field, was sagacious in council, laid his plans accordingly and well. De Salaberry and his Voltigeurs intended merely to keep Hampton at bay, foiled him at L'Acadie, and defeated him at Chateauguay. Wilkinson, well beaten at Chrystler's Farm, retreated to his own shore from Cornwall; but had he persisted in his march, with the means at his disposal, it is doubtful if he could have forced the passage at Isle Perrot. Here Sir George Prevost had assembled his best troops, and militia. Wilkinson, would have found his army wedged in, on a long narrow tongue of land, with the St. Lawrence and Ottawa on his flanks and front, and Colonel Morrison, with the garrison of Kingston, thundering in his rear. A repulse in front, or even delay at the end of October, or beginning of November in this climate, would have been fatal. Of course the large armies of the present day would be exposed to still greater difficulty and danger, and would be opposed by steam gunboats and other means of resistance, unknown in 1812. The proper defence of Isle Perrot is essential to the safety of the island and city of Montreal, and should be cared for at once. If I might be so bold, I would say to the Minister of Militia, establish on Isle Perrot a militia camp of instruction, with a permanent staff; bring there during the ensuing summer, the militia of the surrounding counties by the easy conveyance of river and rail; have fresh battalions constantly marching in and marching out; teach the men the use of the Enfield rifle and the skilful use of the spade; and before long we shall have at our disposal a force knowing the country; knowing how to use their arms; and knowing how to apply their labor in the most useful way.

In 1814 Marshal Soult threw into Bayonne a force of 1,400 men. Wellington invested the place with 40,000 of his best troops, and was taught by the celebrated "sortie," the immense advantage possessed by a small concentrated force, striking from a centre, over a widely-extended one, incapable of reciprocal support; and it is therefore advisable rather to hold a few to the selected points of defence, involving a wide or detached system of investment, and which would require for their reduction great preparations, great efforts, and great forces, than to fritter away our resources in the occupation of minor points which would infallibly fall in rapid detail before the superior strength which could be brought to bear upon them.

Upon considerations such as these depend practically the defence of the whole country. It may not be possible, physically, to protect the whole frontier of Canada, but it may be done morally by showing from the proposed system of defence, the impracticability of conquest and the uselessness of a war.—*Correspondence of the Montreal Gazette.*

## 2. "WHAT'S IN A NAME?"

### THE COLONY OF CANADA BEFORE THE CONQUEST.

A writer in one of the Quarterlies states that nearly every town, valley, mountain, river, or other object, enlightens its own history if due attention be paid to the orthography of its name. If this be true of Europe, it is equally so of America, where the nomenclature is comparatively recent, and the origin of names is not as yet lost in the misty obscurity of the past. Names derived from European localities, such as Kingston, London, etc., of course immediately show their home origin; and names like Prescott, Sherbrooke, Montcalm, Brockville, Vaudreuil, Kempt, etc., attest their relationship to celebrated men, who have ruled or borne a prominent part in the affairs of the country. But there is still another class—apart from the Indian names current throughout Canada—whose origin is beginning to be lost, while they at the same time offer a fruitful subject to the student of history, and of lovers of the traditionary lore which so plentifully besprinkles the annals of the country. We all know that Fortification Lane was so called because the old fortifications of the town abutted upon it; that the old inhabitants call Dalhousie Square *la Citadelle*, because the Citadel once stood on its site; and (to travel out of the city)

that the village at the head of the lower Rapids was named *La Chine*, because Jacques Cartier, in his voyage of discovery up the river, thought the St. Lawrence was a half-way cut (he won't prove wrong, after all, if the Pacific Railway be built) to China\*; but can any one tell where the familiar names of *la Barre a Plouffe*, *La Bourgogne*, and many others in daily use are derived? The subject, as we have already stated, is a very interesting one, and would doubtless throw much light on the early history of the country if properly followed up. A familiar and striking instance of this may be found in Montreal. Many who pass along the lower (or Barrack end) of St. Paul Street, are puzzled to account for the name of a Street which runs from it to the river by the pump house of the old Water Works and innocently draw comparisons not very favourable to the good reputation of the worthy citizens who chance to live in it. "*Friponne*" has no meaning in English but in French the word means rogue, rascal, cheat, scamp, thief, and all the many variations on those fruitful terms. How came such a disreputable name to be fastened on such a respectable and honest neighborhood? Turn to pages 236-9 of Smith's 'History of Canada' and you will find the explanation. It is this: A few years before the conquest of Canada, the colony happened to be blessed with an "Intendant" or Minister of Finance whose views were so magnificent that he should have lived to handle the countless millions of the Federal Treasury, and who was such a rascal that he would have embezzled half of them—a M. Bigot, in fact, who used to, (in addition to robbing the miserable little treasury) cheat or swindle the poor *habitants* in the following manner: We quote from Smith: "The Colony for two years past (this was in 1755) had been thrown into the most distressing situation from the want of provisions and grain; the inhabitants of the country constantly employed in parties against the English Colonies, had not time to cultivate their lands, and though the scarcity of grain had long been made known to the government of the country, yet the creatures and friends of the Intendant were allowed to ship off vast quantities of wheat to the West India Islands to the manifest injury of the people of the Colony." A Free Trader would probably not see anything very reprehensible in this, but see what follows. Smith says prices increased enormously under this system, and that instead of assisting the people Vaudreuil, the Governor, sanctioned these exportations, and played into the hands of the company of Associates, who again acted in concert with Bigot. He then continues: "Flour was an article much wanted at this time (it must have been very coarse) and vast quantities of grain had been purchased from the farmers by the Company, who as soon as they had procured the quantity they wanted, the Intendant issued an ordinance fixing the price at an enormous advance, and then repurchased the article for the Government (of France) to enrich (clever Mr. Bigot! He killed two birds with one stone) *the Company*." M. Bigot seems to have been as full of tricks as a monkey. Here is another, also from Smith, who dotes over his character with the gusto of a *connoisseur*, and paints his rascalities and other venal little peccadilloes (common enough in the country of the *carlieri servants*, but fortunately scarce in staid, respectable Canada) with great force and minuteness. The inhabitants naturally complained that the high prices were due to the Company's manipulations and so represented the matter to the Intendant who was assured on the contrary that the want of supply was occasioned by the farmers in the country—who kept up the price of grain for a greater profit—and advised by these gentlemen to issue orders for a search in the country so as to compel the inhabitants to furnish the necessary supplies for the city and for the subsistence of the troops. "Bigot who had entered into all their nefarious plots, drew up an estimate of the quantity of provisions wanted and Cadet (an understrapper) and his clerks, overran the whole country and those farmers who would not sell their wheat at the low price fixed by the Intendant's ordinance issued for that purpose, had their property seized and the grain taken without any remuneration," etc., etc. We now come to the origin of the word *La Friponne*, as applied to the Street in question. It tells another nice little story of the pleasant way they had of "doing" things in the good old times. "The Company also built a large store house near the Intendant's Palace at Quebec, which was supplied with a large quantity of goods. \* \* \* The Intendant every autumn sent to France an estimate of the goods wanted for the use of Government, and as he was concerned with those gentlemen (of the Company) he took good care never to send for a sufficient quantity, that he might purchase the deficiency from the Company at whatever price they chose to demand. \* \* \* It was this conduct that could not escape the animad-

\* In Jacques Cartier's commission from Francis I., 17th October, 1540, the following curious passage occurs: "We have sent our dearly beloved Jacques Quartier to foreign lands for the purpose of propagating our holy faith, the whom has discovered the great countries of Canada and *Hochelaga*, which form part of the western end of Asia."

versions of the people, that induced them to call the new store La Friponne. If the citizens of Quebec were in distress," continues Smith, "those of Montreal did not suffer less. Though the necessities of life were not so dear, yet goods and necessaries were still most difficult to be procured. Varin, the Commissary of the Marine, and Martel the storekeeper, had monopolized everything. The Commissary, like the rest of the public depreducers, had employed every means of enriching himself. The posts above Montreal, of which he had the supply, opened a wide door for making money, and as it was necessary to form a coalition with the Storekeeper General, they employed certain agents, the better to conceal their own iniquitous conduct. The boats were not allowed to go to the Upper Country without paying them so large a sum of money that it soon ruined those that attempted it. The trade to these posts, in a very short time, became confined to these gentlemen, and the Intendant (Bigot again) annually purchased from them the goods wanted for Government out of a similar storehouse built at Montreal, and also called *La Friponne*." The storehouse was built on the river side, on the street in question, and hence the curious name of the latter.

The reason why "Griffintown" was generally called after St. Ann, was also involved in obscurity until recently, when the Reverend Messire Faillon traced the nomenclature to a chapel dedicated to that Saint which was erected at Point St. Charles on or before the year 1698, since Mass was first celebrated therein on the 17th November of that year. It seems to have been built at the cost and charges of M. Pierre LeBer, the first French Canadian who devoted himself to the study of the fine arts, painting especially, and who died on the 2nd Sept., 1707. His sister Jeanne is one of the most striking characters in Canadian religious history. She was one of the principal founders of the Church of Notre Dame de Pitie, attached to the Congregational Nunnery in Notre Dame Street, and lived 19 years, 1 month and 28 days in a narrow cell at the back of the altar of the church she had assisted to found. She died in October, 1714, at the age of 52 years and 9 months, and has many claims to sanctity as some of the saints in the calendar. Her heart was placed in a silver case by the nuns, but was destroyed in the fire which burnt down the church in 1768.—*Montreal Gazette*.

### 3. A REMINISCENCE OF THE FIRST SETTLEMENT OF CANADA.

In the month of September, 1792, on the banks of the Delaware River, in the State of New Jersey, near where Easttown now is, you might have seen a woman about forty years of age preparing to leave for Canada. She had eight children, the eldest a daughter about eighteen years of age, and the youngest, also a daughter, aged nine months. She had two or three horses with pack-saddles, and a few articles of clothing for herself and family, together with a tent, made by sewing a few sheets together, and some provisions for the journey. The clothing, tent, provisions and smallest children were packed upon the horses, and in this manner they commenced their long and tedious journey, through forests and over mountains, fording rivers, for roads or bridges were not in being at that time in the country they were to pass over. There were no public houses or taverns to entertain the weary travellers, consequently they had to erect their tent or sleep in the open air. For two or three weary weeks they pursued their way, sometimes meeting with Indians and passing their villages; but those wild savages did not molest or harm the travellers, but were kind and obliging, and would give or sell them corn or venison. In fording a stream an accident occurred. One of the horses, on putting down his head to drink, pitched one of the children, a little girl of eight years, over his head into the stream. She was nearly drowned, but was finally rescued, her shoulder being dislocated by the fall. At last they arrived at Fort Niagara, which was then occupied by British Soldiers, who put them across the Niagara River on the Canada shore, the long expected land of promise. From Niagara they made their way along the shore of Lake Ontario to the Township of Grimsby, where this woman's husband and her two brothers and a sister had settled a short time before. It was a happy meeting. The children were disposed of among their friends until a log house could be erected. It was an easy matter to obtain land in Grimsby in those days. Judge Pettit was a resident of that township, and an uncle to the heroine of this sketch. Whatever he said or did was sanctioned by the Governor of the Province at that time. This woman and her husband finally settled on the mountain near Grimsby. They lived to see all their children married and settled. The husband died in 1840, his wife survived him fifteen years. She was eighty-two when she died. They had a numerous offspring.—*Montreal Transcript*.

### 4. OLD AGE OF EARLY SETTLERS.

There are four brothers now living in South Crosby, named Ripley, whose united ages number 347 years. They are all active old men, and able to do considerable chores around their dwellings. They are natives of Connecticut, but have resided in Canada the greater portion of their lives, Thomas, the youngest, having been a resident of South Crosby for a period of 66 years. He was the first man to cut a stick in the way of clearing in the township. The respective ages of the four brothers are as follows:—Samuel, 94; Stephen, 92; Joel, 84; Thomas, 77. Total, 347. The climate of Canada, it will be seen, is by no means unfavorable to longevity.—*Brockville Recorder*.

## X. Biographical Sketches.

### No. 43.—MR. GEORGE FLOETER.

Mr. George Floeter was "gathered to his fathers," on the 4th ult., at his own residence, on the Lake Shore, in the township of Raleigh, in this county, at the ripe age of seventy-five years. He had resided in Kent since 1818; was born in Hanover. He was a grenadier in the Hanoverian army, and actively engaged on the side of the British at the battle of Waterloo, June 18th, 1815; and for gallant services there rendered, was awarded a silver medal by George, the Prince Regent.—*Chatham Planet*.

### No. 44.—DEATH OF EX-MEMBERS, ROSS AND CAZEAU.

Mr. Dunbar Ross, formerly Solicitor General East and member of Parliament for a constituency in the Quebec District, died at the age of sixty-five on Tuesday night. Mr. J. B. Cazeau, also an old and respected inhabitant of that parish, at the age of 86 years. Mr. Cazeau represented the old county of Orleans in the Lower Canadian Parliament before the union of the provinces."

### No. 45. SIR JOHN RICHARDSON, F.R.S.

This distinguished naturalist died somewhat suddenly at Grasmere on Monday, the 5th ult. He was born at Dumfries in 1787, and was educated at the grammar school of his native town. On leaving the school at 14 years of age he entered the University of Edinburgh, and devoted himself to the study of medicine. After passing through the University, he entered the navy as assistant surgeon, and served at the siege of Copenhagen in 1807. In consequence of the zeal and ability he displayed on that memorable occasion, and "for having served in the boats during a night attack upon a French brig in the Tagus," he was promoted in 1818 to be acting surgeon of the *Hercules*, a 74 gun ship. During the war with the United States in Canada and Georgia, he served as surgeon in the 1st battalion of Marines, and in 1819 accompanied Sir John Franklin's Arctic expedition as surgeon and naturalist. He also accompanied Sir John Franklin's second expedition in 1825, when he commanded two boats, in which he discovered the passage between the mouths of the Mackenzie and Coppermine rivers. In 1838 he was appointed by Lord Minto, then first Lord of the Admiralty, to be physician to the Fleet, and in 1840 he was made inspector of Hospitals. The deceased was the author of the "Fauna Borealis Americana," the Zoological Appendix to Sir Edward Parry's Second Voyage," the Ichthyology of the voyage of the *Erebus*, the *Terror* and the *Sulphur*," and many reports and scientific papers. He received the honor of knighthood in 1846.

## XI. Miscellaneous.

### 1. PICTURES OF MEMORY.

BY MISS ALICE CAREY.

Among the beautiful pictures That hang on Memory's wall, Is one of a dim old forest, That seemeth the best of all. Not for its gnarled oaks olden, Dark with the mistletoe, Not for the violets golden, That sprinkle the vale below; Not for the milk-white lilies, That lean from the fragrant hedge, Coquetting all day with the sun- beams, And stealing their golden edge; Not for the vines on the upland, Where the bright red berries rest,	Nor the pink, nor the pale sweet cowslip, It seemeth to me the best.  I once had a little brother, With eyes that were dark and deep; In the lap of that old dim forest He lieth in peace asleep; Light as the down of the thistle, Free as the winds that blow, We roved there the beautiful sum- mers— The summers of long ago; But his feet on the hills grew weary,
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And, one of the autumn eves,  
I made for my little brother  
A bed of yellow leaves.

Sweetly his pale arms folded  
My neck in a meek embrace,  
As the light of immortal beauty  
Silently covered his face;

And when the arrows of sunset  
Lodged in the tree-tops bright,  
He fell in his saint-like beauty,  
Asleep by the gates of light;  
Therefore, of all the pictures  
That hang on Memory's wall,  
The one of the dim old forest  
Seemeth the best of all.

## 2. QUEEN VICTORIA'S CORONATION DAY.

It is twenty-seven years ago this 20th June since the Imperial Crown of Britain first pressed the maiden brow of Queen Victoria. How well and bravely she has borne the burthen of her Royal position it is needless for us to tell. Her name and fame are known all through the world, and to-day the people of two hemispheres unite to do her honour. Nor is it on account of her regal dignity that Queen Victoria is so well known and beloved, for brightly as her Imperial diadem may shine, the halo with which her virtue and purity has surrounded her, shines with a far clearer lustre, nor does the royal purple of Britain awaken in our hearts so much of love and sympathy as those sable robes of widowhood, which speak to us with such mournful eloquence of those domestic graces and affections for which our Sovereign is so renowned.

The loyalty of the British people at the present day, is, however, no mere personal matter, nor is it a dull theoretical feeling, arising more from old time custom than anything else; there is nothing superstitious or mysterious about their love for her who forms the representative embodiment of their nationality. A British subject is at all times ready to give a good reason for his loyalty to the Crown. He will tell you that it is not alone for the Sovereign *per se* that he entertains such deep feelings of love and respect, but as the representative to him of that peerless form of government which has stood the test of centuries, and which has been the creation not of an hour, but the result of the accumulated wisdom of hundreds of years. To us the sovereign is the embodiment of that wise and settled government, which, while allowing all needful and proper liberty to the subject, never lapses into licentiousness, but always presents necessary legal checks to restrain the passions of mankind and keep them within bounds; of a government which, while possessing the military strength and stability of an absolute monarchy, gives us all the freedom of a Republic without its constant anarchy and disregard of life—and property, and in which the law is not only above the people but is above the monarch also, guarding the liberties and maintaining the rights of the meanest subject as well as of the proudest noble in the land. And therefore without reference to the virtues of our present gracious Sovereign we cannot but rejoice over every occasion that reminds us of the continuance of that form of government of which we as Britons have all such good cause to be proud.

In addition, however, to the loyalty which we must all feel for the representative of our nationality, there are a hundred reasons which render anything which speaks to us of Victoria doubly welcome and doubly honored, for not only do we love her as our Sovereign and hereditary head, but for those domestic graces which have made her the guiding star of British households. We love her for her thoroughly true British heart, for the love which she bears to all classes of her subjects and for all parts of her kingdom and which renders her as much at home when on her Shetland pony, and wrapped in her tartans she passes among the rugged beauties which surround Balmoral, as in the tranquil glades of Windsor Forest or the shady lanes of the Isle of Wight. We love her because her life has been one long faithful story of that honest homely love which is the foundation of British glory, and the sacred fire coming down from Heaven which has made our hearthstones holy ground.

On this Twenty-Seventh anniversary of her coronation, we are glad to hear that many of the leading merchants of Hamilton intend to celebrate the day by hoisting the flag. We trust that their example will be followed by many others who may have forgotten the occasion until now—remembering that they cannot honor themselves and the whole British people more fully and appropriately than by thus honoring the British Queen.—*Hamilton Spectator*.

## XII. Educational Intelligence.

—MODEL SCHOOL FOR UPPER CANADA.—The examinations and distribution of prizes at this institution took place on Thursday, 22nd June. The occasion was rendered more than usually interesting by the fact that Mrs. Clarke, the mistress of the Girls' Model School, and Miss Sarah Clarke, the second assistant teacher, appeared for the last time in charge of their classes, these ladies having since taken their departure for California. The pupils of both the boys and girls departments acquitted

themselves creditably, and to the satisfaction of a large number of visitors, the conduct and answering of the pupils affording satisfactory evidence of the care with which they had been trained by Dr. Carlyle, Mrs. Clark, and the assistant teachers. After the gymnastic and military exercises had been concluded, the whole school, of some 350 pupils, assembled in the theatre of the Normal School building, the gallery and every available place being filled by the friends of the pupils and others interested in the establishment. The representatives of the Montreal, Quebec, Toronto, Hamilton, and other Boards of Trade were also present, being then on a visit to the city. After the singing of some patriotic airs by the pupils, the Chief Superintendent of Education addressed the assemblage, and expressed his gratification at the continued prosperity and efficiency of the Model School, as evidenced by the examinations and interest taken in them by the public. In alluding to the approaching departure of Mrs. and Miss Clarke, he expressed the heartfelt regret with which he and every one belonging to the establishment would part with them; and stated that their resignations, which were so reluctantly accepted, were entirely prompted by the desire of joining other members of their family in a distant country. Mrs. Clarke had been herself trained in the Normal School, had received the Governor General's prizes, and had the highest certificate it was in the power of the institution to award. She was selected, in 1852, as principal teacher in the Girls' Model School, and for thirteen years had remained in connection with it, performing every duty with increasing zeal and fidelity. Two of her daughters had also been most successful teachers in the same institution, and now, on leaving for their new home, they would all carry with them the respect and affection of the friends of the school, and of the hundreds who had received instruction at their hands. While expressing this regret, he was happy to state that there was every prospect of the high character and usefulness of the school being fully maintained under Mrs. Clarke's successor, Miss Adams, a lady who had obtained a first class certificate from the Normal School, in 1854, and had since gained much practical experience in her profession.—The distribution of prizes was then proceeded with\*. After the successful pupils had received their respective rewards, the senior division of the girls' school, who had been under Mrs. Clarke's especial charge, advanced and presented her with an address, expressive of their affection and gratitude, together with their hopes for her future welfare, and accompanied this with a parting gift of a very handsome electroplated tea-kettle, of which they requested her acceptance. Mrs. Clarke, who was much affected, in acknowledgment thanked her pupils for this mark of their kind feeling, and assured them of the interest she would always feel in their welfare, both here and hereafter. She also desired, on that last opportunity, to bear testimony to the kindness and assistance she had uniformly received during all these years from the Chief Superintendent, and the other members of the Council of Public Instruction, from the Deputy Superintendent, and the other officers of the Department, and from the masters of the Normal School; and that she would never forget, in the far off land to which she was journeying, to supplicate the divine blessing upon the pupils and upon the directors of an institution to which she had so long been attached. The girls of the third division presented a similar address to Miss Sarah Clarke, which was suitably acknowledged. The pupils of the second then sung a farewell song, and the proceedings terminated with the benediction.

—TEACHERS' ASSOCIATION, COUNTY OF HURON.—A meeting of Teachers was held on Saturday last, in the Central School of Goderich, for the purpose of forming an Association for the County, in accordance with the plan and design of that now existing for the Province. Between twenty and thirty teachers attended, and unanimously adopted the following resolutions:—That an Association of Teachers of the County of Huron be formed. That H. D. Cameron, Esq., principal of the Goderich Central School, be President. That Mr. Dewar, of Harpurhey, be Vice-President. That Mr. J. R. Thompson be Secretary." These officers were appointed provisionally till the next meeting. That the President, Vice-President, Secretary, Messrs. Stett, Glass, McFall, Code, Scott, and McShay, form a committee to draw up a Constitution and By-Laws for the Association; and that it shall meet at half-past ten o'clock, on the 29th inst., in Goderich. That the next meeting of the Association be held in the Central School of Goderich, on the 29th inst., at one o'clock P.M. That the subjects of discussion at next meeting be "The advantages of having County instead of Local Superintendents," and "The propriety of a Central Board to grant Provincial Certificates."—*Com.*

\* The prize list has been published in the daily papers.

— **QUEEN'S UNIVERSITY, KINGSTON.**—A meeting of the Convocation of the University of Queen's College was held recently for the purpose of conferring prizes and degrees upon students in the faculties of Arts and Theology. The Rev. Dr. Snodgrass, the Principal, occupied the chair. Proceedings were opened with prayer by the Principal, after which the college class prizes were awarded by the professors of the respective departments. Degrees were then conferred in the usual form upon the following gentlemen:—*Bachelors of Arts*—James Frazer, of Quebec, with second-class honors in Classics and Metaphysics; George Malloch, Ottawa; John McAllister, Kingston; Alexander George McBain, Lancaster, with first-class honors in Classics, History, and Natural Sciences, and second-class honors in Natural Philosophy; Donald McKay, Kingston, with first-class honors in Natural Sciences, and second-class honors in Natural Philosophy, Metaphysics, and History; Samuel McMorine, Ramsay, with first-class honors in Natural Sciences; John Shortt Muckleston, Kingston; James B. Muir, Lindsay; Robert S. O'Loughlin, Kingston, with first-class honors in History; John Roddick Thompson, Prince Edward Island, with first-class honors in History and Natural Sciences, and second-class honors in Metaphysics. *Masters of Arts*—Charles Y. Cameron, M.A., Drummondville; Silas Minor, M.A. Mirickville; James Arthur Hope, B.A., Kingston; William Baldwin Thibodo, B.A., Kingston; John Bell, B.A., Kingston; James Pennington Macpherson, B.A., Ottawa. *Bachelor of Divinity*—John McMillan, B.A., Pictou, N.S. The Principal then addressed the newly made graduates as follows: Gentlemen, while congratulating you upon the result of your industry, I take the opportunity of reminding you of a circumstance which is apt to be forgotten, but which, in my judgment, forms, nevertheless, an important contribution to any satisfaction you may feel, and a stimulant of no inconsiderable force among the influences which should encourage you to further conquests in literary and scientific pursuits. The anxiety to which I have referred has not been all your own. Others have felt the strain and the excitement of it as well as you; and, with a much livelier interest than is generally supposed, have scrutinized and calculated the evidence of your scholarship. I refer, of course, to the Professors who have superintended your studies and watched your career, from the first day you entered college until the present time. Yours has been the anxiety of competing for honours; to the concern of the professors, respecting your success, must be added the responsibility of both guarding the goal of your ambition against too easy an approach, and of obstructing the way to it by the interposition of needless difficulties. Yours has been the part of earnest combatants; theirs the duty of planning every trial, and describing every condition of the contest. With mingled feelings of confidence and self-distrust, hope and fear, you have appeared in the arena of competition; with an experience characterized by constant fluctuations of joy and regret, they have received your daily contributions to the aggregate determining result. In this way we gather proofs of something like a common cause between a professor and his students, and, at the same time, abounding evidence of a sympathy on the part of the former, buoyant with pleasure, or laden with bitterness. Some of you intend returning to this university to enter upon another department of study than that to which you have hitherto been specially devoting yourselves. Others take leave of these halls to enter upon those public vocations into which the call of duty or the force of inclination leads. To either class I cannot bid God speed, without reminding you of the grave responsibility which devolves equally upon every one of you, to occupy with all diligence the talents which are intrusted to your keeping, and to cultivate that humility which, while it ranks with the first of Christian graces, is the most appropriate adornment of those who, at every point of elevation which they reach in the rank of knowledge and refinement, become more thoroughly convinced that they have not yet crossed the threshold of the storehouse in which, for the benefit of his intelligent creation, the Almighty has arranged the treasures of wisdom, and, in consequence, are contented to maintain a reverential attitude, as they feebly attempt to realize some faint conception of the immensity of things. You have already gained some honor, and there is honor, sufficient to satisfy the most ambitious, yet before you. But it is heaven's irreversible law, for the conduct of the better orders of men, "Before honor is humility." The appointment by which day follows night in perpetual succession, is not more stable than this moral ordinance, and there is as much truth in saying that humility is a help to the attainment of honor, as in affirming that it precedes honor. If we can be sure of any one that he is diligently cultivating the spirit and maintaining the sentiments of true humility, we may conclude that he is on the right path, not only to

honor, but even to immortality. No skilful adaptation of means by the Allwise One, for the attainment of a particular end, is more reliable than this; no ground of legitimate expectancy among men is more to be depended upon. If the racer who distances all his competitors may count upon the garland encircling his brow; if the warrior, who, by his tactics and bravery, succeeds in destroying a powerful and dangerous enemy, may hear, by anticipation, the admiring plaudits of his grateful countrymen; if the toiling student, who finds difficulty after difficulty disappearing before his determined application, may hope to work out the most complicated problems; so may all who are truly humble in their hearts, rest with assured confidence in God's promise to exalt them. In the strength of a firm resolution to obey this law, go forward, gentlemen, in your career, and you shall avert from you many of the disappointments to which other men are subjected.—Mr. John McMillan, B.A., B.D., was then called upon to deliver a valedictory, in which the Principal and Professors were thanked and complimented, and his fellow-students addressed in a style of affectionate farewell.—The Principal next announced the conferring of honorary degrees, that of Doctor of Divinity, upon the four gentlemen whose names are appended: Rev. James Bayne, Pictou, N.S.; Rev. Samuel B. Bergne, London, England; Rev. Henry Gill, London, England; Rev. John McMorine, Ramsay.—The Principal stated that the honors had been conferred upon the Rev. Mr. Baine on account of professional attainments, and as a recognition of his labors in the cause of education in Nova Scotia, and in furthering the South Sea missions; the Rev. John McMorine, on account of professional attainments, as the minister of a large parish, and for unwearied interest as a trustee in the affairs of the University; the Rev. Mr. Bergne, as being identified with the British and Foreign Bible Society, as its secretary, for labours in the translation department of the Society, and for being the first to suggest a deputation to British North America; and the Rev. Mr. Gill as a recognition of his services in the translation department of the Bible Society, and of his labours as assistant secretary, also on the ground of distinguished authorship, and in return for the Christian work he has performed in Newfoundland, Canada, and the other colonies, as a deputation from the Bible Society.—The Rev. Dr. Gill was introduced to the assemblage by the Principal, who delivered an address.—The Principal announced two new prizes in addition to the Carruthers prize, for an essay on Petroleum, and the Kingston prize for an essay on Metastasis, previously announced, viz.: the Ottawa prize of \$40, for the best essay on "The advantages and responsibilities of our connection with the parent country;" and the Montreal prize of \$40, for the best essay on "The didactic in relation to the devotional element in the Lord's Prayer." After this the Rev. Professor Mowat delivered a portion only of a farewell address to the students which he had prepared, at the close of which the general audience dispersed, while the members of the Convocation proceeded to the election of Fellows. The following were elected to represent the different faculties: *Arts*—Thomas F. Harkness, B.A., formerly of Kingston, now of East India Civil Service; *Theology*—John McMillan, B.A., B.D.; *Law*—The Hon. John A. McDonald, LL.D., Attorney General West. The proceedings terminated with the benediction, pronounced by the Principal.—*News.*

### XIII. Departmental Notices.

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

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

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

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

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

THIRTY-THIRD SESSION.—DATED 22ND JUNE, 1865.

MALES.

<i>First Class.—Grade B.</i>	2039 Brown, John Thompson.
2020 Maloy, Hiram (1373, 1453, 1926.)*	2040 Carscadden, Thomas.
2021 Page, Thomas Otway (1930.)	2041 Dawson, Cornelius.
2022 Spencer, Percival Lawson.	2042 Foreman, William.
	2043 Goldsmith, Stephen.
	2044 Graham, Simon.
<i>First Class.—Grade C.</i>	2045 Lowe, Peter (1672, 1874).
2023 Abbott, John Thomas (1747, 1932.)	2046 Martin, John Anthony.
2024 Callinan, Thomas (1845, 1935.)	2047 McLean, Daniel.
2025 Crawford, Allan (1937.)	2048 Osborne, Edward.
2026 Gregory, Thomas (1857, 1939.)	2049 Risk, William Henry.
2027 Jackson, Thomas.	2050 Russell, James.
2028 Lewis, Richard (1947.)	2051 Smith, Peter.
2029 Rutherford, James [No. 63 on Application Register] (1756.)	2052 Swayze, George Albert.
2030 Wegg, David Spencer.	2053 Switzer, William Haw.
	2054 Titchworth, Ira Cyrus (1780.)
	2055 Weese, Redford Colborne.
	<i>Second Class.—Grade C.</i>
	2056 Blain, Hugh.
<i>Second Class.—Grade A.</i>	2057 Dawson, George.
2031 Carley, Abram (1944.)	2058 Fisher, Simeon.
2032 Coakley, Henry.	2059 Hamilton, George.
2033 Graham, Andrew.	2060 Keam, Reuben (1576.)
2034 McNaughton, Duncan.	2061 Meldrum, Norman William
2035 Ross, Arthur Wellington.	2062 Metcalf, Josias Richey.
2036 Rutherford, James [No. 81 on Application Register] (1774.)	2063 McNair, Alexander.
2037 Whillans, Robert.	2064 Thompson, Alexander Gallo-way.
	2065 Wallace, David.
<i>Second Class.—Grade B.</i>	2066 White, Humphrey Albert Lucas
2038 Agnew, James.	

FEMALES.

<i>First Class.—Grade B.</i>	<i>Second Class.—Grade B.</i>
2067 Cameron, Annie Isabella (1811, 1887, 1974.)	2085 Bentley, Kate.
2068 Churcher, Annie (1815, 1883, 1971.)	2086 Bullock, Mary Cecilia.
2069 Elliott, Margaret (1901, 1975.)	2087 Cartmell, Amelia Isabella.
	2088 Drew, Ellen.
<i>First Class.—Grade C.</i>	2089 Kennedy, Jane (2015.)
2070 Cone, Julia (2011.)	2090 Kessack, Margaret.
2071 Coyne, Maria Hamilton (1816, 1979.)	2091 Laurie, Elizabeth Brown.
2072 McIntosh, Margaret (1905, 1988.)	2092 Leslie, Eliza Jane.
2073 Somers, Harriet Christiana.	2093 Nuthall, Phillis.
2074 Spotton, Charlotte Elizabeth.	2094 Page, Mary Jane.
2075 Sutherland, Annie Agnes (2010.)	2095 Perkins, Maria Olivia.
2076 Sutherland, Jennie Helena (2019.)	2096 Porter, Margery.
2077 Tytler, Barbara.	2097 Preston, Victoria Elizabeth.
	2098 Shewan, Jennie.
	<i>Second Class.—Grade C.</i>
<i>Second Class.—Grade A.</i>	2099 Black, Mary.
2078 Elder, Jane (1715, 1818.)	2100 Dolmage, Florence Marion.
2079 Ferguson, Margaret.	2101 Forster, Mary.
2080 Gemmell, Jessie (1996.)	2102 Foster, Margaret Jane.
2081 Lanton, Emilie.	2103 Hodgins, Jane (2014.)
2082 Marling, Mary Ellen (1916, 2000.)	2104 Macniven, Susan.
2083 Moffatt, Susan Wait (1239, 1319.)	2105 Moran, Mary Frances.
2084 Tier, Helen.	2106 O'Connell, Margaret.
	2107 Reed, Almeida Cordelia.
	2108 Reynolds, Mary Ann.
	2109 Sefton, Annie Maria (2018.)
	2110 Sefton, Martha.

EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C.*, granted subsequently to the nineteenth session, have been limited to one year from their respective dates. Lists of certificates which expired before June, 1865, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 15th of that month :

MALES.

1871 Clark, James Frederick.	1875 McLean, James.
1872 Obtained <i>Second Class A.</i> (1938.)	1876 Obtained <i>First Class C.</i> (1829.)
1873 Harper, Robert.	1877 Obtained <i>First Class C.</i> (1931.)
1874 Obtained <i>Second Class B.</i> (2045.)	1878 Smith, James.

FEMALES.

1912 Agar, Jane.	1916 Obtained <i>Second Class B.</i> (2000.)
1913 Campbell, Sarah Anne.	<i>Second Class A.</i> (2082.)
1914 Obtained <i>Second Class A.</i> (1980.)	1917 Obtained <i>Second Class A.</i> (1987.)
1915 Obtained <i>First Class C.</i> (1977.)	1918 McLeod, Mary.

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

ALEXANDER MARLING, LL.B.,

Education Office, Toronto, July, 1865.

Registrar.

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

THE LEGISLATIVE SCHOOL GRANT FOR U. C.

Could not be paid by the Educational Department at the time specified by law, as the money only reached the Department on the 19th of July. All the Municipalities entitled to it, from which returns have been received, were, however, paid at once.

USE OF AMERICAN GEOGRAPHIES ILLEGAL.

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the public schools of Upper Canada. Hereafter it will not be lawful (after the copies now in actual use in any school are worn out) to use either Morse's or any other American geography in either the Grammar or Common Schools of Upper Canada. A violation of this order in any case, will subject the school concerned to the loss of its share in the Grammar School Fund or Legislative School grant, as the case may be.

BOOKS APPROVED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR USE IN THE SCHOOLS OF UPPER CANADA.

The following books, published in Canada, have been approved and recommended by the Council of Public Instruction for use in the Grammar and Common Schools of Upper Canada :—

Lovell's General Geography; by J. George Hodgins, LL.B.  
Easy Lessons in General Geography; by ditto.  
School History of Canada and the other British North American Provinces; by ditto.  
Sangster's National Arithmetic, in Theory and Practice, adapted to the Decimal Currency.  
Sangster's Elementary Arithmetic, in Decimal Currency.  
Sangster's Elementary Treatise on Algebra.

TEACHERS' ASSOCIATION FOR UPPER CANADA.

The Teachers' Convention of Canada West will meet in Toronto on Tuesday, the 8th of August, and not on the first, as announced in the Circular addressed to Teachers as a supplement to the May number of the *Journal of Education*. Certificates for reduced fare on the Grand Trunk Railway, must be obtained before starting, from Mr. J. B. McGann, Hamilton.

T. G. CHESNUT, Secretary, T. P. Association.

Toronto, 12th June, 1865.

2in. grat.

EXAMINATION OF COMMON SCHOOL TEACHERS, COUNTY OF YORK.

NOTICE is hereby given that an Examination of Common School Teachers and others, will take place on Wednesday, the 30th day of August, 1865, at the Court House, City of Toronto, at Richmond Hill, and at Newmarket, at 9 A.M. Candidates will be required to produce certificates of moral character from their respective ministers, and if Teachers before, from their respective Trustees.

(Signed) JOHN JENNINGS, D.D.,

Chairman Co. Board, York.  
1 in. n. pd.

Toronto, 14th July, 1865.

LOVELL'S SERIES OF SCHOOL BOOKS.

REDUCTION IN PRICES:—

Lovell's General Geography, Reduced to 70 cents;  
Easy Lessons in Geography, ditto 45 cents.

JUST PUBLISHED: "A School History of Canada and the other B. N. A. Provinces." By J. George Hodgins, LL.B., F.R.G.S. Price 50 cents.

A comprehensive summary of British American History, during the past three hundred years. For the Library as well as the School Room. For sale by all Booksellers.

In Preparation, by the same author: *Introductory Sketches and Stories*, for Junior Classes, taken from the History of Canada and of the other Provinces of British North America, for the use of schools. With numerous illustrations.

Montreal, May 5, 1865.

JOHN LOVELL,  
Publisher,

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

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

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