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VAGRANT CHILDREN IN CITIES AND TOWNS.

Circular from the Chief Superintendent of Education to the Board of School Trustees in the Cities and Towns of Upper Canada.

GENTLEMEN,—I beg to call your serious and earnest attention to the condition of those children in cities and towns who do not attend any school, public or private.

I had hoped that when the public schools should be made free in our cities and towns, no persons in them would be found to refuse or neglect availing themselves of such a privilege, facility, and inducement to educate their children. I confess the results of the trial have come short of my expectations. Very considerable numbers of children in these centres of population are growing up with no other education than a training in idleness, vagrancy, and crime. The existence of such a class in any community is a public loss and danger, and ominous of future evil.

It is perfectly clear, that making good schools free to all does not secure the education of all.

I have, at different times, submitted three propositions or plans for the accomplishment of the object of free schools in cities and towns. First,—That as the property of all is taxed for the common school education of all, all should be compelled to allow their children the means of such education, at either public or private schools. Or, secondly, that each municipality should be empowered to deal with the vagrancy of children of school age, or the neglect of their education, as a crime, subject to such penalties and such measures for its prevention, as each municipality, in its own discretion, might from time to time adopt. Or, thirdly, that the aid of religious

benevolence should be invoked and encouraged to supplement the agency of our present school system.

Neither of the two former propositions having been entertained by the Government, to whom they were submitted, I proposed the last in a draft of a bill, accompanied by an explanatory letter, last year. The members of the Government before whom this measure was laid, retired from office before taking it into consideration, and I have not renewed it by submitting it to the present Government. There is, therefore, now no proposition under the consideration of Government, in respect to children whose school education is wholly neglected.

I beg, therefore, to solicit your practical attention to the subject; and shall be happy to receive and consider any suggestions you may think proper to offer, before bringing the subject again under the consideration of the Government.

I have the honour to be,
Gentlemen,

Your obedient Servant,

Education Office,

Toronto, 22nd Nov., 1862.

E. RYERSON,

Chief Superintendent.

2. JUVENILE OFFENDERS.

Montreal journals call attention to the large number of juvenile offenders who have been tried at the sitting of the Court of Queen's Bench in that city which has just closed. It is said that a majority of the prisoners tried at this session were boys from ten to fifteen years of age. This is a somewhat startling fact, and very naturally suggests the inquiry—how far have the reformatory institutions of the country answered the purpose for which they were founded? The inquiry is of a provincial character, though it does not thrust itself on public attention in Upper Canada with the same degree of force as in the lower section of the Province. The majority of offenders at our *Nisi Prius* courts is, happily, not composed of the younger classes of society. Yet it is a fact that hardly an assize court passes in this city at which the Grand Jury does not refer disapprovingly to the continual intermingling of young and old offenders in the cells of the county jail. That the evil, then, is felt, to some degree in Upper as well as in Lower Canada, is evident. How to remedy this evil may well engage the time and study of social economists and those who have the direction of public affairs.

In England the same matter has lately been the subject of discussion. The question on which opinion differs, is not as

they have been in operation for very many years—but as to the qualification for admission, or in other words whether these institutions should be used as places of light punishment for boys who have been guilty of trivial offences—"who have stolen pease, or pulled up a mill dam, or made a hole in a wall or gap in a hedge, carried off a duck, or spoiled an apple tree, or knocked off a door handle, or unhinged a gate, or committed some other minor trespass upon the rights of man;" or whether they should be places of hard discipline for the same classes of the community—such discipline as requires a criminal nature for its subject, and a certain period of time for its test. It is not a little singular that the advocates of the latter view are men who, either as inspectors or managers, have been connected with, and may therefore be supposed to know something about, the working of reformatories. Mr. Sidney Turner in a recent "Report of the Inspector," condemns the sending of young persons to a reformatory who have not been guilty of some very serious offence than the wild freaks of many a boyish nature; and suggests that the cause of the incarceration of these juvenile delinquents is not always of a nature which has their reformation for its principal object. "We cannot wonder," says he, "that the temptation to get the child well trained and clothed and fed at the public expense should be found more powerful than a parent's natural instinct to avoid the disgrace and pain of the child's conviction and separation from her." A Mr. Kynnersley, of Birmingham, makes the same complaint, and warns the public that "it is absolutely necessary that reformatory schools should be reserved for those children only who, either from having previously been convicted, or from other circumstances, appear to be so far gone in crime as to afford little hope of being curable by any less expensive and less protracted system of treatment." We apprehend that the views of these gentlemen will be considered somewhat novel in this country. Here, at least, there are not two opinions as to what a reformatory should be—what the nature of its discipline—what the object it should have in view. A reformatory should not be a jail. Its name implies its character. A jail seldom has a reforming effect upon any criminal, be he or she young or old, who is once confined within its walls. In nine cases out of ten, it has the very opposite effect, rendering even more confirmed in sin and more sunk in the slough of degradation than before, those criminals who once become its inmates. Many a young lad, whose higher instincts and whose better qualities have been little more than blunted by his first transgression, has been plunged deep into the mire of wickedness and depravity by being confined with criminals of more advanced years. It may, indeed, be said, there is no absolute necessity for keeping prisoners of all ages together. Perhaps there is not; but it is too frequently the case that it cannot be avoided. If it can—if a proper system of classification is possible—then, according to the views of the English authorities we have just quoted, reformatory institutions would be altogether unnecessary. This is the rational conclusion from such premises. Yet it can hardly be supposed that these persons desire to be understood as favouring such a conclusion. We must naturally revert to the old idea—that which is the most generally conceived, and the most consistent with common sense—that reformatories have a purpose distinct from that of a jail; that the object is to take the oversight of juvenile delinquents, who, by moral example, and the exercise of industrial habits should be led, as far as possible, from the ways of crime, and so set out on the highway of life as that they may grow up good and useful citizens. The principle, that it is the duty of the State to take care of such a class of the community, will be generally concurred in. "Prevention is better than cure." It is much better to take a young lad by the hand, and lead him away from the paths of wickedness, while he has a mind susceptible of good impressions, than be under the necessity of treating him, at a later period of his life, as a criminal. The Canadian government, acting on this principle, has established a reformatory in each section of the Province—one at Penetanguishine, and another at Isle-aux-Noix. The reports of these institutions show, that so far as they are provided with the means of fulfilling the ends for which they were established, they have done some good. But it must at once be apparent, how very limited is their field of operations, and how many hundred instances of juvenile offences there are that never come within the purview of the managers of the reformatories. The institutions are too distant to be made available for the entire country. And to ask a government to establish such a number of these houses as would meet the requirements of the entire population of the Province, is out of the question. The thing is simply impossible. Under such circumstances it is a question how far the larger cities are justified in neglecting to provide for the care of that class of their inhabitants who, at no great cost, may be prevented from becoming hardened criminals. A House of Refuge was at one time built in this city, which might have included in the circle of its operations these little offenders; but the building is uninhabited, save by rats and mice. It ought certainly to be turned to some account, and in

no way could it be better used than in that we have now indicated. In Lower Canada, something of the same kind might be done. Municipal Corporations cannot, righteously, shake themselves free of the obligation which rests upon them, of taking care of the juvenile offenders, who, from time to time, appear before the judicial authorities. We by no means desire to remove from the shoulders of the supreme legislative body of the country the obligation which rests upon them. The attention of Parliament might profitably be directed to the subject, and municipal fathers would be doing a good service in rising above the petty squabbles, and the little trivialities in which they too frequently indulge, and take into their consideration so important a subject as that which has been broached by the journals of Lower Canada.—*Leader.*

3. LOWER CANADA REFORMATORY SCHOOLS.

The director of this Provincial Institution, Mr. Prieur, communicates in a communication to the *Minerve*, that it is not sufficiently known nor appreciated in the country. The school was removed some time since from Isle-aux-Noix to St. Vincent de Paul, to a building which, we believe, was formerly occupied by nuns. The number of pupils has increased from 22 in January last to 49. The establishment could accommodate 150, without increasing the number or salary of the teachers,—the only additional expense being food and raiment. Mr. Prieur thinks that pupils who serve in the school short terms are but little benefitted and not reformed; they soon come back by relapse. He recommends judges to sentence young offenders to long terms, as the most merciful course to be pursued towards them. Long terms are preferable, not only in a moral but also in an economical point of view. The culprit has time to be apprenticed, within the institution, to a trade: this generally takes three years: then his labour becomes more and more profitable, and he is thus made to pay fully for his expenses. Finally, when he leaves the school, he is not only reformed in his habits, but able at once to obtain an honest and comfortable livelihood. The pupils are reported happy; and, as an instance of the excellent discipline they have attained, it is stated that the fruit on trees in their play-ground have been left untouched by them.—*Witness.*

4. ROMAN CATHOLIC REFORMATORIES.

Six Roman Catholic reformatory schools in Britain receive £15,154 from Government. The schools contain 882 pupils, with 87 officers, or one officer to every ten children.

5. BRITISH REFORMATORY SCHOOLS.

Mr. Sidney Turner, the inspector appointed to visit the reformatory schools of Great Britain, has presented his annual report. He has to state that the number of young offenders in the 62 certified reformatories increased in the course of the year 1861 from 3,803 to 4,337, including 186 placed out on license and not yet finally discharged. In estimating the value and results of the reformatory system, we look naturally to the number of young offenders committed to prison year by year. Now, the commitments of persons under 16 will be found to have decreased since 1856 about 43 per cent. in England, allowing for increase of population. The number steadily diminished from 1856 to 1860, but in 1861 increased above 9 per cent. over the previous year; and the number of adult commitments increased still more. Various circumstances may have contributed to this increase. There is scarcity of employment, which affects especially the class of discharged criminals—a class which is every year augmenting, and the increase tells very seriously on the amount of juvenile delinquency. The returns of reconvictions show how large a proportion of this class defy the efforts made for their reformation in our convict as well as our ordinary prisons, and Mr. Turner again expresses his hope that some means will be found for the more effectual surveillance of at least the habitual criminal offenders, the men who have lived for years on the produce of their criminal or vicious habits, and have made violence or theft their profession; it is perhaps to be regretted that their sentences are often so short. Another cause of the increase of the number of juvenile commitments in 1861, is probably the over-use of reformatories. Of the whole number sentenced to reformatories in the year, more than five-eighths were sent on a first commitment, nearly a fourth were under 12 years of age, and the commitments in a large number of cases were for very petty offences, the sentence being apparently passed rather in reference to what the child was likely to become from the bad example or neglect of its parents, or from its destitute circumstances, than to its actual criminality or viciousness. Reformatories are for those who are not curable by a less expensive and less protracted system of treatment. Until the parent is made to contribute to the child's maintenance in every

possible case, Mr. Turner holds it desirable to refuse admission to children (not being orphans or really destitute) on a first commitment. Of the results of reformatories in the diminution and prevention of crime, he has to report that, after making allowance for unknown and doubtful cases, it may be taken as well ascertained that the treatment is successful in reforming at least 70 per cent.; and, considering that the system has had to deal at first with the more hardened offenders, the proportion may be expected to increase. It is rare to find in these institutions the dogged, downcast look or manner which shows that the masters are more anxious to be obeyed than to be liked or trusted; there is generally a kindness and consideration for the children which indicate right views of the work undertaken. It would be difficult to find a movement so widely spread, and embracing persons so various in their religious views and their social position, which has been carried on with so few failures and so little rivalry or dissension. Of the whole 1,031 discharges in the year, only 18 boys or girls were sent away as hopelessly incorrigible; 90 went to sea, 22 enlisted, 110 emigrated, 660 went to service or employment or to the care of friends, 27 died, 15 were discharged on the ground of health, and 89 absconded and were not recovered. The expenditure was £98,638; the Treasury payments for maintenance amounted £66,374; the parents' payments were only £2,439; contributions from the rates produced £4,750; contributions from voluntary associations and payments for voluntary inmates, £975; subscriptions and legacies, £14,136.—*Times*.

6. MORAL STATISTICS OF LONDON.

The subjoined calculations on this subject appear in a recently published work entitled "Our Moral Wastes, and how to Cultivate them." "In the city, out of a population of 323,772 people, only 60,899 were in chapel on the census Sunday in 1851; in Lambeth, 61,664 out of 251,345; in the city, 31,575 out of 127,869; in Marylebone, 77,055 out of 370,957; in the Tower Hamlets, 82,522 out of 535,110; in Westminster, 49,845 out of 241,611; in Southwark, 31,879 out of 172,863; and in 1859 according to the evidence taken by a Select Committee of the House of Lords, notwithstanding all that has been done to induce attendance since 1851, there were sixty-eight per cent absent in Southwark, and sixty per cent absent in Lambeth, of the adult population capable of attending the means of grace. To show the moral evil which these figures represent, it has been ascertained that, if we were to analyze the population of London and compare the number of its individuals of each class with an ordinary-sized town, say a town with a population of 10,000, we should find in the vast metropolis as many persons as would fill about two towns with Jews; ten towns with persons who work on the Sabbath; fourteen towns with habitual gin-drinkers; more than ten towns with persons who are every year found intoxicated in the streets of London; two towns with fallen women, to say nothing of those who are partakers of their sins; one town with gamblers; one with children trained in crime; one with thieves receivers of stolen goods; half a town with Italians; four towns with Germans; two towns with French; while there are as many Irish as would fill the city of Dublin; and more Roman Catholics than would fill the city of Rome. Nor is this all; there are as many publicans and beer and tobacco shops as would fill two towns of 10,000 each, open every Saturday; and if we allow only twenty-five customers to each place, as representing the amount of attendance for the day, we have 500,000 people say half a million of men and women thus occupied, while 384,015 only are attending the house of God! In London there are 20,000 public-houses, and beer and tobacco shops open on the Sunday, and only 750 Protestant churches and chapels for Divine worship. In Scotland, with the same population, there are no public-houses open on the Sunday, and 2500 churches and chapels where the people attend on the means and ordinances of grace. In London we have the concentrated essence of evil within a radius from the centre point of seven miles. In Scotland the iniquity that even there abounds is spread over a surface of 1500 square miles.

7. HOMES OR HOUSES OF REFUGE FOR DESTITUTE AND NEGLECTED CHILDREN.*

At the close of my separate report for last year, I very briefly adverted to the "Boys' Home," established at Toronto during the preceding year, by some benevolent ladies, for destitute and neglected children, and cited that institution as affording an example well worthy of imitation in our other large cities.

The "Home" above referred to, though upon a small and unpretending scale, and supported wholly by voluntary contributions,

* Extract from the Separate Report of E. A. Meredith, Esq., Prison Inspector for the year 1861,

was the means of rescuing upwards of sixty unfortunate children from want and vice, in the first year of its existence.

During the last session of the legislature, the "Boys' Home" at Toronto was incorporated by act of parliament; and in the last twelve months has effected a very large and steadily increasing work of good among the unfortunate class for whose benefit it is designed.

The great object, as is generally admitted, of penal legislation and of penal institutions of every kind, is to diminish crime; and I am fully persuaded that no class of institutions, penal or reformatory, is calculated to produce so large results in this way, and at so small a cost to the community, as those institutions (whether styled "Ragged Schools," "Homes," or "Industrial Farms"), which, seeking out the neglected and perishing children who otherwise would grow up in our midst in ignorance and vice, afford those unfortunate outcasts the necessary education and training to enable them to earn an honest living for themselves.

Deeply impressed with the inestimable benefits resulting to society from such institutions, I submitted my views upon the subject to my colleagues and the Government, in a report presented to them in the early part of the year.

In that report I advocated the establishment of institutions under the name of "Homes," for the destitute and neglected children of the poorer classes; for those children, who, unless some such provision were made for them, would, of necessity, grow up in ignorance and vice. It was recommended that the Circuit or County Judges, and the Recorders of cities, should, under certain restrictions and conditions, have authority to commit such children to "Homes," regularly established, for certain limited periods. That the managers of the "Homes" should give the children a suitable training and education, and afterwards apprentice them to some farmer or tradesman, or otherwise put them in the way of earning an honest living. It was recommended that the "Homes" should be supported, mainly at least, by voluntary contributions, or by payment from the municipalities sending children to them, and that the aid of the legislature should be invoked for the purposes, principally, of legalizing the establishments, and of conferring the necessary power upon the magistrates to send the children to the "Homes," and on the managers to retain the children for the periods prescribed by law, and afterwards to apprentice them out.

It is not my intention to repeat here, in detail, the facts and arguments set forth in that report on the several topics above referred to. But there are one or two points connected with the subject which seem to demand a few words of further explanation in even this very brief memorandum.

Those points are "The necessity of Homes," and the "Classes of Children for whose benefit they are more particularly intended."

NECESSITY FOR "HOMES," &c.

Canada boasts, and with reason, of the liberal provision which she makes for the education of her sons. She offers to all her children a good education, and offers it to them free of charge. But yet it cannot be denied that a large proportion of the juvenile population, and especially of that class of the juvenile population who, from their circumstances and position in life, most stand in need of training and education, derive no benefit whatever from our admirable school system. It is, indeed, a matter of common remark that, in our large cities particularly, a great proportion of the children of the lower classes are utterly destitute and neglected, and grow up in our midst without receiving any education or training to fit them to act their part in life as honest and useful citizens.*

The existence of this large and unfortunate class of the community is wholly ignored by society, until the wretched victims of neglect and cruelty present themselves before our magistrates, and become in due course the inmates of our jails and penitentiaries.

But imprisonment in jail tends only to complete the ruin of the unfortunate child. So far from checking the growth of juvenile crime, the imprisonment of the young in jail is, in fact, itself a fruitful source of crime. The indiscriminate herding together of the young and comparatively innocent with old and hardened criminals in our common jails, has here, as elsewhere, produced in too many cases its natural fruit,—the utter degradation and permanent ruin of the more youthful and innocent prisoners. We, in Canada,

* The Honourable Mr. Justice Hagarty, in an able charge delivered to the Grand Jury of the City of Toronto, on the 12th instant, "On crime and juvenile vagrancy in the City of Toronto," gives some statistics shewing the large number of children in that city who attend no schools, public or private, and the fearfully large number of commitals to jail of children under 15 years of age. It would appear from the official documents cited by the judge, that the school population (that is, those from five to sixteen years of age) of the City of Toronto was 11,595, and that there were 2,777 (or nearly one-fourth of the whole number) not attending any school. The number of children under 15 years of age committed to the Toronto jail for the last five years is frightfully large. The numbers are thus given by the judge:—

1861	71	1860	153
1859	90	1861	73

In Montreal the number of youths of both sexes under 16 years of age committed to the city jail last year appear, from the returns furnished to the House, to be 127.

cannot indeed escape the conviction that we have been systematically manufacturing criminals in our jails, and that hitherto our prisons, instead of being reformatory institutions, have been simply nurseries of vice and hotbeds of crime. It may indeed be said with melancholy truth that we have provided a complete system of education for this portion of our population; but in that system the jails have been our normal schools, and the penitentiary our university.

True, indeed, we have not been singular in our neglect of these helpless and unfortunate children. Older and wealthier communities than ours, even England and France, the nations foremost in the van of civilization in Europe, have, until within the last few years, been as sinfully indifferent to the fate of the pauper children in their midst as we have been in Canada.

Within the last few years, however, a great change has come over the public mind in France and England on this great social question; and in these countries, and also in the neighbouring States, institutions under the names of "Homes," "Industrial Farms," "Refuges," or "Reformatories," have been established—all intended, in a greater or less degree, to meet the wants of this large and unfortunate class.

In our own country, reformatories for juvenile offenders have, within the last few years, been established. These establishments go some way to meet the great social want. They afford an admirable moral, religious, and industrial training to the youths who enter them; but these youths are but a small fraction of the class to which they belong, who have need of such a training. To qualify himself for the reformatory, the boy must be a convict; he must have passed through a jail, and undergone the disgrace of a trial. Reformatories are therefore not available for boys who have not entered upon a course of actual crime, and made themselves amenable to the law. They, in fact, are remedial, but not preventive; their object is to reform the boy who has become criminal, not to train and instruct the pauper boy while yet innocent of crime. This is, of all others, a case where prevention is better than cure. It is better because it is more agreeable, more hopeful, more economical, more humane, and more Christian.

Homes or Refuges, such as I have briefly sketched, would form a kind of intermediate link between our common schools and our juvenile reformatories. While they partake to some extent of the character of both, they are entirely distinct, and properly distinct from both, and form, in fact, their natural and necessary supplement.

CLASSES OF CHILDREN FOR WHOM "HOMES" ARE INTENDED.

From what has preceded, it is evident that "Homes" are intended for the benefit of destitute and neglected pauper children; for children who, but for the intervention of such extrinsic aid, would receive no training or education, and who, from the circumstances in which they are placed, would be drifted, as it were, into a career of vice and crime. This class of pauper children would be found to consist principally of

1. Vicious and incorrigible children.
2. Vagrants.
3. Children without parents or protectors, or children whose parents or natural protectors, from poverty or other causes, are unable or unwilling to afford them that education which they require, and to which they are entitled.

As it is my intention to present here an outline merely of the scheme which I have submitted for the consideration of the Board and of the Government, I do not think it necessary to discuss the objections which have been urged against such a scheme. Those objections I have endeavoured to meet in the report submitted to the Government. Nor is it desirable that I should enter into any details as to the management and support of the "Homes." Upon these and all other matters of detail much valuable information can be obtained from the reports of analogous institutions in other countries, and more particularly from the reports of the refuges, which have for upwards of twenty years been in successful operation in the neighbouring States.

In concluding this brief memorandum, I am anxious to record my own strong conviction that it is not to our penitentiaries, nor yet to our jails, nor even to our admirable reformatories, but to "Homes," or some such institutions, that we must mainly look if we hope with God's blessing to "stand between the living and the dead and stay the plague" of immorality and vice around us.

8. EXTRACT FROM THE PRESENTMENT OF A KENT GRAND JURY.

The Jurors for Our Lady the Queen, upon their oath present:—That we have great pleasure in congratulating this honorable Court, ourselves and our noble country generally, upon the evident diminution of crime, amongst us, of late years. * * * Other and

more pleasing causes, are our unlimited elements of material prosperity, the industry, perseverance and success of our sturdy people; our excellent school system, and our advancement in civilization. * * * An indispensable condition from which Divine protection is to be expected, being purity of morals, we cannot doubt but increased facilities for moral and religious training in our schools, particularly in the cities and towns, may be of the highest importance.

9. EVILS OF STREET EDUCATION.

One cold, rainy day in the year 1850, a stranger came to my father's door. "Never," said my mother, "Shall I forget his countenance. He wore a look of sorrow such as I have never seen upon man before." The wind was howling mournfully down the street, and the rain beating furiously down, in fit keeping with his sorrow, and the tears that inwardly were falling upon his heart.

He said not a word, but with a trembling hand reached out to my father a paper. It was a petition, signed by many of the citizens, to delay, for a few months, the execution of his son. Young A— was a lad of only eighteen years, who then lay in prison, under sentence of death. His crime was arson.

Night after night had the city been alarmed by fires. Fire after fire followed in rapid and terrible succession that winter. So frequent did they become that no citizen retired at night without leaving everything in readiness for a fire, expecting before morning that his house would be wrapped in flames. The watch of the city was doubled, and doubled again, but seemingly to no purpose. Still factories, stables, stores, churches, and even dwelling houses were laid in ruins by the terrible torches of incendiaries. Thousands of dollars were offered for their arrest, but, undiscovered, they continued their work of destruction. At last the vigilant eye of one of the police caught young A—in the very act of setting fire to a building. He was arrested, tried, and sentenced to be immediately hung.

During the course of his trial another young man, of twenty-three years of age, was found to be his accomplice in crime, and received the sentence of death, which was executed in the fall of 1851.

The parents of A—, dressed in the deepest mourning, went with their petition to the Governor. He mercifully granted their request. The sentence was not only delayed, but was eventually commuted to "state prison for life." And, for aught I know, he is to-day dragging out his miserable life within the walls of a prison.

These young men were both members of fire companies. None worked harder than they to extinguish the fires their own hand had kindled. It was the excitement of the fire and the carousal which always followed, but most of all, their street education, which led them to their course of crime. "O," said A—, while under sentence of death, "had I listened to the entreaties of my godly mother to stay at home in the evenings I should not be here!"

In our large towns and cities thousands of young men are annually ruined by their street education. Beyond the restraints of home and in contact with the vile characters who walk our streets in evil idleness through the watches of the night, what wonder that so many perish, and perish so young! There is no place where a young man is so free from temptation as at home, and nothing will sooner lead him to ruin than a street education.—*Christian Advocate and Journal.*

10. THE POWER OF ONE GOOD BOY.

"When I took the school," said a gentleman, speaking of a certain school he once taught, "I soon saw there was one good boy in it. I saw it in his face. I saw it by many unmistakable marks. If I stepped out and came suddenly back, that boy was always studying, just as if I had been there, while a general buzz and the roguish looks of the rest showed there was mischief in the wind. I learned he was a religious boy and a member of the church. Come what would, he would be for the right.

"There were two other boys who wanted to behave well, but were sometimes led astray. These two began to look up to Alfred, and I saw, were much strengthened by his example. Alfred was as lovely in disposition, as firm in principle. These three boys began now to create a sort of public opinion on the side of good order and the master. One boy and then gradually another sided with them. The foolish pranks of idle and wicked boys began to lose their popularity. They did not win the laugh which they used to. A general obedience and attention to study prevailed.

At last, the public opinion of the school was fairly revolutionized; from being a school of ill-name, it became one of the best behaved schools any where about, and it was that boy Alfred who had the largest share in making the change. Only four or five boys held out, and these were finally expelled. "Yes," said the teacher, "it is in the power of one right minded, right hearted boy to do that."

He stuck to his principles like a man, and they stuck to him, and made a strong and splendid fellow of him."

II. Papers on Practical Education.

1. THE HALF-DAY SCHOOL SCHEME.

We have had a visit from Mr. Farrar, of Vermont, who has devoted his attention for a quarter of a century to education, more particularly to the advocacy of combining industrial and mental exercises in schools, so that the pupils shall not have more than three hours of mental work during school hours, the remaining half-day to be occupied in gardening. Mr. Farrar has laid his views before the Teachers' Association of this city. Mr. Robins, the Secretary, states that Mr. F. is "able to do full justice to the scheme by his able and enthusiastic advocacy." We have long thought that children are confined too long and too closely to study, and individuals who have given the subject attention, think that children will perhaps learn as much in three hours with out-door physical exercise, as they can in four or six hours, as schools are at present conducted. Mr. Farrar's plan of connecting gardening with our common schools is a beautiful one, and we should like to see it fairly tried. The exercise would be beneficial to health, whilst the knowledge acquired would be of great value, beside developing in the young a taste for the useful and the ornamental. There is too much forcing in mental education, often at the expense of the physical. The idea being prevalent that the body will grow strong and healthy as a matter of course, its education is seldom thought of, till its vigor is impaired, and the nervous system has lost its tone. The period of school life is one in which the greatest drain is made upon the system, and when the body most needs every agency favorable to its healthy development. We believe it was ascertained several years ago, that a majority of the girls in the Boston schools were suffering from spinal complaints, which medical men attributed to the close confinement to studies, connected with a bad position of the body, the latter often the results of weakness. The time will undoubtedly come when people will recognize the fact that any education is imperfect which does not include the training of the physical frame, and this training is probably most beneficial when connected with useful and pleasant out-door industrial pursuits.—*Witness.*

2. HAVE PATIENCE, TEACHER.

"For precept must be upon precept, precept upon precept: line upon line, line upon line; here a little, and there a little."—Isaiah, 28: 10.

If these words had been written exclusively, for teachers, they could not have been better selected or more appropriate. They embody the very essence of teaching; they point plainly to the only path which leads to true success. And yet, how trying it is to our patience to follow out the direction. "If our work could be done by one mighty effort, how pleasant it would be," we feel tempted to exclaim, "but this constant repetition, this tireless toil and these ever-thronging duties, day after day, week after week, month after month,—oh, how wearisome!" But no great results ever were, or ever will be, achieved by a single stroke of genius; and so we may as well gird on our armour, and be prepared for the slow but sure progress which patience and energy always make. Every portion of the work of education requires thorough and oft-repeated exertions. Principles must be explained and re-explained—ideas presented and re-presented, again and again, until they shall at last take root in the mind. "Precept must be upon precept, and line upon line."

In order thus to labor, faithfully and successfully, the teacher must carefully cultivate the virtue of *patience*. He will need it in the discipline of his school. However much he may desire it, his pupils will not always be patterns of propriety. It is easy for him to imagine a school where every scholar is a perfect little saint, never doing or saying anything out of the way; but he will not find it so in reality,—and if it were it would take away one wide field of usefulness from the teacher's work. As long as men and women do wrong things, just so long will children. A school can not be governed, and perfect discipline maintained, by one giant effort. It would not be surprising if the very point which the teacher dwelt with special emphasis upon in the morning, should be forgotten by a half-dozen rogues before night. And when this is the case, it does no good to scold and storm at the young offenders. "Let patience have her perfect work." Speak kindly but earnestly to them of their faults. Present to them again the motives for good conduct, and once more strive to lead them gently into the right way. Do this, not "seven times" merely, but "seventy times seven" if necessary. In all successful school government, "Precept must be upon precept, line upon line, here a little and there a little."

Again, the teacher needs patience in imparting instruction to his pupils. Let his efforts be what they may, he will find some children whose progress will be slow and almost imperceptible. Principles which seem to him perfectly lucid, ideas which appear as clear as sunlight, will oftentimes require careful and repeated explanations. But these slow-seeing minds ought not to be neglected, nor dwarfed and discouraged by impatient and fretful words. Sir Walter Scott was regarded as almost a dunce when quite young, but in after years the masterly products of his intellect thrilled the world. So, too, has it been in other cases. Minds which have seemed stupid in their earliest developments, have often exhibited a wondrous power in latter life. It is discouraging to a teacher it must be confessed, when he has toiled until his whole system is weary, to see his most earnest efforts fall powerless, and the pupil apparently remain just where he was before. But let him not despond—*nor scold*. Let him be ready to go over the same ground again, step by step, with even more energy and perseverance. No science can be learned in a day. The work of imparting instruction is patience-trying and slow. Here, as elsewhere, "precept must be upon precept, line upon line, here a little and there a little."

Teachers, likewise, need patience in waiting for the results of their labors. The harvest does not come immediately after the sowing:

"The seed must die before the corn appears,
Out of the ground, in blade and fruitful ears;
Low must those ears by sickle's edge be lain,
Ere thou canst treasure up the golden grain."

It would seem pleasant if in one term we could transform our schools into perfect models, but such is not the law of progress. We may do much towards it, yea, very much if we labor aright, yet the harvest will not all come at once. One seed will spring up here, and another there; now a blade, and then a flower will show themselves. Some seeds will germinate quickly, and others will require much patient tending beneath the genial sunshine of gentleness and love. Those classes in Arithmetic and Grammar which have caused us so much anxiety by their slow progress, are nevertheless steadily advancing. Those moral lessons have left marks which will never be erased. *The harvest is coming.*

Then, teachers, "In patience possess ye your souls."

3. WHEN IS A PUPIL TARDY.

There is quite a diversity of opinion among teachers, as to what constitutes tardiness; and, as a matter of course, there is a corresponding diversity of practice in marking pupils for tardiness. Some allow three, five, and even ten minutes after giving the signal to call the school to order, before they consider a pupil tardy. Others draw the lines nearer, but consider no one tardy who is any where in the school-room, or in the building, when the signal is given.

Now if tardiness means not in season, slow, behind time, why not make the limit where common sense would seem to put it, and make every pupil tardy who is not in his or her seat when the school is called to order? Why give any number of minutes grace? An indolent, careless pupil can hardly be expected to make a special effort to be prompt, when he knows that by being a few minutes late, he will not even be marked for tardiness. The loss of time in school to such pupils is nothing to them. They often regard it as a gain, rather.

Every school is supposed to have some kind of a summons for pupils to assemble and enter the building; such as a bell upon the building, a hand-bell rung at the door, or the old fashioned "rap" upon the window. Then there should be a signal inside of the room for commencing school. This should not be a signal for pupils to move towards their seats; but to cease talking and to commence their work; or to be in readiness for whatever exercise there may be at the opening of the school. Of course, then, pupils should be in their seats before that signal is given. When there is a clock (every school-room should have one) they will have no difficulty in knowing when to be in their places. In the absence of a clock, any teacher of ordinary ingenuity can arrange a signal that shall be understood by all the school. A single stroke of a small table bell is sufficient. Beyond this signal, make not a single moment's allowance. The pupil who is just entering the room, and the one midway between the door and seat, are both tardy and should be so marked. This rule should be inflexible. That it can be enforced, we know very well from experience. It is the *easiest* rule for the teacher, and when properly understood, will prove most satisfactory to pupils. It will prevent much tardiness. There can be no doubt that a want of promptness on the part of teachers, encourages tardiness in pupils.

One of the first duties of a pupil is to be in his seat when the school is called to order.‡

4. AUTHORITY OF TEACHERS OVER THEIR PUPILS.

Parents should yield the entire and absolute control of the child to the authority of the school so long as he remains under its control at all. On this point of control, of authority, or government, there is some difference of opinion, especially between parents and teachers. Indeed, a large part of all direct conflict between parent and teacher grows out of this difference of opinion. Let us, then, inquire for a moment, what the authority of the teacher is, and how far it extends.

It has been contended, on the one hand, that the teacher has rightly the control of the scholar from the time he leaves home to go to school till he returns home after the school has closed; and on the other, that his control is limited to the school grounds in school hours. Now, as is usually the case, the truth lies in neither extreme view.

A teacher's legal right to control his pupil, I understand to be this: In the school-house and on the school grounds, in school hours, and with reference to school duties, the teacher has precisely the same authority over his pupil that the parent has over his child when at home and in his own house. He has the same right to admonish, the same right to censure, the same right to chastise, and to chastise with the same degree of severity. Just what would be unreasonable, and for that cause, illegal, in the one case, would be so in the other. When the parent sends his child to the public school, he surrenders to the teacher, for the time being, his own authority over the child, and all control of him whatever; so that he has no more right to demand even his person than a stranger would have, were the child at home.

If now it be asked what right of redress the child has, in case the teacher abuses his authority, I reply, the same that he has when the parent abuses his authority; and at the same time he has this additional guaranty that his rights will be enforced, namely, that in case of the teacher's abuse of power, his parent, who is his natural guardian, is always interested to see that justice is done to his child.

And I do not conceive that the teacher's legal right to control his pupil extends any farther than his moral right, nor any farther than the necessities of the case absolutely demand. I know that to the minds of many parents, there is something abhorrent in the idea of conceding to any one the absolute control of their children, even for a short time; and something more abhorrent yet in granting to another, and perhaps to a stranger, the right to decide upon the guilt or innocence of a darling child; and then, if he deems it advisable, to resort to blows. But this feeling only goes to the extent of proving that the parent is the natural protector of the child, and not that there is necessarily anything wrong in an arrangement that makes it incumbent upon him to yield his authority for a time.

The fact is, the child, at school, as well as at home, must be under the control of somebody. Now, granting that the parent has the right to interfere, even in the smallest degree, in the government of his child in the school, and what follows? Why, the school has a hundred masters instead of one, and each with his distinct, and quite likely different notions of government and discipline. Now, if you require the teacher to heed all these, you require what is beyond the power of human ability to perform. And if not, then come from parent and teacher, conflicting requirements of the same scholar. Then, when the parent orders one thing, and the teacher another, the very important inquiry arises, whom shall the pupil obey? And it is just as true of school as of national government, that its authority must be upheld at all hazards. This failing, its usefulness fails; and soon its very existence ceases.

No;—school government must, so far as the scholars are concerned, be vested in one head. The success of teachers, the good of schools, the safety of pupils, and the peace of parents, all require it alike.

I repeat, then, that it is the parent's first duty, when he sends his child to the public school, to surrender with the child, freely and entirely, his control over him.

As to the teacher's right and duty to control his pupils out of school hours and beyond the school grounds, the case is not always so clear. It is, however, well settled that the teacher has the right to detain pupils for cause, for a reasonable time after the close of the usual school hours. But the question has been asked me, "How long and how far does the teacher's authority extend?" To this no definite answer can be given; the extent of authority depending entirely upon the circumstances of each particular case, and generally being determined by the necessities of the case. In short, it may be stated as a general principle, that just so far as the maintenance of school government, and the general good and interest of the school require that the teacher should hold pupils responsible for what is done outside of school hours and school grounds, just so far he has a right to hold them responsible. This right it is no less the duty than the interest of parents to recognize and respect.—*Mr. Dunton, in Mr. Dike's Bath Report.*

5. SCHOOL MANNERS.

A few words on this subject is what many need, but what most persons would resent if addressed to them personally. It is hoped that these few words will not be taken amiss, but secure your approbation.

In the first place,—never lose your temper—on any condition whatever; how muchsoever cause you may think you have for so doing, just as surely as you do, with it you will lose the deference and respect due you from your pupils. I wish the importance of this could be appreciated. I have heard teachers shouting with rage at a scholar. Such an act is most detrimental to a teacher's success.

Nearly as unfavorable a result is attained by forming a habit of scolding. No matter how much impression is made on a school by the first act, a repetition of it weakens the teacher's influence much. It is best to form a habit never to command a scholar till he has at least refused to comply with your request. It is always better to ask a scholar to do a thing than to command him, as there are but few scholars who will not comply with a kind request willingly, while a command would needlessly irritate.

I must deprecate entirely the use of tobacco in any form. The man who uses that weed is not fit for a school-house. Chewing substances of any kind, spitting, blowing or picking the nose, cleaning the nails, or drumming or tattooing with the fingers, are habits which should be utterly abolished from the school-room.

The position is an object of importance in the school-room. The teacher should abstain from tipping back in his chair, "sitting down into himself," or placing the feet on the stove or table. He should in standing as well as sitting maintain an erect position of the body. He should in all cases avoid an indolent position.

Previous to entering the school-room, the teacher should have his face, hands, nails, and teeth, perfectly clean. His hair also should be neat. Inattention in these particulars will have its influence on the pupils. The teacher should move about the room as quietly as possible, and to accomplish this end he should discard all "creaking boots" and wear slippers. His linen should be scrupulously neat. He should do his best to keep dirt from the floor and seats. His stove should be kept clean; his books in order on his desk, not in confusion, and free from dust.

While the teacher should avoid noise and be quiet in the school-room, he should show energy. This covers a multitude of sins. The energetic man is the man for the world; other men may succeed, but none so easily as he. In short, the teacher should be a perfect gentleman in the school room, if nowhere else. He should recollect that his pupils are receiving impressions which years, perhaps, cannot efface, and which will have a lasting influence on their characters. "A word to the wise is sufficient."

6. POLITENESS IN CHILDREN.

It is a graceful habit for children to say to each other, "Will you have the goodness?" and "I thank you." We do not like to see prim, artificial children; there are few things we dislike so much as a miniature beau or belle. But the habit of good manners by no means implies affectation or restraint. It is quite as easy to say, "Please give me a piece of pie," as to say, "I want a piece of pie." The idea that constant politeness would render social life too stiff and restrained, springs from a false estimate of politeness. True politeness is perfect ease and freedom. It simply consists in treating others just as you would like to be treated yourself. A person who acts from this principle will always be said to have "sweet, pretty ways with her." It is of some consequence that your daughter should know how to enter and leave a room gracefully; but it is of prodigiously more consequence that she should be in the habit of avoiding whatever is disgusting or offensive to others, and of always preferring their pleasures to her own.—*Home Journal.*

7. A WORD TO THE BOYS ON POLITENESS.

When the Duke of Wellington was sick, the last thing he took was a little tea. On his servant's handing it to him in a saucer, and asking him if he would have it, the Duke replied, "Yes, if you please." These were his last words. How much kindness and courtesy is expressed by them! He who had commanded the greatest armies in Europe, and was long accustomed to the tone of authority, did not despise or overlook the small courtesies of life. Ah, how many boys do! What a rude tone of command they often use to their little brothers and sisters, and sometimes to their mothers. They order so! This is ill-bred and unchristian, and shews a coarse nature and a hard heart. In all your home talk, remember—"If you please." Among your playmates, don't forget "If you please." To all who wait upon or serve you, believe that "If you

please" will make you better served than all the cross or ordering words in the whole dictionary. Don't forget three little words—"If you please!"—*Godey's Lady's Book*.

III. Biographical Sketches.

No. 42.—DAVID KINNEAR, ESQ.

We deeply regret to hear of the death of David Kinnear, Esq., for many years the senior editor and proprietor of the *Montreal Herald*. He died on the 20th of November, after a long illness. Mr. Kinnear was born in Edinburgh, in 1807, and was therefore in his 55th year. He was the son of Mr. Kinnear, the celebrated Scottish banker, and studied for the Scottish bar, to which he was admitted as a member, but never followed the profession. In his youth, we believe, he was acquainted with many of the literary celebrities who shone at the beginning of the present century, particularly with Sir Walter Scott, Mr. John Murray (the publisher), and Hogg (the Ettrick Shepherd.) Mr. Kinnear came to this country about 25 years ago, and bought a farm in the Eastern townships. During the rebellion he was appointed a stipendiary magistrate in that part of the country, and lived for some years in Napierville and Frelighsburg. Coming to this city, he edited for some time the *Montreal Gazette*; and from this journal he went to the *Montreal Herald*, with which he has been connected for about 18 years. His earlier political opinions were Conservative; but latterly they inclined to the Liberal side, and he acted with the party which has been called "Rouge." He belonged to the Church of England up to the time of his death. He has left behind him a wife and a large family. Mr. Kinnear was a man of reading, as well as an acquaintance with the world, and his stock of information was large,—a fact which his writings exhibited. His loss will be regretted by many friends whom he has left behind him in this city and the Eastern townships. There have been times at which political controversy may have been bitter between him and us—perhaps too bitter; but this we can say, that never at any time when political strife or the rage of party waxed hottest, were the private relations of friendship between him and the present conductors of this journal ever interrupted. Mr. Kinnear did not, as we have tried not do, on any occasion sink the character of gentleman in the political partizan; and his fair name was not soiled by any dishonour. His grave is too early found, and none but kindly memories of ours will follow our brother journalist there.—*Montreal Gazette*.

No. 43.—DAVID THORBURN, ESQ.

The funeral of the late David Thorburn, Esq., took place at Stamford. His neighbours of all sects and all parties marked by their presence their sense of the bereavement they had suffered. Many old friends from great distances attended to pay the last tribute to departed worth. Deputations from the chiefs of the Six Nations and Massissiga Indians were there. With these people he had for many years been officially connected. They had for many years looked up to him as their counsellor and friend, and they manifested genuine grief at his departure. Mr. David Thorburn was born in Roxburghshire, Scotland, and came to this country in the year 1817. For many years he successfully followed mercantile pursuits and gained the esteem and respect of all with whom he had any business transactions. His love of political science, and the possession of a well stored mind, to which may be added ready powers of debate, soon marked him out as a fit person to represent what was then called the South Riding of Lincoln in Parliament. His election in 1834 was severely contested, being only gained by a majority of one; but such was his devotion to all his constituents that in the two succeeding contests for the same district his majorities successively increased, till, on presenting himself to the electors for the fourth time, he was returned by acclamation. For many years he also held the honourable and responsible appointment of Warden of the old Niagara District, which then included the three important counties of Lincoln, Welland and Haldimand; and several valuable tokens of esteem and respect for him, whose chief aim was to watch over and benefit those who had entrusted him with their confidence, were from time to time presented to him. The severe loss and mortification which, at the height of his fame as politician and warden, he suffered by the failure of the Suspension Bridge Bank, in 1844, in which he was a Director—unfortunately a nominal one—weighed heavily upon him. Trusting and confiding himself, he was but little suspicious of the designs of others, and his altered position from this circumstance determined him to take leave of public life. His popularity in Parliament, however, was so great among all parties—for all admired his liberality of sentiment, his earnest manner in debate, and his unas-

suming and gentlemanly bearing towards all with whom he might happen to differ—that even in the moment of reverse of fortune Sir Charles Bagot's Government offered him a seat in the Cabinet as Inspector General, which, however, he declined to accept; and, although strongly advised by his political friends to remain amongst them, he took his final leave of politics on being appointed by the same Government to the office of Indian Superintendent. This office, as is well known, he filled with great efficiency, and applied to it the same energy and devotedness that had characterized his conduct as a politician, and which, as we have already said, won for him the love and respect of the Six Nations, who loved to address him as their father, and he them as his red children.—*Globe*.

IV. Miscellaneous.

THANKSGIVING-DAY.

Come, uncles and cousins, come, nieces and aunts;
Come, nephews and brothers—no won'ts and no cant's;
Put business and shopping, and school books away,
The year has rolled round—it is Thanksgiving Day.*

Come home from the college, ye ringlet-haired youth;
Come home from your labours, Ann, Katy, and Ruth;
From the anvil, the counter, the farm, come away,
Home, home with you, home, it is Thanksgiving Day.

The table is spread, and the dinner is dressed—
The cooks and the mothers have all done their best;
No caliph of Bagdad e'er saw such display,
Or dreamed of a treat like a Thanksgiving Day.

Now children revisit the darling old place,
Now brothers and sisters long parted, embrace;
The family ring is united once more,
And the same voices shout at the old cottage door.

The grandfather smiles on the innocent mirth,
And blesses the Power that has guarded his hearth;
He remembers no trouble, he feels no decay,
But thinks his whole life has been Thanksgiving Day.

Then praise for the past and the present we sing,
And trustful await what the future may bring;
Let doubt and repining be banished away,
And the whole of our lives be a Thanksgiving Day!

2. THE CROWN PRINCE AND PRINCESS OF PRUSSIA.

(Paris Correspondent of the *Montreal Herald*.)

From one of the most trusted and trustworthy of the Physicians of the Royal Family of Prussia, and from one of the Foreign Ministers resident of the Court of Berlin, who have recently been here I learn that, the young couple on whose heads will descend, in the natural course of things, the Crown of Prussia, is one of the happiest to be found in any station upon the surface of our little planet, the husband and wife mutually adoring each other, and outvying one another in their adoration of the two babies, who have already made their advent in the nursery to which the Prussians are looking with so much satisfaction. The Crown Prince never touches spirits, takes very little wine, and rarely goes beyond a single glass of beer. The young couple live in a pretty little palace, in a new street, called the *Victoria Strasse* in honor of the Princess; and they are to be seen, two or three times a day, walking out, arm in arm, or in their favourite little low open carriage, which the Prince always drives himself, chatting and laughing, evidently in the gayest spirits, and on the best possible terms with each other. Since the death of the Prince Consort, which has been a terrible blow to them, the young pair are, of course, much less gay in manner than formerly; but their good understanding is not likely to have been impaired by the great sorrow which they have shared together. The Princess possesses a very clear and sound head, an excellent heart, and a very resolute will; she never interferes in matters not fairly coming within the sphere of her present position and duties, but, wherever she can act with effect, her action is very decided. She has not introduced all manner of English ways into her own housekeeping arrangement, but has quietly got rid of several scores of little troublesome matters of detail in the stiff formalities of Court-etiquette hitherto held sacred within the precincts of Prusso-royal rigidity. The King and Queen are extremely fond of her, and let her have her way, from sheer affection for her, on many points in

* Thursday, 4th December.

regard to which it is probable that they would have preferred seeing her manifest more respect for their martinet ideas. The Queen, a goodhearted and intelligent, but rather haughty woman, loves her daughter-in-law with enthusiasm, and never speaks of her without some endearing epithet, "my beloved daughter," "my darling Victoria," and so on. When she first went to Berlin, she was very naturally the object of every sort of flattering attention at Court, and the praises of her grace, her goodness, her *esprit*, and all the various qualities attributed to her, were dinned into her ears until she was tired of hearing of them, till, one day, when she had been informed of her perfections until she could stand it no longer, she rose from her chair, saying with a laugh, "Dear Ladies, you are certainly extremely kind, and my Royal Highness is really very much obliged to you," bowed gaily to the astonished circle of courtly flatterers, and tripped merrily out of the room.

Whatever she does, or declines to do, she invariably justifies by the remarks, "It is always so in Mamma's household;" or "Mamma never does so," and she has more than once met some attempt to shew her that certain unceremonious doings of hers are not "proper" in a Crown-Princess, by the conclusive remark, "Mamma is Queen of England, and she does so and so; it cannot therefore be improper for me to do so."

The young mistress of the little palace had no sooner got her furniture in order than she took in hand the women-servants of her establishment, insisting that they should wear white caps and white aprons, as in England. Finding that their young mistress was firm in her resolution, the servants decided that it was better to keep a good place than throw it up, even at the sacrifice of their darling display. None of the maids left the palace; and two days afterwards every shiny head was duly shrouded in a neat white cap of the English pattern. It is said that caps are now becoming quite common among the servant girls of Berlin.

Whenever the Prince and Princess give a State dinner in their little palace, the latter has the two babies brought in, as a matter of course, at the desert; a thing unheard of in the annals of Prussian royalty. My informant was present, with the rest of the *elite* of the diplomatic circle, at a diplomatic dinner given by them a couple of days before he left Berlin. He says that the two children, charmingly dressed, fat, happy, and merry, were brought in to the dining-room as soon as the cloth was removed, the baby being placed in the lap of its proud young mother, the elder child on its father's knee, and duly complimented, admired, and allowed to take a minute drop of wine, and a little fruit, with as little ceremony as though they were not a king's grand children.

"The sight of the happy young couple, their delight in their babies, and the pleasant domestic atmosphere of their home, all struck me as constituting one of the pleasantest sights I have ever seen in my diplomatic career; and I heard the same feeling expressed by others of the guests," said the diplomat in question, in recounting the scene.

"The amount of influence exercised by the Princess," observed the same gentleman, "is really most remarkable, when one considers how very young she is, and how extremely stiff are the Prussian court and the people of Berlin in their notions. Her influence is felt in every direction, and is always most beneficial. With her common-sense English ideas and habits, her liberal and progressive sympathies, her constitutional predilections, and above all, her frankness, simplicity, directness, and her genuine goodness and kindness, she is doing wonders among those slow German heads, and her presence in the Court of Prussia is a blessing alike to its princes and its people."

The Princess is, as may well be imagined, a general favourite with all classes. My diplomatic friend, who has often witnessed the cordiality with which the young pair are received on all public occasions, happened to be passing along the Victoria-Strasse, not long since, on some public anniversary (the King's birth-day, if I remember rightly), just as a crowd had assembled under the windows of the Crown Prince's palace, and were cheering its inmates in a lusty style. One of the windows soon opened, and the Prince and Princess came out upon the balcony, the latter leading out her little son and the former carrying in his arms the baby, which he held up, with a smile, to the admiration of his future lieges, tossing it up and holding it up above his head, while the little creature stuck its little fat thumb into its mouth alternately sucking it and laughing, and crowing in a state of great delight, cheered the Prince and his family more lustily than ever.

The Princess keeps up all her old habits and avocations. She paints very well, is a very good musician, reads a great deal, and takes an active interest in her household. She is very fond of gardening; and, in her letters to her family, gives careful directions for the training, pruning, and manuring of their favourite trees and plants, all planted with her own hands, in her gardens at Windsor and at Osborne. One lady, much at our own Court, tells me she has often seen her, before her marriage, coming in from an hour or two's hard

work among her pets, with her apron full of green peas, or early potatoes, which she was carrying to the kitchen, with an injunction that they were to be sent up in a dish by themselves to the Queen. Another tells me how she has often seen her busy among the pans of milk and cream, in her own private dairy, or with her arms covered with flour up to the elbows, deep in the manufacture of cakes and pies, in the beautiful little kitchen set apart for the house-keeping experiment of the royal children, where they mixed up dough, whipped up syllabubs, baked, boiled, stewed, and did just as they pleased; the milk and butter, the eggs and the fruit, being all of their own raising.

The Princess Victoria, a favourite with all who knew her, and said by those acquainted with the members of the Royal Family of England, to be as good and charming as she is clever, is an especial favourite with the Empress Eugenie. During the visit of the Emperor and Empress to England, the latter contrived to procure, from some one about the Princess, the most exact measures of her person, and of the various articles of her toilette. From these measures, on her Majesty's return to Paris, she caused a doll to be made, exactly representing the Princess; and, for this doll, a *trousseau*, including every item of a most complete wardrobe, was prepared, by the first makers of the capital. Dresses, bonnets, mantles, shawls, shoes, underclothes, everything that a young lady can be supposed to wear, were made for this doll, under the Empress's personal superintendence, and all of the richest quality, and in the most exquisite taste. The whole was then sent to the Princess by the Empress, with a charming letter, begging her acceptance of the doll and her wardrobe. The beautiful and costly gift, presented with such ingenious delicacy, was received by the young Princess with very natural pleasure; and many of the articles of her doll's wardrobe were worn by her while at the Tuilleries, when she came to Paris with the Queen, Prince Albert, and Prince of Wales, in 1855.

How many changes seven short years may bring. How little was it supposed, when all Paris was agog for a sight of the sovereign who was rightly declared to be as exceptionally happy in her domestic relations as preëminent in the dignity and splendor of her throne, that the lapse of so brief a period was sufficient to change that happiness into mourning, and shroud the splendor of that position in the gloom of a bereavement for which even the possession of a throne can offer no consolation.

3. ENGLISH SCHOLARS AND STATESMEN.

It is nothing new for English statesmen to be accurate and profound scholars. Curran, the Irish orator, carried his Virgil always in his pocket; and his biographer found him crying over the fate of the unhappy Dido, in a Storm at sea, when every other person on board would have seen Dido hung up at the yard-arm with indifference.—Fox, the English orator, statesman, and historian, complains, in his letters, of the *interruptions* of politics, while he speaks with delight of whole days devoted to the classics. Sheridan pored over Euripides day and night, and drew from the Greek poet the inspiration of his eloquence. Pitt was the best Greek scholar in the kingdom—so says Lord Grenville, who was his constant companion in such studies. His apartments were strewn with Latin and Greek classics; and they were, at all suitable times, his favourite theme of conversation. Sir Robert Peel won the first honour of the University, at Oxford, both in the classics and the mathematics. In his inaugural address, when entering on the lord-rectorship of Glasgow University, he declared that "by far the greater proportion of the chief names that have floated down, and are likely to remain buoyant on the stream of time, are those of men eminent for their classical tastes." "Take the Cambridge Calendar, or take the Oxford Calendar for two hundred years," says Lord Macanlay, "look at the Church, Parliament, or at the Bar, and it has always been the case that the men who were the first in the competition of the schools were the first in the competition of life." And so thoroughly are the leading minds in Great Britain convinced of this truth, and the practical interest which it involves, that by a recent law of Parliament, civil and military appointments at home and in India are based on competitive examinations in classical and mathematical studies. We are not surprised, therefore, when we see statesmanship and scholarship go hand in hand in Great Britain.—*Bibliotheca Sacra*.

4. MORAL EFFECTS OF THE VOLUNTEER MOVEMENT.

Among the papers read at the recent Social Science Congress, was one by Captain Macgregor, of the London Scottish Corps, on the "Moral, Social, and Hygienic effects of the Volunteer Movement." We select the portions relating to the moral effects, and omitting the arguments to show that the uniform, drill, discipline,

&c., must have a favourable tendency, come to the practical testimony: What is the effect of this upon a man's general character? An energetic officer of Volunteer Engineers writes as follows:—

"With rare exception, I find the men are decidedly improved in manner, character, and conduct. I have found that desire for promotion and to be considered a smart 'drill' has had the effect of counteracting any tendency to idle habits. Moreover, the study that is necessary to become acquainted with the duties of engineers has left but little time for dissipation and vice. I have found that many men in my company have not only attended the drills twice a-week, but also lectures and classes on field-works. I am particular in ascertaining the reason for irregular attendance at drill, and I have strong grounds for believing that idleness very rarely, and dissipation and vice never, has been the cause."

Another correspondent says: "The check is in the mixture of classes producing (1) a dislike, which gradually becomes habitual, to do that which the conscience or the decencies of society forbid in the presence of a superior; (2) the reflection that that which is evidently objectionable when committed by our inferiors under our eyes must be unbecoming and 'low' in ourselves."

A member of one of the largest corps in London says:

"Many men whose conversation was most objectionable and most vicious, gradually learned that their common tone of thought and conversation was offensive to many of their comrades, and I believe really were ashamed of it, and endeavoured to restrain it."

The effect is not only upon a man, a company, or a regiment, but is visible throughout a whole town or district at once.

A colour-sergeant of the Edinburgh Volunteers says:—"I believe that the movement has been an enemy to idleness, dissipation and vice." And an officer in Scotland mentions a case in which a volunteer once addicted to drinking was reclaimed by the effect of a quiet rebuke, upon which his mother went to the commandant, and "thanked him for his kind and faithful dealings with her son."—*London Record*.

5. CHARACTERISTICS OF THE SOUTHERNERS AS DEVELOPED BY THE WAR.

The Rev. Dr. Bellows, an abolition clergyman of New York, recently addressed a convention of Unitarians, and in the course of his remarks said:—"No candid mind will deny the peculiar charm of Southern young men at College, or Southern young women in society. How far race and climate, independent of servile institutions, may have produced the Southern chivalric spirit and manners, I will not here consider. But one might as well deny the small feet and hands of that people as deny a certain inbred habit of command; a talent for political life, and an easy control of inferiors. Nor is this merely an external or flashy heroism. It is real. It showed itself in Congress early and always by the courage, eloquence, skill and success with which it controlled majorities. It showed itself in the social life of Washington by the grace, fascination, and ease, the free and charming hospitality by which it governed society. It now shows itself in England and in France by the success with which it manages the courts and circles of literature and fashion in both countries. It shows itself in this war in the orders and proclamations of its generals, in the messages of the rebel Congress, and in the essential good breeding and humanity (contrary to diligently encouraged impression) with which it not seldom divides its medical stores, and gives our sick and wounded as favourable care as it is able to extend to its own. It exceeds us at this moment in the possession of an ambulance corps. I think the war must have increased the respect felt by the North for the South. Its miraculous resources, the bravery of its troops, their patience under hardships, their unshrinking firmness in the desperate position they have assumed, the wonderful success with which they have extemporized manufactures and munitions of war, and kept themselves in relation with the world in spite of our magnificent blockade; the elasticity which they have shown in threatening again and again our capital, and even our interior, cannot fail to extort an unwilling admiration and respect. Well is General McClellan reported to have said (privately) as he watched the obstinate fighting at Antietam, and saw them retiring in perfect order in the midst of the most frightful carnage, 'What terrific neighbours these would be! We must conquer them or they will conquer us.'"

6. "MY WIFE AND CHILD."

[A correspondent, "Southron," sends us the following, with a request for its publication in our columns. It is from the pen of the famous "Stonewall" Jackson, written while he was with the United States Army in Mexico, of which army he was then, as he is now of the Confederate, a brave and efficient officer. Our correspondent thinks Gen. Jackson must be accorded the merit of a true

poet. The pathos of poetry and true affection were never more justly delineated.]

The tataro beats—the lights are gone;
The camp around in slumber lies;
The night with solemn pace moves on,
The shadows thicken o'er the skies;
But sleep my weary eyes hath flown
And sad, uneasy thoughts arise.

I think of thee, oh, dearest one,
Whose love my early life hath blest—
Of thee and him—our baby son—
Who slumbers on thy gentle breast;
God of the tender, frail and lone;
Oh, guard the gentle sleepers rest.

And hover, gently hover near
To her whose watchful eye is wet—
To mother, wife—the doubly dear,
In whose young heart have freshly met
Two streams of love so deep and clear—
And cheer her drooping spirits yet.

Now, while she kneels before Thy throne,
Oh, teach her, Ruler of the skies,
That while by Thy behest alone
Earth's mightiest powers fall or rise,
No tear is wept to Thee unknown,
No hair is lost, no sparrow dies!

That thou can'st stay the ruthless hands
Of dark disease, and soothe its pain;
That only by Thy stern commands
The battle's lost, the soldier's slain,
That from the distant sea or land
Thou bring'st the wanderer home again.

And when upon her pillow lone
Her tear-wet cheek is sadly pressed,
May happier visions beam upon
The brightening current of her breast—
No frowning look nor angry tone,
Disturb the Sabbath of her rest.

Whatever fate those forms may show,
Loved with a passion almost wild—
By day—by night—in joy or woe—
By fears oppressed, or hopes beguiled,
From every danger, every foe,
Oh! God protect my wife and child!

THOMAS JEFFERSON JACKSON.

V. Educational Intelligence.

CANADA.

— WHITBY SCHOLARSHIP EXAMINATION.—The competition for the scholarship in the Senior County Grammar School for the County of Ontario for 1862-3, which were instituted by the Head Master, William McCabe, Esq., took place in the Grammar School Buildings last Tuesday. After a careful examination, conducted by D. Beach, Esq., the first scholarship was awarded to Charles H. Olreke, of Pickering, and the second to William H. Flint of East Whitby, both of whom, we hear, acquitted themselves with much credit. These scholarships appear to be serving a good purpose in bringing together pupils from different parts of the county, thus exhibiting the comparative efficiency of the respective schools. This was the first year the scholarships have been open to the county, and we hope, when the value of them becomes better understood, to see the number of competitors greatly increased. Mr. McCabe deserves much credit for the interests he has taken in his profession, and in the welfare of students, in instituting these scholarships. His endeavours in this respect cannot fail to avail him in securing the assistance of the County Council—at least, we think they ought not.—*Whitby Chronicle*.

— SCHOOL DRILL.—The Port Hope *British Canadian* says:—We understand that it is in contemplation by the Board of School Trustees, to engage the services of Sergeant-Major Simms, for the purpose of drilling the pupils attending the Union School. We some time ago

recommended the introduction of military exercises, and we are glad to see that the Board have taken the matter in hand.

— ROMAN CATHOLIC SEPARATE SCHOOL PRESENTATION, PETERBORO'.—*"Dear Miss Meany,*—We, the children of the Roman Catholic Separate School, having long enjoyed the benefit of your assiduous attention to our moral and educational improvement, have long desired an opportunity to testify to you the deep sense of gratitude for your zeal for our advancement. Through the kind offices of a few friends the long wished for occasion now presents itself. The trivial offering of a pair of candlesticks and snuffers is but a slight attestation of the love and respect we ever shall entertain towards you." Miss Meany replied as follows;—"My Dear Pupils,—Your offerings and expressions of love and gratitude are most gratifying to me. During the eight years I have had charge of this school I have daily seen your love and respect for me in your docility and ever ready obedience. This, as well as the pleasure of doing good, has rendered my work very agreeable. In returning you and your very kind friends my most heartfelt thanks, I assure you that the recollection of this day will aid my sense of duty in labouring for the advancement of the children confided to my care, not only in the knowledge useful in this life, but also in that which leads to eternal life."—*Review.*

— LAYAL UNIVERSITY.—We have read with great pleasure a short history of the Laval University in this city, published lately by Messrs. Coté & Co., Quebec. The charter was granted in 1852, and the institution owes its origin to the enlightened policy of the Catholic clergy of Canada, and to the liberality of the Seminary of Quebec. It has been erected and endowed solely from the funds of the Seminary, or monies raised on its credit, and has already cost upwards of £74,000. The library and Museums are among the best on this continent, and are yearly increased on a scale of princely munificence. In the academic year of 1860 and '61, the expenses were \$14,626 81, and the receipts \$2,693 33. The determination has been to fix as high a standard of qualification as possible, so that those who should be fortunate enough to take their degrees there may rank as high as the alumni of any University in Europe or on this continent. The late lamented Mr. Cassault, first Rector, a gentleman respected and admired by all who knew him, had his heart and soul in the success of the undertaking, and his favourite maxim was "quality not quantity." There are now in existence four courses of lectures, on Theology, Law, Medicine and Arts. As is natural, in so new an University, the number of those who follow the curriculum is not numerous, but the many advantages held forth to our youth, and especially to the Catholic youth of Canada, require only to be known to fill its halls. To the English-speaking students, considerable difficulty is presented by all the lectures of some of the chairs being delivered in French, but this, we believe, has arisen from accidental circumstances, and, in the course of time will, no doubt, be removed. Of this University, self-supported and independent of government aid, Lower Canada has reason to be justly proud, and to the enlarged liberality which originated, created, and foster it, all fathers of families are deeply indebted. The Seminary of Quebec, by their conduct in this matter, have shown how fully they recognise that education, enlightenment and religion go hand in hand, and that in the words of the German philosopher, "knowledge is the torch of Christianity." It is stated that negotiations have been commenced for the purpose of affiliating all the Roman Catholic classical colleges of Lower Canada to Laval University. The *Journal de l'Instruction Publique* says that the Rector of the University and the Director of studies of the Quebec Seminary recently visited Montreal and St. Hyacinthe on business connected with this movement.—*Quebec Chronicle.*

— INAUGURATION OF MORRIN COLLEGE.—The Inauguration of this College was held on Thursday evening at the Masonic Buildings, St. Louis Street. The room in which the ceremony was performed is small, and a great number of visitors could not therefore be accommodated. The room contains an oil painting of the late Dr. Morrin. The likeness is very striking, and is suspended beneath a canopy tastefully arranged. There is also an elevated dais with a chair for the Principal. The chair was taken by the Rev. Dr. Cook, Principal, at half past seven o'clock. He briefly explained the circumstances under which the Morrin College had been established, and in accordance with the express desire of its lamented founder, now no more, Dr. James Morrin, and as set forth in the Deed of Gift. A commencement had been made under hopeful auspices, and he (Dr. Cook) therefore pronounced Morrin College duly opened. After an appropriate prayer, the students, eighteen in number, then came forward and signed the roll of the College. Dr. Cook then proceeded to define the purposes of the College, which was not intended, he remarked, to be solely

a school of Divinity, although the wish of the founder would be carried out—namely, that proper provision should be made for young men desirous to enter the ministry of the Church of Scotland. It was rather intended to form and train the minds of young men by means of a thoroughly liberal collegiate course, so necessary as a preparation for the choice of a profession; so useful and dignifying to those who follow the honourable calling of mercantile pursuits. With regard to the prospects of the college, he would remark, that they were much better than could have been anticipated, and it was his (Dr. Cook's) ardent hope that the intention of the founder should, in every particular, be followed out. The Rev. Mr. Hatch then delivered his introductory lecture. As we understand it is the intention of this gentleman to prepare his lecture for public circulation in pamphlet form, it will also be more satisfactory to read his clever address entire than a mutilated synopsis, which we are now only in a position to publish. The accommodation afforded to members of the fourth estate was not as complete as might have been expected; but this deficiency we overlook when taking into consideration the smallness of the apartment in which the ceremony was held.—*Quebec Daily News.*

— RIMOUSKI COLLEGE.—We understand that the Industrial and Agricultural College of Rimouski has been opened in the old church of St. Germain, which was obtained for that purpose, the building formerly occupied by that institution having been found altogether too limited. There are 120 pupils attending the courses. Besides the director, the Rev. Abbé Potvin, there are five professors conducting the several departments. Efforts are being made to collect a suitable library, composed mainly of works relating to arts and agriculture, for the use of the students.—*Quebec Chronicle.*

BRITISH AND FOREIGN.

— ENGLISH INDUSTRIAL SCHOOLS.—A return respecting certified industrial schools, made up to the end of March, states that there are 26 such schools in England, and 18 in Scotland, and that the whole number of children in them under magistrates' orders was at that date 329 in England, and 288 in Scotland. Seven of the schools in England have been certified under the Act of last session, and the return gives a list of the children committed to these by magistrates—some for stealing, others for begging, or for being destitute or without home, or "sleeping out," and three for not being under control, two of the three being sent on the prosecution or application of the mother.

— RAGGED-SCHOOL UNION, ENGLAND.—In connection with the Union there were in 171 school buildings 201 Sunday-schools, with 25,000 scholars; 172 day schools, with above 18,000 scholars; and 211 evening schools, with above 9,000 scholars. The industrial schools were 3,600, and the voluntary teachers numbered 2,800. The appeal for a special fund of £3,000 had been responded to, to the extent of £2,000, and it was hoped that the other £1,000 would soon be forthcoming. The gross income had been £8,600.

— EDUCATION OF THE NEGRO RACE.—A meeting was lately held in London, for the purpose of promoting a scheme for the education of the negro race, along with the whites, in the New York Central College, under the presidency of the Rev. C. P. Grosvenor, D.D. Mr. Outhwaite presided, and the scheme was advocated by the Rev. Dr. Grosvenor, Rev. Dr. Hugh Allen, Rev. C. Stovel, Hon. and Rev. Baptist Noel and others.

— TRINITY COLLEGE, GLENALMOND.—The Scotch papers contain an interesting account of the annual commemoration of this College, which, under the management of its Warden, Dr. Hannah, who has this year been elected Bampton Lecturer at Oxford, seems fast winning its way to the foremost rank among the educational institutions of Great Britain. Amongst the pupils to whom Honours were awarded, we observe with pleasure the name of young Lord Bruce, Lord Elgin's eldest son, who was born at Quebec in 1849. Lord Bruce is noted as Dux of the Third Form, also as First in his class of Modern Languages, and the gainer of a First Prize determined by the general examination. It is gratifying thus to see the son of our former distinguished Governor, giving such early promise of thus honourably maintaining the dignity of his ancient house.

— BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.—The annual meeting of this association took place at Cambridge, on the 1st ult. Interesting papers were read by Professors Owen, Huxley, Harley, Ansted and others of eminence; and discussions took place, in which some of the most learned and able men in the United Kingdom participated. There was a large and brilliant attendance of visitors.

— **ANNUAL REPORT ON ENGLISH EDUCATION.**—The Committee of the Privy Council have issued the report of their proceedings in 1861, of which the *Times* of this morning gives the following summary:—In the course of the year the number of schools, or departments of schools, under separate teachers, which were inspected, increased by 497, the number of children by 65,758, of pupil teachers by 742, of certificated teachers by 987; of students in training for teachers 43; new school accommodation was created for 47,103 children. The 60 inspectors visited 10,900 daily schools, or departments of schools, and found present in them 1,028,890 children (five boys to four girls,) 8,069 certificated teachers, and 15,498 apprentices. The inspectors also visited 39 training colleges for teachers, occupied by 2,869 students, and examined these and 2,782 candidates; besides visiting 442 schools for pauper children, containing 30,000 inmates, and 58 ragged or industrial schools, containing 4,411 inmates. The Privy Council Committee notice that while making a certificated teacher a condition of annual grants, they have provided for the granting of certificates to younger and humbler classes of candidates for service in small schools, and that they are now engaged in revising the subjects wherein teachers are required to be examined. Teachers' certificates are not the monopoly of a class; they are not confined to former pupil-teachers or to students from normal schools, but any teachers whatever, who have obtained two favourable reports by the inspector upon their schools, may be presented by their employers as candidates. The Committee express their hope that by the encouragement they have given to the instruction of infants, as a foundation, and to the instruction of evening scholars, as a continuance of the elementary day-school, a road has been marked out for the solid and suitable education of the classes who support themselves in independence by manual labour. This, indeed, is not the whole of the work to be done; but the education of the pauper class, on the one hand, and of the emigrant or criminal class, on the other, are now rigidly dealt with by legislation as separate parts of the question; and with, by way of supplement, the Missionary action of Sunday-schools and ragged-schools, the Committee feel justified in expressing a confident hope that no part of the great field of education for the poor remains unknown or uncared for, and that in the midst of many difficulties and more differences progress is being everywhere made. A subsidiary measure of great importance consists in the increased powers now vested in the Charity Commissioners for dealing, by a cheap and expeditious process, with small endowments; and the responsibility thrown by recent measures upon the local managers of schools is likely to direct their attention to their resources derivable from an improved application of existing endowments.

— **BRITISH MILITARY EDUCATION.**—The report of the Council of Military Education for 1861 has been published. It appears that for more than 38 per cent. of the men in the ranks the most elementary education is required; 19 per cent. can neither read nor write; and above 19 per cent. can only read but not write. 7.44 per cent. have a superior degree of education; the remaining 54 per cent. can read and write. The great hindrance is an irregularity of attendance. Attendance of soldiers at school is no part of military discipline, and cannot be legally required. The Council submits that there would be no hardship in its being made obligatory upon every recruit to learn to read and write before he is dismissed to duty, and becomes less able to give regular attendance at school. School fees for adults have been already abolished, except for the more advanced classes; but to retain fees for these is a tax upon progress, and as it is found that the men generally leave school as soon as they are called upon to pay, and only return in order to qualify for promotion, the utmost received is not considerable, and the Council are of opinion that the sacrifice of the fees would be more than compensated by the advantage which the service would derive from having in its ranks a large number of men possessed of a respectable degree of education. In the Royal Artillery and the Foot Guards education had received due attention of late, and the result has been that the proportion of men unable to read and write has been reduced nearly one-half since 1858—in the Artillery from 40 per cent. to 25, and in the Foot Guards from 20 per cent. to 11. Where the officer in command affords to the school his countenance and support, the result is that the educational system attains its full development, non-commissioned officers and men alike profit by it, and a taste is acquired for other pleasures than those of the public-house. The Council report that the machinery for education is good and ample, and they are confident that the extension of elementary education among the men will be carried far beyond the present unsatisfactory limits as soon as the one great impediment which now exists, namely, the irregu-

larity of the attendance, shall be wholly or even partially removed. This report, the first since the transfer of the supervision of the schools of the army from an Inspector-General to the Council, is signed by Lieutenant-General Knollys, Major-General Portlock, Canon Mosely, and Colonel Elwyn and Addison.—*London Educational Times.*

— **RELIGIOUS INSTRUCTION IN ARMY SCHOOLS.**—The Secretary of State for War has caused to be issued an amended series of instructions to be observed by army schoolmasters, as follows:—The schoolmaster is to open the school at nine a.m., with the Lord's Prayer, with or without the addition of one or more collects from the Book of Common Prayer, or with one of the forms which may be expressly authorized for this purpose. He is to proceed to give a collective Bible lesson, or to read and explain a short passage of Holy Scripture taken from the authorised or the Douay version. The attendance of adults at this instruction will be entirely voluntary. The parents of children who are not of the same religious persuasion as the schoolmaster, will be at liberty to send such children to school at the hour for commencing general instruction, viz., 9.30 a.m. . . . On two days in each week an hour will be set apart for specific religious instruction under clerical direction. . . . No secular instruction, whether literary or industrial, is to be carried on in the same room during its employment for the purpose of religious instruction; and no religious instruction is to be given by the chaplain or other clergyman except at times fixed by the commanding officer, or on Sundays.

— **UNIVERSITY OF DUBLIN.**—The Earl of Rosse is to be the Chancellor of the University of Dublin, in the room of the late Lord Primate. The Lord Justice of Appeal has gracefully retired, that one of the greatest living ornaments of science may be elected without opposition.

— **MIDDLE-CLASS EXAMINATIONS IN IRELAND.**—The Queen's University in Ireland is following the example of Oxford and Cambridge, in instituting middle-class examinations for candidates who are not members of the University. The first of these examinations were held simultaneously in Dublin, Belfast, Cork, and Galway.

— **UNIVERSITIES IN ITALY.**—There are twenty Universities in the Italian Kingdom as at present established. The kingdom of Sardinia Proper contains three, viz., at Turin, Genoa, and Cagliari; Lombardy one, at Pavia; the Emilian Provinces four, Bologna, Ferrara, Modena, and Parma; the Marches three, Camerino, Macerata, and Urbino; Tuscan three, Florence, Pisa, and Sienna; Umbria one, Perugia; the Neapolitan Provinces one, Naples; Sicily three, Catania, Messina, and Palermo. Three of these Universities are free, viz., Camerino, Ferrara, and Perugia; those of Macerata and Urbino receive a small endowment from the State. Those of Bologna, Modena, Parma, Catania, Messina, and Palermo have large endowments of their own. The number of educational establishments of the highest class in the Italian kingdom, counting six Schools of Science established since the "Liberation," amounts to twenty-six.

— **AUSTRIAN UNIVERSITIES.**—An Austrian nobleman, Baron de Silberstein, who has just died at Vienna, has by will bequeathed 200,000 florins to each of the Universities of Vienna and Prague, to be employed in assisting poor students.

— **THE RUSSIAN GOVERNMENT AND THE UNIVERSITIES.**—We (says the *N. Y. Observer*) noticed last year the violent measures of the Russian Government in closing the University and imprisoning some of the students. Letters from St. Petersburg to the 15th of October, report upon the still unsettled state of affairs. The soldiers were out on the 14th, and were actively engaged in driving the people and students from the ground between the University and the Academy of Fine Arts. The secret police tried to seduce the students to attend a meeting called by the spies themselves but had failed, the students having even postponed a meeting called by themselves. It is reported that the young gentlemen are behaving very well. There were still about seventy in the fortress. The University is now not only shut, but dissolved. An order is placarded all over St. Petersburg announcing the dissolution, and directing all who wish to become students at the University, as it is about to be reconstituted in accordance with the regulations lately issued, to send in petitions to that effect before Saturday. A letter from St. Petersburg, dated 25th October, says:—Last Wednesday the gates of the University were re-opened under the protection of two squadrons of gendarmes and a company of Cossacks. On Thursday a strong manifestation was made. The police doubtless expected it, as the number of corps had been increased. Some refractory students were arrested in the halls of the University, which they had entered without the permission of the authorities. About 200 others were driven into

the court, surrounded, and then seized. Blows were given with the butt ends of muskets, and blood was shed. This is attributed to various causes. Some say the head of police ordered a charge; others that the students were wounded while endeavouring to rescue their comrades.

VI. Departmental Notices.

NORMAL SCHOOL.

The present Session of the Normal School will terminate on the 22nd December. The next Session will commence on the 8th of January. Application for admission should be made not later than the first week of the Session.

NOTICE TO CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.

The Committee of Examiners appointed by the Council of Public Instruction for Upper Canada, meets in the Normal School Buildings, Toronto, on the last Monday in June and the first Monday in January of each year. Candidates are required to send in their names to the Chairman of the Committee one week previous to the day of examination.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

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

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

NEW MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a map of steamship routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department. Price \$6.

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

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library

Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

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

ASSORTED PRIZE BOOKS IN PACKAGES,

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows:

Package No. 1.	Ditto	Cards,	5cts. to 70cts each	\$10
" No. 2.	Ditto	ditto	5cts. to \$1.00 each	\$16
" No. 3.	Ditto	ditto	5cts. to \$1.25 each	\$20
" No. 4.	Ditto	ditto	10cts. to \$1.50 each	\$26
" No. 5.	Ditto	ditto	10cts. to \$1.75 each	\$30
" No. 6.	Ditto	ditto	10cts. to \$2.00 each	\$36
" No. 7.	Ditto	ditto	15cts. to \$2.25 each	\$40
" No. 8.	Ditto	ditto	15cts. to \$2.50 each	\$46
" No. 9.	Ditto	ditto	15cts. to \$2.75 each	\$50
" No. 10.	Ditto	ditto	20cts. to \$3.00 each	\$56
" No. 11.	Ditto	ditto	20cts. to \$3.25 each	\$60
" No. 12.	Ditto	ditto	20cts. to \$3.50 each	\$66
" No. 13.	Ditto	ditto	25cts. to \$3.75 each	\$70
" No. 14.	Ditto	ditto	55cts. to \$4.00 each	\$76
" No. 15.	Ditto	ditto	25cts. to \$4.25 each	\$80
" No. 16.	Ditto	ditto	30cts. to \$4.50 each	\$86
" No. 17.	Ditto	ditto	30cts. to \$4.75 each	\$90
" No. 18.	Ditto	ditto	30cts. to \$5.00 each	\$90
" No. 19.	Ditto	ditto	35cts. to \$5.25 each	\$100
" No. 20.	Ditto	ditto	35cts. to \$5.50 each	\$120

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* * Trustees are requested to send in their orders for prizes at as early a date as possible, so as to ensure the due despatch of their parcels in time for the examinations, and thus prevent disappointment.

PRE-PAYMENT OF POSTAGE ON BOOKS.

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

MAGIC LANTERN EXHIBITIONS TO SCHOOLS.

M^R. T. J. WIGGINS proposes giving exhibitions of the Magic Lantern to Schools in various parts of Upper Canada, and desires to add the following certificate by way of introduction to them:—

This is to Certify that we have been acquainted with the bearer, THOMAS J. WIGGINS, for more than Thirty Years, and know him to be a good moral man, and that from misfortune in losing his sight, in so far as to debar him from working at his trade, and also the loss of property by fire he now is exhibiting certain paintings, &c., for the purpose of procuring an honest living,—therefore is recommended to the favorable consideration of a Christian public.

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