

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

L'Institut a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- | | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Coloured covers /
Couverture de couleur | <input type="checkbox"/> | Coloured pages / Pages de couleur |
| <input type="checkbox"/> | Covers damaged /
Couverture endommagée | <input type="checkbox"/> | Pages damaged / Pages endommagées |
| <input type="checkbox"/> | Covers restored and/or laminated /
Couverture restaurée et/ou pelliculée | <input type="checkbox"/> | Pages restored and/or laminated /
Pages restaurées et/ou pelliculées |
| <input type="checkbox"/> | Cover title missing /
Le titre de couverture manque | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> | Coloured maps /
Cartes géographiques en couleur | <input type="checkbox"/> | Pages detached / Pages détachées |
| <input type="checkbox"/> | Coloured ink (i.e. other than blue or black) /
Encre de couleur (i.e. autre que bleue ou noire) | <input checked="" type="checkbox"/> | Showthrough / Transparence |
| <input type="checkbox"/> | Coloured plates and/or illustrations /
Planches et/ou illustrations en couleur | <input checked="" type="checkbox"/> | Quality of print varies /
Qualité inégale de l'impression |
| <input checked="" type="checkbox"/> | Bound with other material /
Relié avec d'autres documents | <input type="checkbox"/> | Includes supplementary materials /
Comprend du matériel supplémentaire |
| <input type="checkbox"/> | Only edition available /
Seule édition disponible | <input type="checkbox"/> | Blank leaves added during restorations may
appear within the text. Whenever possible, these
have been omitted from scanning / Il se peut que
certaines pages blanches ajoutées lors d'une
restauration apparaissent dans le texte, mais,
lorsque cela était possible, ces pages n'ont pas
été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion
along interior margin / La reliure serrée peut
causer de l'ombre ou de la distorsion le long de la
marge intérieure. | | |
| <input checked="" type="checkbox"/> | Additional comments /
Commentaires supplémentaires: | | Continuous pagination. |

JOURNAL OF EDUCATION,

Upper Canada.



Vol. VII.

TORONTO: AUGUST, 1854.

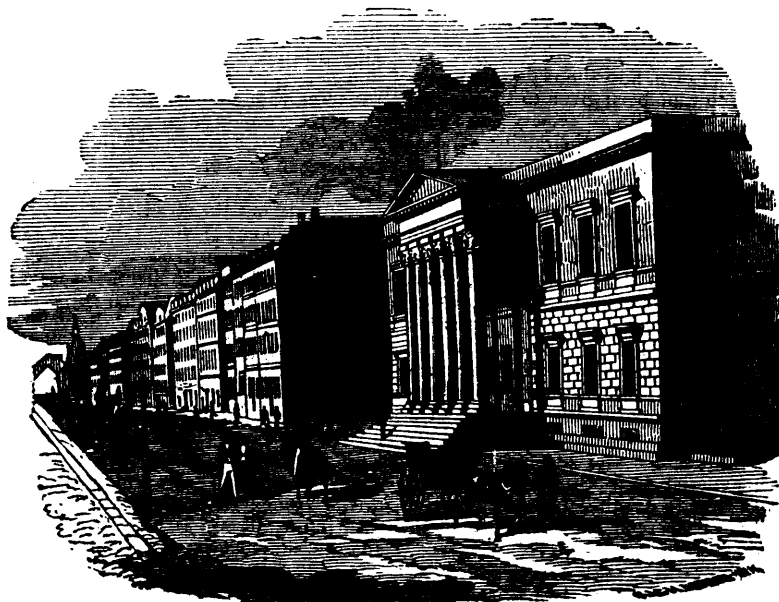
No. 8.

CONTENTS OF THIS NUMBER.

	PAGE
I. Frankfort City Library	125
II. Hints on the Preservation of the Health of the Teacher and Pupil	126
III. Is Teaching the Grave of the Intellect?	128
IV. An Evening among Ragged Schools	130
V. The German and Swiss Teachers	130
VI. A Code for the School	131
VII. EDITORIAL.—1. The Promotion of Public Libraries in Upper Canada. 2. Official Answers to Questions proposed by Local School Authorities. 3. To Local Superintendents. 4. Gram- mar Schools a National Concern.....	142
VIII. MISCELLANEOUS.—1. Boy Literature. 2. Children, Time, and Money. 3. Children <i>versus</i> Colts. 4. Observe Punctuality in all your Engagements 5. Idleness. 6. Give your Children Education	135
IX. EDUCATIONAL INTELLIGENCE.—1. Canada Monthly Summary. 2. Essex County Grammar School. 3. British and Foreign Monthly Summary. 4. Middle Class Education. 5. The Edu- cational Exhibition in London.....	136
X. LITERARY AND SCIENTIFIC INTELLIGENCE.—1. Monthly Summary. 2. Canadian Geological Collection. 3. The Literary Pensions for the Year. 4. Prizes of the French Academy. 5. Statistics of the Bible. 6. Statistics of Russia. 7. The Aland Islands. Physical Features of Japan.....	138
XI. Advertisements.....	140

River Main, close to the Ober Main Thor. It contains sixty thousand volumes of books, or one volume for every inhabitant. It also contains, as curiosities, two pair of Luther's shoes. In addition, it possesses Luther's portrait, which was formerly kept in the Römer, or Town house, and a marble statue of Goethe, by Marchessi. The library is open four days in the week to all the citizens of Frankfort, both as a reading and a reading library; but for borrowers, not being citizens of Frankfort, some citizen must be responsible. In addition to the "Town Library," there are also four other libraries in Frankfort accessible to the public. They are, however, of minor importance.

Frankfort is rich in collections connected with literature and art, and in establishments intended to promote them. The chief of these are Städel Institute, so named after its founder, a Frankfort banker, who bequeathed about £80,000 to establish a public gallery and school of art, and whose views have already



FRANKFORT CITY LIBRARY.

The Town Library of the free City of Frankfort on the Main, in Germany, was founded in 1484. It is situated in a very handsome new building, as seen in the engraving, facing the

been carried out to a considerable extent, by the formation of a good picture gallery and other collections; the Senkenberg Museum of Natural History, containing many rare specimens brought from Egypt, Nubia, and Abyssinia, by the traveller

Büppel; the town library, possessed of 60,000 volumes, and several valuable MSS., and other curiosities, besides a picture gallery. In the garden of the banker Bethmann is to be seen the beautiful and well-known statue of Ariadne, by Dannecker. The literary and other scientific associations include a medical institute, physical, geographical, and polytechnic, and several musical societies. The chief educational establishments are the gymnasium, the Muster, the Middle, several other public, and numerous private schools.

Within the town no fewer than 29 squares are counted; but the far greater part of them are very paltry. The most deserving of notice are the Rossmarket, the largest of all, with a fine fountain in its centre; the Paradeplatz, the Liebfrauenberg, the Paulsplatz, and the Römerberg. The last is perhaps the richest in historical recollections, and possesses, in the Römer or town-house, a venerable structure, of which the following description may be interesting:—It is of very early date, and is supposed to have derived its name from the Italian, commonly called Römer (Romans,) who, at the great fairs of the town, lodged their goods in it. It was first purchased by the magistrates in 1405, and, continuing to undergo successive alterations and additions, was not completed in its present form till 1740. In the course of the changes made upon it, all uniformity of design has been lost, and it has hence become a large pile of not much architectural merit. Its chief interest lies in its interior. In one of its halls, the Wahlzimmer, the electors of the empire met and made their arrangements for the election of the emperor, and the Senate of Frankfort now holds its sittings. In another, the Kaisersaal, the emperor was banqueted after his election, and waited on at table by kings and princes. The ceiling of this hall has been richly decorated by modern artists, with strict adherence to the original style, and its walls contain niches filled with 52 portraits, being those of the whole German Emperors, in regular succession, from Conrad I. to Francis II.

HINTS ON THE PRESERVATION OF THE HEALTH OF THE TEACHER AND PUPIL.

The increasing experience of medical men, and the elaborate statistics of disease which have from time to time been given to the reading public, all tend to prove that the various classes of society are, from their habits of life and other circumstances attending their different occupations, liable to diseases and disordered states of health peculiar to themselves, and either resulting from, or controlled by, those circumstances. Thus, those who have the charge of youth, whose occupation is sedentary, who are confined for several hours during the day to the desk and the school room, who have their share of anxiety, and who are daily subject to occurrences calculated to "try the temper," and disturb their equanimity, are liable to certain disordered states of health arising from these causes; and there are also various deviations from health, to which the schoolboy is subject. Frequently he is taken from "his paternal fields," or his "native hills," with their pure bracing air and enlivening prospects, to exchange his unbounded freedom and his rustic amusements for the comparative restraint of a schoolastic establishment, and a regular routine of study and application. It is intended to give a few hints, for the preservation and restoration of the health of those exposed to the influences above mentioned—not to treat of diseases already existing, but to show the means best calculated to prevent their occurrence, or to check them when in their most simple and initiatory form.

To no man is the possession of the "*mens sana in corpore sano*" of more value than to the teacher, for without the latter the former is of little avail, and often becomes a cause of pain, rather than a blessing. So close is the connection and sympathy between the body and the mind, that it is impossible for disordered functions to exist for any length of time in the one without seriously affecting the other; and there are certain diseases of the digestive organs, or (as they are commonly called) dyspeptic affections, which, by causing mental depression, drowsiness, inability to fix the attention, and mental irritability, will

unfit the strongest-minded man for any occupation requiring the exercise of patience, perseverance, and judgment. But although it is generally admitted that the possession of good health is the greatest of earthly blessings, and that without it learning, honour, success, and everything else for which man toils, are unsatisfactory, and in their enjoyment do not repay the labour of their acquisition; still we too often see its maintenance neglected and trifled with, and made a secondary consideration rather than a primary object. The advice given by Sir Horace Mann to a young friend about to commence his studies for the bar—advice founded upon years of painful experience and regret—should be deeply impressed on the minds of all who have to earn their daily bread, or maintain their position in society, more by the exertion of the brain than the labour of the hands. He says:

"First you need health. An earnest student is prone to ruin his health. Hope cheats him with the belief that if he can study now without cessation he can do so always. Because he does not see the end of strength, he foolishly concludes there is no end. A spendthrift of health is one of the most reprehensible of spendthrifts. I am certain I could have performed twice the labour, both better and with greater ease to myself, had I known as much of the laws of health and life at twenty-one as I now do. In college I was taught all about the motions of the planets as carefully as though they would have been in danger of getting off their track if I had not known how to trace their orbits; but about my own organization and the conditions indispensable to the healthy functions of my own body, I was left in profound ignorance. Nothing could be more preposterous. I ought to have begun at home, and taken the stars when it should come to their turn. The consequence was, I broke down at the beginning of my second college year, and have never had a well day since. Whatever labour I have since been able to do, I have done it all on credit instead of capital—a most ruinous way, either in regard to health or money. For the last twenty-five years, so far as it regards health, I have been put from day to day on my good behaviour, and during the whole of that period, as a Hibernian would say, if I had lived as other folk do for a month I should have died in a fortnight. . . . Health has a great deal to do with what the world calls talent. Take a lawyer's life throughout, and high health is at least equal to fifty per cent, more than brain. Endurance, cheerfulness, wit, eloquence, attain a force and splendour with health, which they never can approach without it. It often happens that the credit awarded to intellect belongs to digestion. Though I do not believe that genius and epepsy are convertible terms, yet the former can never rise to its loftiest heights unaided by the latter. . . . Again, a wise man, with a great enterprise before him, first looks round for suitable instruments wherewith to execute it, and he thinks it all important to command these instruments before he begins his labour. *Health is an indispensable instrument for the best qualities and highest finish of all work.*"

The maintenance of health is by no means so difficult, nor does it require so much skill as is sometimes imagined. Nature teaches her own laws, (even the brute will avoid that which instinct teaches him will be hurtful), and she always warns before she permanently punishes any breach of those observances which are necessary for our well-being. Health is not to be maintained, nor even restored, by the "practice of domestic medicine," or by the administration of the various advertised panaceas with which our daily and weekly journals abound; neither those compounds of gamboge, colocynth and blue pill, vended by Morrison, Holloway and Co.,—nor Du Barry's ground lentil powder, rejoicing in the euphonious title of *Revalenta Arabica*,—nor even the well directed prescription of the legitimate practitioner,—will be of service without the strict observance of certain rules and regulations, the performance of which depends entirely upon the patient himself. As we have touched on the subject of "quackery," perhaps it will not be out of place to mention a kind of "quackery" which has often done much harm, and which is frequently practised in large schools and other establishments for the young; we mean that kind of "domestic practice" which—with Graham, or Culpepper, on the one hand; and senna, salts, rhubarb, and perhaps such potent medicines as calomel and antimony on the other—looks into the "books" for a local pain or isolated symptom of disease, as though it were consulting a lexicon, and then administers the supposed remedies as freely, and with as little compunction, as though it was merely explaining the simple meaning of some ambiguous word or intricate sentence. Now this is wrong; for supposing the case to be one really requiring medicine, if the "dose" given does no harm, it wastes time, and perhaps allows a simple ailment to become actual disease; and besides, when the medical attendant is called in, he finds the symptoms masked by the effects of the drugs which have been taken, and cannot be so decided in his measures as if there had been no previous interference. But to proceed. It is one of the fixed and immutable laws of nature that no one organ or system of organs can be long exercised to the neglect and desuetude of the rest, without eventually leading to morbid changes in the over-exercised or neglected organs, or both. In those who read attentively, think deeply, and study diligently, the brain is the organ constantly employed; but the brain in addition to

the function of thought, has to supply nervous energy to maintain the stomach in its integrity, so that it may have the inclination to receive and the power to digest food. The heart also requires the assistance of the brain to give it power to propel the vital current through the blood vessels, giving off various important secretions during its passage through the secretory organs, supplying and nourishing those parts which have been removed by natural or accidental means, until it is returned through the veins, reaches the lungs, there to be exposed to the vivifying and purifying effect of contact with the air and become fitted for the purposes of life, and is finally passed on to the heart, ready again to pursue the same course. Now, all the various processes of digestion, assimilation and nutrition are dependent upon a due supply of nervous power to the organs by which these processes are carried on; and hence it will be evident, from the brief physiological sketch already given, that to keep the brain constantly employed, and at the same time to supply the lungs with an impure and deficient quantity of air, must lead to derangement in some of the vital functions.

These deviations from health soon become evident; the countenance tells tales: the appetite disappears, or becomes fastidious and squeamish; instead of buoyancy of spirits and energy there is a quiet gravity, and but little inclination for light and healthy amusements; but still the mind does not perceive the enfeebled state of the body, unless from some sudden impulse, or the occurrence of events which recal old associations, there is an effort to display the physical energy which existed before a studious life was commenced. Yet although under these circumstances there is not positive disease, still there is a condition of the system liable to disease. Atmospheric changes, which before were borne with impunity, readily give rise to catarrh and other disorders of the respiratory organs. Any slight impropriety in diet or indulgence at table, which at one time caused but little and transient inconvenience, is now followed by days of uneasiness; such as nausea, loss of appetite, thirst, and headache, showing that there is a deficiency in the "healing power of nature," and teaching the suffering that law of nature which insists that even a man's habits and enjoyments must be in conformity with his occupation and position in life. Why is it that those of studious and sedentary habits exhibit the countenance "sicklied o'er with the pale cast of thought?" Because the brain, as it were, monopolizes the nervous energy, and the heart, deprived of its proper share, does not possess sufficient power to propel the blood into the smaller vessels on the surface of the body; and because the blood itself, not having been properly purified and oxygenated by contact with pure air when passing through the lungs, it is vitiated in quality as well as decreased in quantity; and it is partly from this latter cause that we see the pimpled face and the various forms of skin diseases to which those of sedentary habits are liable.

Why does the appetite for food fail, and why is it that the small quantity taken often remains as a load to the stomach, causing pain, heart-burn, acidity, offensive breath, and unpleasant taste in the mouth? Because the stomach does not receive a sufficient supply of nervous influence to manifest the *sensation* of hunger; and because the food taken, instead of being subjected to the process of digestion, which is purely a vital process, and one especially governed and maintained by nervous influence, undergoes the same fermentation and putrefaction as all animal and vegetable substances do when exposed to the effects of moisture and warmth; hence acids are formed, gases are extricated, and irritation is caused by an effete and useless mass.

These facts and physiological explanations are thus plainly given, because, by-and-by, important rules for the maintenance of the health, both of teacher and pupil, and, in fact, of all whose occupations are sedentary, will be deduced from them. To proceed. Not only do the functions of the stomach and the power of the heart suffer, when the brain is the organ chiefly exercised, but likewise the nervous system itself suffers; sometimes as an effect or concomitant of gastric derangement, sometimes as an affection *per se*. There is a state of the nervous system from which those of studious and sedentary habits occasionally suffer, which plainly and painfully shows the effects of intense application and mental exhaustion. It is one which cannot be explained in terms intelligible to those who have never experienced it; and although often made the subject of unkind remarks and unfounded suspicions, still it is, in some cases, an affliction as distressing as any to which the scholar is incident. We mean those sensations which are implied by the expression "How nervous I feel," and which are only known, in their real intensity and suffering, to the debilitated, the anxious, and the studious. Under this state of the nervous system the most trivial circumstances will annoy; a thoughtless word said in the most innocent jest will cause mental pain, an "ant-hill" of difficulty will appear a mountain of opposition. With a will disposed to study and acquire information, the least mental effort requires a forced application, and the simple process required to hear and attend to a question and frame a reply, even if that reply be but a monosyllable, is irksome.

Then, again, there are certain disordered states of the nervous system, or, rather of particular nerves, brought on by close and studious

habits, (but in which a disordered state of the digestive organs is an almost constant concomitant), which are evidenced by pain and other disordered states of sensation, or of the nerves supplying the organs of sense. First, and most agonizing of these diseases, stands that nervous affection called "tic doloireux"; which, from the frequency with which it attacks those of high intellectual attainments and devotion to study, has been designated "the curse of intellect, and the penalty of application."

The nerves supplying the various organs of the senses may be impaired in their function by a disturbed state of circulation within the head, induced by a close and continuous study. In the eye, for instance, vision may be weakened, constituting short sightedness; or perverted, as occurs in those who cannot perceive the distinction of colours; or the impression conveyed to the brain by the optic nerve may be entirely imaginary, to which perversion of function may be referred black spots floating in the air, ocular spectra, and other illusions. In fact, each of the three functions of the brain—namely, sensation, thought, and voluntary motion—may be deranged by constant application and want of exercise and fresh air. In support of this assertion, cases might be cited from innumerable authors, both of the past and the present day; but it is not necessary to refer to them, for doubtless many of the readers of this paper have, either in themselves or in others who have come under their notice, had many opportunities of observing the pernicious effect of confinement and close study. The mind requires rest as well as the body. We know that long continued muscular exercise causes fatigue; and that after a certain time no manual task is performed either with satisfaction or comfort. It is the same with mental labour. The ardent student, forgetting everything but the attainment of his ambition, may for a time—thanks to a natural good constitution and the regularity of his previous habits—labour without intermission; but soon sleeplessness, dyspepsia, and a host of nervous ailments, remind him that he has a body to care for as well as a mind to cultivate, and that he must not transgress the laws ordained by nature for his own conservation, without paying the penalty of his commissions and his omissions; his mind becomes less vigorous, his memory less retentive, his perception less acute, his judgment less accurate; he becomes melancholy, irritable, and captious, and a gradual increasing imbecility of mind, and weakness of the body compels the total abandonment of all intellectual pursuits: whereas, had he but studied in moderation, allowed himself exercise and relaxation, attended to any deviation from health in the functions of his body, he might have gone on increasing his store of knowledge; for if his progress had been more slow it would have been more free from the interruptions caused by bad health, and consequently more sure. The error of our taxation and continuous mental labour is most common in the meridian of life, when the mental powers appear to be fully developed, and to exist in their full integrity. They demand to be actively employed; the mind seems capable of so much that there appears to be no limit to its capabilities. It is now that genius and a cultivated intellect make their mightiest efforts; they enter the race from which there is no turning back, and in which there is no resting place, with the determination "*aut Caesar, aut nullus.*" For a time no uneasiness is felt; success, and the pleasure of success, attend every step; the mind, under this stimulus, appears able to master every difficulty and to grasp every undertaking; but the season of mental depression must come, and that which was before all splendour and pleasure now becomes gloom and heaviness. Let the man who is endowed with superior genius, learning, or talent, pause before he abuses and wears out the great and noble gifts with which Providence has blessed him; let him remember that they are given him to use not to abuse; and that it is his duty, both to himself and to his fellow-man, to endeavour to preserve his mental powers in their integrity for many years, not to sacrifice them in a few.

In a paper published in the "English Journal of Education" of August, 1853,* teachers and parents were warned of the dangers of youthful precocity. A few more remarks bearing on that subject now become necessary. During childhood and early youth the various vital functions of the body are in an extraordinary degree of activity, for they have many and important offices to perform. The pulse of a child beats nearly twice as many times during a minute as that of a man, and the action of the lungs is in a like increased proportion; consequently a copious supply of pure air is necessary, that the blood when passing through the lungs may be rapidly and perfectly purified and oxygenated, for this is the intention of the accelerated respiration; and therefore, without plenty of pure air, no child can properly increase in stature and strength.

In boyhood, the rapidity of these actions is diminished; in adolescence, still more decreased; and when manhood is attained, and the bones have received their solidity, the muscles become braced and toned, and the processes of assimilation and nutrition become directed to the maintenance, not to the building up and increase of the body;

* On the Moral and Intellectual Management of Children.

then the pulse "ticks temperate music," the step is firm, the frame is upright, and all the functions of the body are those of a man. Now it is a remarkable fact, founded upon anatomical and physiological observations, that in infancy and early youth the nervous system is more perfectly and definitely formed than any other parts of the system, from which we may infer that the functions of the nervous system are especially necessary for the healthy growth and maintenance of the body. It has been shown that the desire for food is purely a nervous sensation, and is entirely dependent upon a proper supply of nervous power to the stomach. We all remember how acute the sensation of hunger was in our boyhood, and how unwelcome was the announcement, "dinner put back two hours." In those days we very rarely felt the bad effects of a hearty dinner, as manifested by inactivity and drowsiness, because the stomach had sufficient nervous supply to originate the desire for food, and likewise rapidly to digest and prepare for assimilation the food taken; and, as with the stomach, so with every other organ of the body whose functions were dependent upon a free supply of nervous energy. The action of the heart was soon accelerated, the cheek soon reddened from exercise or emotion, and the senses of taste, hearing, touch, &c. were acute, if not accurate. Another fact may be mentioned; it is, that in healthy infancy two-thirds of the child's existence is passed in sleep; and, even in boyhood and youth, the deprivation of rest and want of a proper period of sleep is hardly borne and acutely felt. During sleep the nervous system is not called upon for any manifestations beyond those which are directed to assist the various nutritive, assimilative, and secretory functions of the body. The senses are at rest, no objects are presented to excite the imagination, to exercise the mental powers, or to call forth any manifestation of the passions and emotions, and therefore the vital functions receive that which the growth and support of the body requires—an unlimited and uninterrupted supply of nervous energy. Even in the prime of life, sleep, rest, mental quietude, an idle brain, are absolutely necessary for the repair of the body and the restoration of its strength; how much more necessary then must sleep be, when not only the restoration, but the growth of the frame has to be sustained. After a time the body is so far built up, its organs and their functions sufficiently developed, and its integrity so far secured, that the brain can spare some of its nervous energy to be bestowed upon its own culture. The intellectual powers begin to manifest themselves, and, in addition to the functions of sensation and voluntary motion, the brain is sufficiently matured to evolve the faculty of thought, not that the germ and dawning of thought and intellect do not exist from very early days, but that they are in a rude and disconnected state, and not sufficiently defined to be made available, or to be directed to any useful purpose. In the paper before referred to, it was shown that there is sufficient of intellect, even in very early infancy, to require the fostering care of a parent to be guarded from hurtful impressions and bad examples, and to be prepared for future culture. What is now meant is a sufficient maturity of brain, which after the body has acquired a certain amount of healthy development and strength, is in a proper state to receive and appreciate regular and systematic education, and from eight to ten years of age is quite early enough to make the brain share its energies between our animal and intellectual existence.

We never saw a precocious child a healthy one; for although there might not be any evident disease, and his appetite was good, perhaps ravenous, still the shrunken limbs, the soft flabby muscles, the languid movements, and waxy complexion, plainly showed that the function of nutrition and assimilation, which are purely vital functions, were imperfectly performed. The brain monopolised the nervous energy; the body was impoverished. From the facts already stated, and from the remarks made when speaking of the effects of close mental application and confinement upon the adult constitution, it will be evident that the young are liable to suffer when placed in similar circumstances. Fortunately, however, there is in youth, not only a natural resiliency, a readiness quickly to change from the grave to the gay, and to play as well as to work in earnest; but there is also an aptitude in the constitution to recover speedily from depressing influences, and to maintain the bodily functions in their integrity under every untoward circumstance, the "*vis medicatrix naturæ*" exists in the plenitude of its power. Children and youths, when afflicted with acute diseases, generally recover rapidly when the complaint once begins to mitigate in its severity, and a short period of convalescence restores them to their accustomed health; whereas the same diseases occurring in the adult, or in the prime of life, are frequently for a long time doubtful as to their termination, and involving a long and tedious recovery. This healthy mental and physical reaction, natural to youth, is an important consideration to those who have the care of their education, for upon it the principle may be founded, that there is no harm in strict and close attention, during the period allotted to study, if there is likewise a sufficient time given for rest and relaxation.

Boys, when first sent to school—especially if they have not been previously subjected to control, or been called upon to exercise their mental powers—generally suffer from some form of gastric derange-

ment. This may be, and in some instances is, partly "home sickness;" but it may likewise be often traced to want of tone in the stomach itself, or to its becoming overloaded. The appetite for food does not at once accommodate itself to their altered circumstances, and the stomach is called upon to do its former amount of labour with a diminished supply of power wherewith to perform it: hence there is frequently nausea and vomiting, which is a healthy effort of nature to get rid of the offending matter; or else there is pain in the abdomen and diarrhoea, showing that some portion of the food has passed downwards in a crude and undigested state. These disordered states of the digestive organs are likewise often due to the cakes, sweetmeats, and other hurtful compounds with which a kind sister or fond mother furnishes the "school-box." Catarrhal and other affections of the organs of respiration are very common ailments during a boy's first school-year. The tone of his system generally is usually somewhat lowered by the change in his habits: he has less active exercise, is exposed to the effects of the different temperatures of the school-room and the play-ground, perspires freely when joining in the sports of his playmates, and does not get quite as much pure air as he has been accustomed to inhale—all these influences, together with the physical changes resulting from the determination of a portion of his nervous energy to the studies necessary for his education, exercise their effects, and render him more liable to suffer from atmospheric changes. But although these affections are sometimes attended with a considerable degree of fever, and appear sufficiently alarming, they generally yield to very simple treatment if noticed in their commencement. The eruptions and skin diseases from which schoolboys suffer may generally be traced to impurities in the blood, arising from the mal-assimilation of food, and the want of sufficient pure air to oxygenate the blood when passing through the lungs, and to inactivity and want of tone in the skin itself, by which its pores become clogged and its functions imperfectly performed. Much may be done to prevent the occurrences of these unsightly affections by the observance of precautions to be noticed by-and-by. There is such a thing among schoolboys as "shaming" to be ill; and although this morbid and depraved state of mind may generally be detected, still it is sometimes a great source of annoyance to the teacher. If the teacher will not believe in the existence of the boy's illness, his parents and friends often will; and if a bad state of health should accidentally supervene, the teacher is blamed for unkindness and want of sympathy, without deserving any censure whatever. Besides a disordered state of the system may be induced by fretfulness, discontent, pining, and ill-temper, and perhaps its first symptoms are manifested just before the boy is seen by his parents. The most prudent plan in these cases is to obtain the opinion of some experienced and conscientious practitioner, and to act upon it. It is true, we "cannot see a pain;" but from an examination of the pulse, the tongue, the state of the secretions, the appetite, and other evident indications, some idea may be gathered as to the general health of the body; and if, a long with these observations, the boy's natural disposition, his liking or repugnance to study, and his general conduct, are taken into consideration, an opinion may usually be formed not very far from the truth. A boy who will practise deceit of this kind is a pest to any scholastic establishment; for not only is he a constant source of anxiety to those to whose charge he is committed, but likewise he sets an example to his companions which they are apt to imitate, especially if they perceive that he receives any special consideration and indulgence. It must be a relief when the parents are sufficiently convinced of his ill health to remove him from school, for a boy who will for days, and perhaps weeks, practise a systematic falsehood, which requires a certain amount of ingenuity and self-denial to make it appear plausible, has a mind so depraved and an intellect so perverted that it is not likely that he will ever reflect any credit upon those who have the care of his education. He never can be treated with confidence, and he is another instance in which the "*suaviter in modo*" must give place to the "*fortiter in re*."

Thus, then, the causes and circumstances which influence the health, both of teacher and pupil, have been briefly considered. It has been shown that to possess the "*mens sana in corpore sano*" is (as Horace Mann observes) "the instrument" by which all good work and sound education is to be accomplished, and the various functions of the body most likely to be disordered by confinement and mental application have been noticed.

It is now proposed to suggest means by which health may be preserved under these circumstances, so that the body may be maintained in its integrity whilst at the same time the mind is cultivated and stored with knowledge.—*English Journal of Education*. W. P.

IS "TEACHING THE GRAVE OF THE INTELLECT?"

Many, doubtless, of the brotherhood to which it is my glory to belong—the ancient Society of "Schoolmasters"—will sympathize with me in an attempt to establish the negative of the question which stands at the head of this paper. I will premise that I heard it at the mouth of one who had himself been a schoolmaster, and who, by the

by, in his own person afforded anything but an argument in its favour. Whence it comes I know not; for my friend merely quoted it. I can therefore the more dispassionately, according to my human weakness, discuss its merits.

Now, that many do not as matter of fact rise above the mere drudgery of the schoolroom is undeniable. If this be all that is meant by my friend's saying, I assent. But I am all the more unwilling to admit the metaphor to any place of significance in what concerns myself as a member of the body scholastic. Indeed, there is plainly the greater reason for the counter assertion of a truth intrinsically connected, as I think, with the due estimation of our profession, viz., that so far from being detrimental to intellectual advancement, the status of a schoolmaster is eminently rich in opportunities of mental growth and refinement. I say *due estimation*, because I think that much remains to be done by those who are in earnest in education, to remove from the public mind certain prejudice, of which the words in question may be regarded as a comparatively mild expression.

My point then is, not that there are less defaulters in this profession than in any other, but that there is nothing in the nature of the employment calculated to produce such a result. Men will sink into obscurity and pass a nameless existence in medicine and at the bar, and in the army and navy, as well as in the schoolroom and the college. My own experience, I must say, runs directly counter to the notion of teaching being a calling in which men bury their talents. The same dawn, indeed, that has been breaking upon all other vocations alike, has not been denied to one so essential to the well being of society as education. The work of the teacher, it is true, is less apparent than that of men in a more prominent sphere of action, but it is none the less brilliant.

Admitting imperfection in this, as in all other spheres of human action, I am ready bold to assert and maintain, that there is no peculiar imperfection resident either in the theory or the practice of the scholastic art. I shall illustrate my position rather by an examination into the merits of the case than by reference to examples, because it is in this view that I propose to consider the statement under discussion.

For myself, I confess I have not, even by the effort of an excited imagination, been able to detect anything like an earthly taint in the atmosphere of my employment. My schoolrooms are as fresh and free from deadly contaminations as Dr. Arnott's ventilators and perforated panes can make them, and I have every reason to believe that the *spiritual* of the apartment is not inaptly symbolised by its wholesome air.* I could be content that others should look slightly upon my work, if I thought that the mischief extended no further. Hard words and cold looks break no bones—least, perhaps, of all a schoolmaster's. I have an unbounded store of compensation within my own domain, and could be content to cry, with the old poet, after the yet older fashion of the Emperor Nerva,

"My mind to me a kingdom is."

But, so long as there is work to be done, and need of inducements to lead competent men to engage in a profession so thankless and laborious, I think it is our duty to combat all such false impressions abroad in the world as are calculated to invest the calling of a schoolmaster with a repulsive character, and to lead men to look upon it as a work of necessity, not of love.

To speak plainly, we must do all we can to get rid of the notion of "back" teachers, if we would have scholars and gentlemen, and men of fresh, manly hearts, seeking to be invested with the ferule. With sorrow be it confessed, that much discredit has been incurred by those on whom the education of past years has devolved. There was until latterly, an ill savour attaching to the name of schoolmaster, and it was not altogether undeserved. The question is not as to the matter of fact, but as to the cause of this state of things. Is there anything in the nature of the employment calculated to associate it with deterioration and a low intellectual condition—low, in short, "as the grave"—on the part of its professors? I say—and I say it with all unction—No. If teachers have degenerated morally and mentally when tied to this business—and I admit that many have—it is because they were at first to undertake it, and, moreover, because they entered upon it "without a will," not because they found themselves as teachers in a certain atmosphere and with such and such duties to perform.†

Considering education as coextensive with the discipline of the whole man, moral, spiritual, and intellectual (carried out by one who is himself thus fully disciplined), I cannot but look upon it as in some sort answer-

ing to this *ratio seu scientia vite*. Perhaps it is because men have not assigned this scope to the work of the teacher, that we have to look back upon so much that is unworthy in the annals of the profession. Certain at any rate is the fact, that in too many instances a miserable incompetency in the tutor has had to be propped up by artifices and assumptions altogether foreign to the legitimate province of the schoolmaster.

Admitting, then, to the utmost the past low condition of the craft, I am all the more eager to claim for it its proper jurisdiction and a normal dignity answering to the extent of that jurisdiction. I contend that few, if any, of the responsible positions in which a man can be placed call for more constant activity of mind or present greater inducements for the exercise of the highest intellectual functions than that of being called upon to analyze the several processes of thought, and generalize the subject-matter of thought, with a view to clearness and simplicity in the transmission of knowledge and skill in the superintendence of intellectual growth in the young. I contend, moreover, that no one needs to be more habituated to a philosophic habit of thought than he who holds in his fingers the threads, upon whose right disposition and freedom from entanglement depends the complicated but glorious tissues of the human mind. Away with the chilling doctrine, that he whose mental discipline consists in hourly contact with the fresh and ever-opening intelligences of youth can afford to be, nay, must of necessity be, intellectually committed to the dust of degeneracy and decay! Away with such a sentence as that which, if allowed to be written over our school doors, would in effect be at once the death-warrant and the epitaph of all that is great in learning, all that is wholesome in the intellectual intercourse of young and old! We come not before our boys as the ghosts or the sleep-walkers of intelligence, to dismay them. We come not before them that they may see in us the several stages of mental decrepitude and at last be paralyzed in seeing us sink into imbecility, but we come before them as men with whom sound Christian learning has been a resurrection from the grave of low pursuits and tastes, whilst it is in itself a life of ever active, ever quickening intelligence!

So much for what, I fear, to much like declamation, but what is really only the outburst of an indignation which it were vain to attempt to stifle. With this indulgence I am ready to enter upon the calm discussion of some two or three points in further elucidation of my meaning.

When I say that it is the schoolmaster's business to analyze the several processes of thought with a view to the superintendence of intellectual growth in the young I mean that in grammar, and history, and geography, and mathematics—in short, in the sciences generally—the subject-matter of teaching has come to be looked at more in its relation to the capacities of the learner than was once the case. We begin to think less of cramming boy's heads with a mass of crude and undigested knowledge than of gradually strengthening that power of *assimilation* within them, which is a principle of mental as well as physical growth.

We know that it has been too much the practice to deal out learning in portions, and after a plan founded upon an unreasonable deference to the usage of the past rather than upon an intelligent survey of the requirements of the present. Such has been the prevailing practice, but happily it is beginning to be reckoned amongst the errors of a bygone age. I say this out of no want of respect for the past. I may think, that, if we are now in a fairer way of intellectual advancement than was possible under the old system of things, we have a long lesson still to learn at the feet of our hard-working, hard-faring ancestors. Nay, I do think that our highest wisdom consists in a humble regard for the good and the great of former days. At the same time, I think that we have an equal duty to perform towards those who will one day call us ancestors, and one which no over sensitiveness as to dealing with the evident mistakes of our fore-fathers must be allowed to induce us to blink.

To refer to the point of grammar by way of illustration,—what a revolution has taken place in this subject since the youngest teacher amongst us learnt his "parts of speech!" With how much more interest has a once dry subject been invested under the keen analytical genius of our German neighbours! Philology is but an infant when I went to school. He is now a giant, all but aiming at sovereignty, and by the consent of men of letters throughout the world, having his claims to a far wider jurisdiction than is to be found in the terms of his inheritance, allowed. To be sure, this has come to pass through a more diligent search into the archives of Greek and Roman antiquity; but the

* Ill ventilated schoolrooms, and not teaching, is the grave of many a teacher's intellect and life. This is too commonly the case in Canada.

† Dr. Arnold, in a letter to a friend about to engage in private tuition (A.D. 1831), says:—"The misery of private tuition seems to me to consist in this, that men enter upon it as a means to some future end; are always impatient for the time when they may lay it aside; whereas, if you enter upon it heartily as your life's business, as a man enters upon any other profession, you are not then in danger of grudging every hour you give to it, and thinking of how much privacy and how much society it is robbing you; but you take it as a matter of course, making it your material occupation, and devote your time to it, and then you find that it is in itself full of interest, and keeps life's current fresh and wholesome by bringing you in such perpetual contact with all the springs of youthful liveliness."

* Since writing the above, I have met with the following evidence, of the advance of which I am speaking in the communication of a distinguished correspondent in "Notes and Queries" (No. 130). He says:—"While differing from some of Prof. B's. views on the relation of logic to mathematics, I fully agree with him that the true functions of the several parts of speech must be determined by an analysis of the laws of thought. Both grammar and logic might be considerably improved by an accurate development on psychological principles."

claims have been but recently admitted. Here, then, is a comparatively new field of study, downright progressive study, opened; and surely the schoolmaster must be among the first to apply himself to an investigation so plainly within his province, demanding, by the by, the exercise rather of common sense than of subtlety for its successful pursuit.

One more point and I have done. Look at history. I need only refer to the able paper of a correspondent in this Journal to illustrate the scope of my observations as applied to this particular branch of study. Let any one read his remarks, and try to realize the activity of mind which this view of the subject necessitates, involving as it does the communication not merely of so many facts, but of "a power of self existence and reproduction, of vitality as well as of growth," as of the essence of that communication, and he will be at a loss to conceive how any one could come to any other conclusion than that the status of a schoolmaster is eminently rich in opportunities of intellectual growth and refinement.

There is no room indeed, for stagnation in the running streams of history, any more than in that sea of thought to which all these rivers of knowledge directly conduct. It is to the waves of this sleepless ocean that the daily life of the schoolmaster is tied. And, to bring our subject and metaphor at once to a homely conclusion, he, least of all men, can afford to make a sacrifice, amid the ebb and flow, the storm and calm, the gales and gusts of human intelligence, that peculiar praise of his type the actual mariner, the merit of being always *wide awake*.

Correspondent of the English Journal of Education.

AN EVENING AMONG RAGGED SCHOOLS.

At the earliest opportunity, accompanied by a devoted friend of youth, I spent a Sabbath evening in visiting the ragged schools of London. The night was rainy and dismal, and I would not have been disappointed at seeing a thin attendance. I was therefore agreeably surprised in finding the two schools which I visited quite full.

The first was the Plum-tree Court Ragged School in Shoe-Lane. The entrance was from a small porch, at which a policeman was stationed, to preserve order without and to render service within, in case of its being required.—School was not opened when we arrived, and a truly uproarious scene did we witness. About fifty boys, from three to sixteen years of age, were present, seated on benches, with a scanty supply of teachers in their midst. Their dress exhibited nearly every variety of the dirty and the ragged. About half of the boys seemed disposed to be quiet, the rest were trying to amuse themselves by pushing and striking, pulling hair, and cuffing each other's ears; uttering, at the same time, all sorts of exclamations in a partially suppressed voice.

By a little effort the superintendent secured silence, which was pretty well maintained during singing and prayer. The classes proceeded to their lessons with a single interruption, from the rushing out of a class of the worst boys, who would not stay because their teacher was not present to instruct them. The lessons then went on in the usual style of Sunday-school teaching, and with as little noise as could have been expected from such a tumultuous set of subjects.

On the opposite side of a board-partition, connected by doors and an open window with this room, was another of the same form and size, occupied by female classes. Half a dozen teachers were then engaged instructing about sixty girls of different ages between five and twenty years. The girls were much more orderly and attentive than the boys in the other room, and yet we were informed that at the beginning they were less so. Industrial classes are held for them on week evenings, at which they are taught to sew. Several of the smaller girls, when asked if they had learned to sew, eagerly exhibited their aprons as the products of their skill and labor. Probably none of them would have been taught the useful art of sewing at home.

After passing on through some very wretched parts of the city we reached the Field-Lane Ragged School, at which we found three hundred scholars in a large upper room, well lighted, warmed, and ventilated. As we ascended the stairway we listened to the singing of the school in the act of opening, in which many voices blended together with no inferior harmony.

As the teachers proceeded to the task of instruction, a rare and peculiar scene was exhibited. There was an infant-class on a gallery behind the superintendent's desk, and over head, on another gallery, separated from view by a curtain, was a large class of grown women, several of them with infants in their arms. A small class of girls in one corner, were learning the alphabet; and besides these three classes, the first of which was mixed, the rest of the scholars were males. And what a motley throng! Here were not only the young, but the middle-aged and the old. "We have," said the superintendent, "all ages, from two to seventy.

He might have added all races and colours, from the fair skinned Celt and Saxon to the tawny African, including also the New-Zealander and the Chinaman. Decent clothing, gaping rags, shaved heads, and flaring, uncombed locks, were mingled together, in the various forms. Grave sobriety and sly mischief, attention and vacancy, the bright twinkle of

intelligence, and the dull stare of semi-idiocy, were seen in frequent contrast. In the midst of every group of eight or ten scholars was an earnest, and apparently a skilful teacher. The eagerness of youth, the strength of manhood, and the wisdom of hoary hairs, together with the gracefulness and devotion of Christian womanhood, were all represented in the band of teachers. But, O, what a work was before them! Truly they deserved to be called followers of Him who came to seek and to save that which was lost. Here was practical Christianity appropriately developed in mitigating the woes of humanity, and pointing the wretched and perishing to the source of all joy and hope.

Correspondence of the Rev. Dr. Kidder.

THE GERMAN AND SWISS TEACHERS.

Extracted from Mr. Joseph Kay's Paper on "The Condition and Education of Poor Children in English and in German Towns."

As the education of a people depends much more upon the characters of its teachers, than upon any other part of its educational system, I will endeavour to show what kind of men the German and Swiss teachers are, and how they are prepared for their duties.

The Teachers in Germany and Switzerland are men, who from the age of 15 to the age of 21, have been educated in preparatory Schools and Colleges, expressly for the Teacher's Profession. They are learned men, who would do credit to much higher situations; but whose habits of thought and life have been so carefully disciplined, as to make their work in the classes, otherwise so irksome, really a pleasure to them.

Those children, whose parents wish them to be trained for Teachers, do not leave the Primary Schools, before the completion of their fifteenth year. They then generally continue to attend the Head Masters to receive instruction in the evenings for one or two years. At the end of this period they enter, either one of the Superior Schools, where the children of the middle classes continue their education, and where the weekly fees are so small, that children of poor parents often attend them; or they enter, what is called a Preparatory School, that is, one which is expressly designed to prepare Candidates for the Normal or Teacher's Colleges.

They remain in these Preparatory Schools until the completion of their eighteenth year, and are educated there in Scripture history, and the history of their own country, in the elements of mathematics, in several sciences, in music, singing, and in geography. When they leave these Schools, they have already received a very good education. Up to this time their parents have paid the small weekly fees for them, stimulated by the hope of their sons' gaining admission into some of the Teachers' Training Colleges. These Institutions are Teachers' Universities, in which all the candidates for the Teachers' Profession in Switzerland, Germany, Denmark, and Holland, who gain admission to them in the manner afterwards described, are educated at the expense of the State for three years.

In each of the divisions of Germany and Switzerland corresponding to our counties, there are two or three of these Colleges, one or more for Roman Catholic students and the other for Protestants.

The Directors of all these great Training Schools are religious ministers, and the education given in them is of a strictly religious character.

They are supported in Switzerland by the Cantonal Governments, and in Germany by the several States, and are liberally supplied with large staffs of from eight to fifteen Professors and Teachers with good libraries, numerous class rooms, organs, piano-fortes, all necessary school apparatus, model practising schools, and farms or gardens attached to them.

In very few of these Colleges is there any attempt to instruct both Protestants and Roman Catholics as such, but candidates belonging to the different sects of Protestants are generally trained together.

There are a great number of these Institutions in Germany, Switzerland, Holland, and Denmark.

In Prussia alone there are 45, in Switzerland 14, in Holland 3, in Bavaria 8, in Saxony 8, in Hanover, 6, in the Duchy of Baden 8, in Wirtemberg 3, and in each of the smaller German States, one or more.

At certain periods of the year, public examinations are held in each of them, at which all young men who desire to be Teachers and who seek admission, may present themselves as candidates.

No candidates however can be received, even for examination, unless he can present a certificate from a physician of good health, and certificates from his religious minister and his former teacher of good character; nor can any one be admitted or ever officiate as a Teacher who is a cripple, or deaf or deformed, nor any one who has weak lungs, so important is it thought that the Schoolmasters should be in every way fitted for their duties.

The Candidates who satisfy all the conditions I have mentioned are carefully and rigorously examined by a Committee of Examiners composed of the Directors and one or more Professors of the College, one of the Local Educational Magistrates, and an Inspector.

The subjects of this examination comprise all the subjects of instruction in the primary schools.

Those who prove themselves the most efficient, are selected for admission, and once admitted their course in life is secured, because they pay nothing for their education, little, and in many cases nothing for their board; and when they leave the College, if they pass their final examination satisfactorily, they receive an appointment immediately. Even if their first place is an inferior one, they are sure to obtain the more valuable situations as vacancies occur, if their conduct, progress, and abilities prove satisfactory.

The period of residence in these Colleges is three years, and the students during that time are educated most carefully in—

I. Religious instruction, including the Holy Scriptures, and the History of Christianity.

II. The German language, including exercises in composition, writing, grammar, and reading.

III. Mental Arithmetic.

IV. Mathematics, including Arithmetic and Mensuration.

V. History.

VI. Physical Geography.

VII. Botany and Gardening.

VIII. Natural History.

IX. Drawing.

X. Music, including lectures on the theory and practice of music, constant practice in singing, and playing the organ, piano-forte, and violin.

XI. Pedagogy, or the art of teaching children. This is taught in village schools attached to the Colleges, in which the young men practise teaching under the personal direction of the Professors.

XII. Medicine. This may seem a strange part of their education, but every student in a Prussian Teachers' College is taught how to treat cases of suspended animation, wounds occasioned by the bites of dogs, injuries by fire, &c.; also how to distinguish poisonous plants, and how to employ some of the more ordinary antidotes.

Public examinations are held, every year, in each of these great Institutions, and at these times all the students, who have completed their three years course of education and practice, and all other candidates who choose to present themselves, are examined by the Director and Professors. Every one who passes this examination, receives a diploma, stating his fitness to be a Teacher. Those who do not, are obliged to continue their education at their own expense, until they are able to prove, that they have attained adequate knowledge and sufficient expertness in the art of Teaching to deserve one. Without such a certificate of merit, no one in either Germany or Switzerland is ever allowed to practise as a Teacher.

It must not be imagined, that it is the Government which appoints to the vacant posts in the village and town schools. The parochial and town school committees do this; and as they always prefer a tried and experienced man to a young and untried one, the successful Teachers always get moved on, from the inferior situations, until they obtain the places of Professors or Directors in the Normal Colleges.

From this sketch, it may be imagined what an able and efficient class of Teachers is obtained. I spent many months in the society of these men, both in the towns and in the quiet country villages throughout Germany and Switzerland, and am only too happy to bear testimony to their ability and industry, and to the admirable effects of their labours.

In Prussia alone, there are 30,000 men who have been trained in this manner, now at work in the Primary Schools; while the 45 Prussian Normal Colleges contain 2,600 young persons who are being educated to supply the vacancies annually occasioned in the Teachers' ranks by deaths, superannuation, illness or other causes.

And a similar system, be it remembered, is in operation throughout the whole of Germany, Switzerland, and Denmark.

A CODE FOR THE SCHOOL.

(From a Correspondent of the New York Observer.)

Stepping into the Senate of Virginia, a few days ago, with a friend, while I was on a visit in Richmond, I was introduced to a Senator, who at once claimed me as an early schoolmate of his, in the northern part of the State of New York. "Is your first name S—?" he asked. I told him it was. "And is your father's name N—?" he continued. I assured him he was right again: when he went on to say, that "he remembered those days with deep interest; and especially," said he, "that *ROLL OF HONOUR*. It has been a blessing to me ever since; teaching me lessons of self-government, and inspiring sentiments which I regard as essential to the formation of right character." Having learned from him the particulars of his progress from C. W. Academy to the Senate of Virginia, I parted from him with grateful remembrances of the system of education and moral training, in which he and many others, whom I know, had laid the foundation of future success and respectability in life.

This allusion to an institution which made no claims to high authority, and yet I am persuaded had a most important influence in forming the characters of hundreds of young men, and mere boys, for posts of honour and usefulness, which many of them are now occupying, determined me at once to lay before the public eye, which has never been done before, a history of the origin and operation of a "*Code of Laws*," which was maintained for many years, in a literary institution of this State, under the simple style of the

ROLL OF HONOUR.

More than thirty years ago, my father was Principal of a literary institution, which had previously, under the charge of the most approved instructors, attained a high eminence; but from a series of unfortunate events, had sunk down into a state bordering on extinction.

He entered upon his duties, with a school of seventeen pupils of all sizes and grades; but, by a gradual and rapid increase, the guardians of the institution had the satisfaction, in a few months, of finding nearly one hundred students within its walls, and a large proportion of them classical scholars.

It is not my present object to develop the method of instruction pursued in this seminary, but simply to present a unique plan that was adopted for the discipline of the classical department, which, while it fully secured the object of maintaining order and habits of industry in the prosecution of study, it is believed, had a most important influence in forming the character of the pupils to every manly virtue.

As to its origin, I have often heard my father say, that the only clue that suggested itself to his mind was Napoleon Bonaparte's institution of his "*Legion of Honour*;" and that the entire code was drafted on the principle suggested by that imposing title, which he believed might be made as influential on the minds of American boys as on proud and chivalric Frenchmen.

"THE ROLL OF HONOUR."

Article I. Every scholar in the classical department, and every English scholar over 14 years of age, may affix his name to a card to be publicly suspended in the school room, styled the "*ROLL OF HONOR*," and shall wear a badge of distinction, (in his button hole,) during the hours of instruction, and at all other times if disposed. English scholars younger than 14 years shall be admitted only by unanimous consent.

Art. II. The act of signing shall be a *pledge of sacred honour*, on the part of each subscriber, to the observance of the following rules:—

Section 1. That he will, in all cases, treat the officers of the institution with respect, and never speak aloud in school, except to the instructor, or by his permission.

Sec. 2. That he will not be guilty of laughing and trifling, nor any other conduct forbidden by the laws of the institution, or unbecoming young men of honor and respectability.

Sec. 3. That he will maintain due gravity during school hours, diligently apply himself to study, and aim at distinguishing himself by his acquisition as well as deportment.

Sec. 4. That he will, on all occasions, on entering the school room, uncover himself; and in retiring from it, and also before the public eye, maintain a manly deportment, never indulging in boxing, scuffling, or any other rude and puerile conduct, except in the play-grounds and such other places, and under such circumstances, as may render those indulgences admissible. The use of profane or obscene language or gestures, which are peremptorily forbidden by the laws of the institution, are to be regarded among the highest offences against this code.

Sec. 5. The above rules are to be regarded equally sacred when every instructor is absent from the room as when present; and it shall be considered as dishonorable, and matter of charge, for any member of the Roll, witnessing a violation of any of its rules, when the fact can be established by complete testimony, not to present the delinquent for trial.

Art. III. A violation of the above pledge in any particular, observed by a classical instructor, or proven by two members of the Roll, shall be marked by a cross affixed to the name of the delinquent on the card; and every name upon receiving three such marks in any one term, shall be erased from the Roll.

Art. 4. When an accusation is made, which must be in writing, with the names of at least two witnesses on the list, of which the accuser may be one, the fact may be determined by three members of the Roll, one to be named by the Principal or a classical instructor, another by the accused, and the third by those two; or in case they do not agree without delay, then, by the instructor.

Art. V. All trials shall be held at the close of school. No time is to be occupied in qualifying the triers or witnesses, as all are acting under a pledge of honour. The accused shall have the privilege of employing the aid of any member of the Roll in conducting his defence; and the presiding officer shall, if he thinks it necessary, appoint a member to manage the prosecution. But no unnecessary time is to be consumed in arguing the case. The bare presentation of the facts is all that is required.

Art. VI. The Principal, or one of his assistants, shall preside at all trials and deliberations of the "Roll of Honour," and shall have a *negative* on all awards and decisions.

Art. VII. No individual, whose name has been once erased, shall have the privilege of replacing it on the Roll during the current term, unless he shall make such concessions or apologies, and conduct himself with so much propriety for a suitable time, as to obtain the unanimous consent of the Principal and all the members of the Roll, in the same way as a single mark may be removed.

Art. VIII. On all questions submitted to the Roll, each member shall aim to act, not from private pique, or under the influence of prejudice, but with a tender regard to the best interests of each individual, as well as the whole; remembering that he himself may, in turn, stand in need of the same kind treatment.

Art. IX. The Principal may, from time to time, select from the card the names of such individuals without a mark as he shall think proper, to be designated as *Masters of the Roll*, whose duty it shall be to preside in turn in the school, in the absence of all classical instructors; and if any individual, while thus presiding, shall be guilty of any impropriety, which shall incur a mark, his name shall be erased from the list of masters, to which it shall not be restored as long as the mark remains.

Art. X. The members of the Roll shall occupy a separate room, or seats contiguous to each other, and no accusation or testimony shall be admitted against them from any other individuals in the institution, except persons occupying the station of teachers in some of its departments.

Art. XI. This whole subject, in all its provisions and bearings, shall be regarded with profound respect, and on no occasion shall it be spoken of or treated in a light and trifling manner. And any attempt to disfigure the Roll, by placing or removing a mark without authority, shall be deemed a high misdemeanor; and the name of the individual so offending, or convicted of giving false testimony on any trial, or other flagitious crime, shall be summarily erased from the Roll.

Art. XII. At the close of every school term the precise state of the Roll of Honour shall be publicly exhibited to the guardians of the institution and the parents of the scholars; and the names of those who have passed through the term without incurring a mark, shall be considered as entitled to an honourable distinction in the awards of the occasion.

Some remarks on the proper administration of this code, so as to secure the largest benefits, will be made in a subsequent communication.

owing to the great amount of labour involved in prosecuting the undertaking. We can assure all parties concerned, however that every effort is made to meet their wishes.

Although it is a fact, upon which all true lovers of their country cannot but reflect with satisfaction and pleasure that, ere the year closes, upwards of *Eighty Thousand* volumes of useful and entertaining reading, will be scattered throughout Upper Canada,—some of them to the extreme verge of the Province, up the Ottawa,* still it is painful to think, that several of the most wealthy and best settled Townships and even extended sections of the country in Upper Canada are still without the advantages of a Public Library. Several cities and towns too, with their hundreds and thousands of young people all with a keen appetite for reading, are permitted to remain destitute, or are left to imbibe from polluted streams lessons the very reverse from salutary or pure. We were assured lately by a gentleman in one of our principal towns, that a person in the town had, within the last few years, realized a handsome competence from the sale of *novels* and *romances* alone to the residents of the place and surrounding neighbourhood. The town in question has, however, availed itself of the liberality of the Legislature in the establishment of a Public Library, which is now one of the most popular places of resort for the entire population.

We cannot too earnestly press upon the intelligent friends of popular education throughout the country the importance, in this era of prosperity and enterprise, of having public libraries established in their several localities. We should ever remember that, in the promotion of common school education, "we have (as Dr. Wayland observes) put it in the power of every man to read, *and read he will, whether for good or evil*. It remains to be decided whether what we have done shall prove a blessing or a curse." Let us us therefore endeavour to avert the curse and secure the blessing to the widest possible extent throughout the Province.

The facilities and inducements afforded for the establishment of Libraries, are similar to those which have been recently provided to some extent by Government, for diffusing the pleasures and advantages of popular reading in connexion with the elementary schools in England and Ireland, and are such as to enable the young and old of the remotest townships of Upper Canada to peruse the best books that issue from the presses in both Great Britain and the United States, at as little expense as can the same publications be read in London or Edinburgh, New York or Boston. The arrangements by which these aids and advantages are afforded to the country, have received the highest encomiums from able educationists and experienced travellers who have visited Toronto from both the old and new worlds during the current year. But for these arrangements, few of the more than 60,000 volumes which are now being read in some 150 municipalities of Upper Canada, would have been in circulation. We hope, the example so nobly set by many of the youngest as well as oldest municipalities of the country will be universally followed—as the same assistance will continue to be given which has thus far been granted towards the establishment of Public Libraries. What has been or may be expended in this manner in procuring useful books, is only a trifle to each individual, while each each individual enjoys in

* The Townships of Pembroke, Westmeath and Ross, have recently established Libraries. These are the extreme north-eastern Townships of the Province.

JOURNAL OF EDUCATION,

Upper  Canada.

TORONTO: AUGUST, 1854.

*. Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (upwards of 500 per month) on various subjects.

THE PROMOTION OF PUBLIC LIBRARIES IN UPPER CANADA.

Since November last, about one Library per day, has, upon an average, been despatched from the Educational Department. The total number of volumes thus sent out has been *Sixty-one Thousand*. There are still, in addition to the above, about twenty thousand volumes ordered, and which will be despatched as soon as possible. To order, receive, check, and distribute, and then again to select, check and send off so large a number of volumes of books, has been no light task. Three or four persons have been engaged in this duty since last November; but still their progress has been necessarily slow,

return the opportunity of reading a large number of volumes. The money thus expended continues to perpetuate and multiply advantages for thousands and tens of thousands, without reflecting injury upon any. Not so with the money that is spent in the purchase of intoxicating drinks, and many other things, equally useless, if not equally injurious. Nor can any one easily estimate the amount of vice that will be prevented, and of enjoyment and benefits conferred, by the youth of the land having access to useful and entertaining books.

And among the indirect, though not the least of the advantages conferred upon the country by the wide circulation of useful books, may we not include the influence which will thus be exerted upon the spirit and temper of no small portion of the *public press*—that most important and powerful engine for the promotion of what is both good and bad in civil government, public morals, and social life. It has often been observed by intelligent strangers and others, that the tone of the press and public discussions in Canada, are, with some exceptions, lower than in Europe, especially in England. Mr. Tremeneere, who has long held important situations under the Imperial Government in connexion with the advancement of education in England, who is the author of two able and interesting books, the one on the "*Political Experience of the Ancients, in its Bearings upon Modern Times*," the other, entitled, "*The Constitution of the United States compared with our own*," and who travelled through this country in 1853, has, in his excellent "*Notes on Public Subjects in the United States and Canada*," observed as follows on the Canadian press:—

"With a very few exceptions the press of Canada does injustice to the political, moral, social and intellectual character of the people, and is not of a tone to qualify it to speak for a cultivated and intelligent society. It rarely, as far as I could observe, attempts any calm and philosophical discussion of the topics of the highest moment to the future destiny of the colony, moral and social; but is rather occupied in stimulating, instead of striving to allay, the exasperations of party struggles, which are always apt to be most bitter among men only beginning to learn to act together on the great arena of public life, under a system of political freedom. An improvement in the tone of the press would by degrees educate the public taste above that which now only tends to lower it, and with it, to a certain extent, the estimate in which Canada must be held elsewhere."—pp. 234, 235.

The infancy of the country generally, and especially its infancy in regard to the principles and practice of constitutional free government, may go far to account for the corresponding infancy in the character of the public press. Much improvement has of late been witnessed in this respect; and the considerable attention and space which are given in many of the newspapers to notices of books and literature are gratifying indications, as well as instruments of further improvement. Nor is there any good reason why any portion of the public press of Canada should suffer so much in comparison with that of England—why the Canadian press should not be able to accomplish its high functions and duties, as the dispassionate exponent of the great science of national life, and the moral antagonist of all that feeds the worst feelings and develops the worst passions of our nature,—the animating spirit of what is just, and generous, and patriotic, and the promoter of knowledge, virtue and good will among men. In no country is a more noble career open to the public press than in Canada. An elevation in the character and tone of reading of the country, by the supply and circulation of good books, will doubtless

react beneficially upon the public press, correct much that is to be deprecated and lamented in it, and add vastly to its power and usefulness. In this then, as well as in other respects, will Libraries prove a most valuable and potent system of social police, improving and elevating society, multiplying means, and diffusing streams of enjoyment, happiness and usefulness before unfelt and unknown.

OFFICIAL ANSWERS TO QUESTIONS PROPOSED BY LOCAL SCHOOL AUTHORITIES.

(Continued from the Journal for June, page 101.)

NUMBER 31.

Fear of embarrassment from a small Rate-Bill.—Threat of a Mandamus,—Protection of Trustees.

A special school meeting having fixed the monthly rate-bill at seven-pence half-penny, and certain parties having threatened to apply for a Mandamus to compel the Trustees to collect it, the trustees feared embarrassment from want of means to meet their engagements. In this dilemma, they sought advice, preparatory to imposing a higher rate-bill in opposition to the decision of the meeting. The inexpediency of doing so was thus pointed out:—

"You should have no hesitation in carrying out the decision of the special school meeting to which you refer. In doing so it will not be necessary for you to do more at present, than simply to impose the rate-bill of seven-pence half-penny per month for each pupil attending school. It is not until the end of the year, or towards its close, that you will have to impose a general rate upon the property of the Section, to make up the balance required to pay the teacher's salary and other expenses of the school, as authorised by the latter part of the 7th clause of the 12th section of the School Act, of 1850. In the mean time it will not be necessary for you to offer any explanation either of your intentions or of your conduct to the party who has addressed to you the uncalled for letter which you have enclosed. By acting in the manner I have indicated, it is not at all likely that the parties who wrote the letter can obtain a mandamus; and even if they should succeed, all the expenses which you may incur must be borne by the Section, and can be collected by a rate upon the property of the Section. In all your official proceedings you will be particular to use your corporate seal. Any opposition you meet with will likely be on the part of those refusing to pay the rate which you may impose at the close of the year. In such a case the legality of the matter can, if the opposition choose, be tested in the Division Court. But from the 24th section of the Supplementary School Act of 1853, you will see that ample protection will be afforded you by this Department, in the exercise of your rights and the performance of your duties."

NUMBER 32.

Right of Trustees to obtain legal advice.—Auditing of School Section accounts.

The Trustees of a rural Section not being careful in the observance of the details of their duties, advantage was sought to be taken of their ignorance in such matters, and an effort made to deter and embarrass them. Their local Superintendent applied for advice in their case and received the following:

"1. Trustees have a perfect right to procure such legal advice, at the expense of the Section, as they may deem necessary to aid them in the performance of their duty in doubtful cases, such as those to which you refer. They are required by the 7th clause of the 12th section of the School Act, of 1850, to take "all lawful means" to collect School Moneys. Sometimes they may be doubtful as to the "lawful means" they should adopt. In such a case they should apply for advice.

2. No advantage can or should be taken of an error in judgment on the part of trustees in the matter, as the County Courts being

now courts of equity to a limited amount, would sustain the trustees in case of an appeal to them.

"3. The meeting had no authority to dispute the right of the trustees to fix the amount of the remuneration payable for the services rendered to the Section. All it could lawfully do was to see that the expenditure of the money collected, or received, was duly accounted for. No arbitration is therefore required in the matter."

NUMBER 33.

Trustees alone can fix the salary of the Teacher.

Certain rate-payers having disputed the authority of Trustees to increase the salary of their Teachers, they sought to obtain the vote of a public meeting condemnatory of the Trustees. The following reply was sent to the appellant in this case:—

"The Trustees have alone the right to increase the salary of their teacher as they may judge expedient. That is their duty and privilege, as you will perceive by the fifth clause of the twelfth section of the School Act of 1850, which states expressly that it is the duty of trustees 'to contract with and employ all teachers for [their] School Section, and determine the amount of their salaries.' A public meeting can simply say *how* the money shall be raised, and not *how much* shall be paid to the teacher."

NUMBER 34.

Personal responsibility of Trustees for neglecting to keep open a School.

The Trustees of a School Section being opposed to free schools, refused to keep open the School of their Section, and defied the inhabitants to compel them to do so. An appeal was made to this Department, and the law of the case was stated to be as follows:—

"I have to direct your attention to the ninth section of the Supplementary School Act of 1853, contained in the *Journal of Education* for June 1853, from which you see that trustees are made personally responsible for their neglect of duty in not keeping open a School, and thus entailing on the Section the loss of its share of the School fund to which it would otherwise be entitled."

NUMBER 35.

Libraries must be under the control of a Corporation, and not of an Association of Subscribers.

A number of individuals in a Township having subscribed a sum of money with which to establish a Library, wrote to this Department to know if, by transmitting the amount of their subscription, they would be entitled to an apportionment from the Library Fund, and have the control of the books. A reply in the negative was sent to them as follows:—

"I have to state that unless the Township Council, as a Corporation, assume the responsibility of taking charge of the Library books, you cannot, I regret to say, avail yourselves of the liberality of the Legislature. You should hand the Council your contributions, and thus let it act in behalf of the Township. In that case all parties will have access to the Library, free of charge, upon compliance with the rules and regulations for the management of Public Libraries in U. C. The Trustees of each Section concerned, could take charge of a portion of the general Library, and thus distribute the books over the entire Township."

NUMBER 36.

Township Councils can establish Branch Libraries.

A Township Council being anxious to contribute from the general funds for the purpose of establishing Public Libraries throughout their Municipality, hesitated to do so, fearing lest it had not the power to divide the Library into School Section branches. Having applied for information on this point, the following was sent:—

"The Municipal Council which you represent has full authority to divide the Library into as many branches as it pleases, so long as it, or some competent person, or persons, on its behalf, becomes responsible for the management of the Library and safe keeping of the books, as required by the regulations of this Department.

"The Council can appoint the Trustees, or other parties, to take charge of the Library, or parts of it, the Council being still responsible for the cost and management of the whole Library.

"The books can be changed from one branch Library to another, under the authority of the Council—thus permitting all the residents in the Township to have access to all the books of all the branches."

TO LOCAL SUPERINTENDENTS.

As it is near the time at which the Local Superintendents visit the schools under their charge, we would recommend them at each visit to obtain such statistical information relative to the financial and other items of their Annual Reports as will enable them to check and revise the Trustees' Reports when received, at the close of the year. This intimation is thus early given that more care may be observed in reporting the educational operations of the current year, as the reports hereafter to be accepted by the department must be free from arithmetical inaccuracies and prepared in accordance with the general instructions, so that the Chief Superintendent may be enabled to present his report to the Legislature at an earlier period of the year than heretofore. The Blank Forms of Reports, for 1854, will be sent out early in November.

GRAMMAR SCHOOLS A NATIONAL CONCERN.

The *Brantford Courier*, in speaking of the success of the second year's operation of the County Grammar School, thus observes:—

It is a matter of congratulation that the demand for instruction in the higher branches, has enabled the learned Principal to maintain the character of the Institution intact—it is what it professes to be, a Grammar School. It is unfortunately the case that in some parts of the Province, the utilitarian spirit of the age has so far affected the character of these Colleges for the people that they have been forced to do either wholly or in part the work of the Common Schools, and thus they have either been deprived altogether of their distinctive characteristics or have degenerated into mongrel institutions, without any uniform system or object.

It is, however, somewhat strange that their peculiar characteristics have been urged as a reason why such institutions should have no claims on the patronage of a mechanical or agricultural population—the question has been asked, "what more do the children of the middle classes require than a common school education? Such a question may best be answered by asking, for what purpose is a national system of education established at all? Is it merely to prepare our children for their particular business in life—to make them good farmers, good mechanics, and good merchants; or in addition to this, to prepare them for that calling, which they have in common with all their neighbours; their calling as citizens and men. Which question does it best become a lover of his country to ask; How can I make my son a good merchant? or how can he be made a useful member of society?"

Every man, unless he wishes to starve outright, *must* read and write, and cast accounts, and speak his native tongue well enough to attend to his own particular business.

But surely this is not the only object of Education; men have also duties to perform as members of the body politic; and the education which prepares them for this is called liberal. Such education our Grammar Schools should give. But it unfortunately happens that because every man must attend to his duties as a citizen, men have formed a habit of thinking that that business is easily learnt. It is true that one may know but little about it and yet pass through life very comfortably; he manages to get a wife, and to bring up a family, and to mix pleasantly in society.

But if the same man knew as little of his particular calling as he does of his general his income would be exceedingly small, for men will not put their lives into the hands of a medical quack when a skilful surgeon is at hand, nor will they give a shilling per pound for bad beef, when they can obtain good beef in the next stall for the same price.

A man's unfitness for his particular calling may thus be easily detected, and a bad baker, a bad lawyer, or a bad physician is properly avoided.

But a man's liberal education may be entirely neglected, and yet he acquires political influence and dogmatizes on the science of Government, and about our social and moral position. He may become even a law maker, and legislate on questions intimately connected with the destinies of a nation.

And if a thoughtful man ask himself the question, how can one be a good magistrate, a good law-giver or a good citizen, who views every public question, not by the light which history and experience may throw upon it, but as a mere matter of expediency—who talks about moral, religious and political improvement, and at the same time knows not in what we are better or worse than our forefathers? The answer is given, "because these matters are everybody's business," and so they are, and if people would think about them and study them, as they do their pence tables and account books all would go well, but never was the proverb more truly verified, "that every man's business is no man's," nay, it is worse than that, for every man meddles in it and no man knows it.

To remedy this defect in our national system of education, our Colleges and Provincial Grammar Schools have been established, with their routine of studies, in the classical, mathematical and higher English branches. Are we anxious that our sons should express themselves both publicly and privately with fluency and elegance?—then let them learn by correct translations to imitate the style and language of the standard authors that are read in these schools. Do we wish them to grace our offices of responsibility and trust, and to win for themselves the highest honors that their native country can give them? Then let them by their sound study of history take warning from the errors of the past, and deduce lessons of wisdom for the future. If they are not to be deceived by the fallacies and sophisms of the day; let them learn while young what correct reasoning is. If we wish them to be faithful to the home of their childhood, and to raise their country to that position in the scale of nations to which her natural resources entitle her, let us give them the advantages of a sound and liberal education.

Miscellaneous.

BOY LITERATURE.

One curious characteristic of all civilized ages and nations is the cleverness of their boys. Learning and refinement have a permeative power, and in any country or city where their sway has been long and continuous, absolute infants enter into argument with you, and put you down on profound points of literature and science. Akin to this are the school periodicals which spring up in all directions, whose wits and sophists are often far ahead of *Punch* and the *Times*!

George Canning was a great hand at those things, and sharpened at Eton that rapier whose edge in the Anti-Jacobin was so keen. Robert Southey was obliged to leave Westminster, and could find no welcome at Christ Church, by reason of a paper of his in a school journal essaying to prove that flogging was a Satanic invention. Præd and Macauley were not of very mature age when they rivalled each other, setting the Red Fisherman against the Spanish Armada in *Knight's Quarterly Magazine*.—How deliciously Præd paraphrased Victor Hugo:—

"Viens! on dirait, Madeleine,
Que le printemps, dont l'haleine
Donne aux roses leurs couleurs,
A cette nuit, pour se plaire,
Secoué sur la bruyère
Sa robe pleine de fleurs."

"Come forth, pretty Madeline;
Lo, the pleasant breath of May
Sweetens every field to-day:
Never hath a fairer night
Closed the dewy eyes of light:
Come forth while the moonbeams shine
On the pale grass, Madeline!"

Boys rule the world now-a-days. They are mere boys who write leaders in the *Times* for instance; or who, from the hot heart of an Oriental war, despatch such news as pleases them.

At the school where I picked up the multifarious matters of which I know a little, in one of the most ancient and noble cities of England, we published an annual volume called the *Collegian*. One of those old volumes, found in a dusty corner, has set all these notions about the literature of boyhood in agitation. A favourite amusement with us was to translate from Greek or Latin verse, preserving the first and last lines: one of which versions began—

"Persicos odi, puer, apparatus;
Bring me a chop and a couple of potatoes;"

but this the editor rejected, as savouring too much of a parody. We also loved to hunt up old and neglected writers, and give them the

benefit of our illustrative powers. Thus one youngster patronized the Greek authoresses and overset into English the not very valuable fragments of Sappho, Anyte, Myro, Nossis; another found delectation in unusual Latin authors, as Statius, Claudian, Catullus, Florus, Fronto—anybody rather than Horace and Virgil, Livy and Tacitus, I question if the following Catullian hendecasyllabics are as good as Coleridge's:

Sirmio, eye of peninsula and island!
Blue waves surround thee glistening and gleaming,
Skiffs with white sails are dancing on the waters,
Green hills slope down like olive groves and myrtle,
Under the breeze all is beauty and motion,
White foam is flashing, azure leaves are waving,
Sails flap and flutter above the free waters,
Choirs of fair virgins dance beneath the branches,
Youths with rich garlands on the turf reclining
Drink pleasant wine from carved silver goblets,
While through the dusk wood the sweet lute resoundeth
Chiming for aye to the chime of the ocean.

Perhaps no sign is more certain of the internal weakness of a state, than when age has no advantage over youth in its employments and offices. This position is tenable, maugre the great men whose fame was won in youth; for though it is true that a man may be a great general at five and twenty, he will be a much greater one at fifty; and though Raffaele, dying young, was greatest among Italian painters, yet, had he lived as long as Turner, he might even have equalled the noblest of English masters. Rome, in its best days, threw open its offices only to men of mature age, and it was a sorrowful necessity which made Scipio consul despite the *Lex annalis*. So, in the knightly times, the young cavalier had a long and hard servitude to endure before he won his spurs; whence war, the science he had to learn, was learnt thoroughly in all its details. But neoteric habits are different. Smatterers carry all before them now: a smatterer in war would soon have been unhorsed, but in modern life he passes muster admirably. You seldom meet with a thoroughly learned man, or one skilled in any profession, or one whose honour or bravery is a gem without flaw. Thrown upon the world before practice has strengthened his nerves, or reflexion his mind, the modern adventurer picks up hints as he goes; and instead of the knightly coat of mail, wears the many coloured motley of the jester. He was a man in boyhood: he will be a boy through life.

Yet, some men have a marvellous intuition, by which they seem perfect in an art without learning any of its details. Cæsar, living a studious and thoughtful life at Rome, was at once a great general on joining the army in Spain as Questor. Newton made his three great discoveries before he was twenty-five. Goethe in his youth was perhaps the most perfect of all poets. I wish some one with an analytical intellect would undertake a biography of Goethe. De Quincey is the only man capable of it in these days.

To return to "boy literature," we all know that "reading makes a full man, writing an exact man, speaking a ready man." The sole peril is, that the boy will begin to write before he has read anything—will try to combine, before there is any material for combination. It is usually found that precocious poets turn out wretched versifiers at last; that calculating-boys become most unmathematical men. What, on the other hand, could be more awful than Lord Byron's juvenile writings? Occasionally a great genius [as Newton or Goethe] may break through this natural law; and it is unhappily a fashion of the present age to act as if Newtons and Goethes could be grown like camellias in a greenhouse. But, on the whole, a first-rate cricketer at sixteen, is more likely to be a hero in after life, than a first-rate writer of verse and essays, Latin or English. There is a time for all things.—*The English Educational Times*.

CHILDREN, TIME, AND MONEY.

The *London Times* thus remarks on Lord Palmerston's recent speech at Melbourne in reference to *children, time, and money*, the three principal things without which it is impossible for the world to go on, and without the proper management of which earthly happiness is, and always must be an *ignis fatuus* ever fluttering in the vision, but certainly eluding the grasp of possession—

"The three things most difficult to manage, and most easy to waste, spoil, and destroy, were brought together in one very apt but rather unusual manipulation. What is to be done with children, time, and money? They are all desirable, all in the way, all easily mismanaged, all great responsibilities. Lord Palmerston, to judge from his speech, is equally at home in all of them, and has equally little respect for mothers who bandage up their children into bundles and hang them on a peg, for the artisan who cannot employ a spare hour in reading something to elevate his soul, and for the working man who throws away in drink what might make him independent and comfortable in his declining years. These are the three principal materials ordinarily given to man for the stock of his life and the comfort of his age; and the proper use of at least one of them will go far to soothe a period of life which will certainly want every possible consolation. In the humbler

classes, to which Lord Palmerston was addressing himself, it is too common to misuse all these materials; so that when the labourer or the artisan arrives at his premature old age, and is past work, he finds himself neglected by his children, without a single mental resource, and dependent on the charity of others for his daily subsistence. Follow the career of the man who 30 years ago seldom spent his evenings at home—never spoke to his children but to scold, to threaten, and drive them from his presence—never found himself at leisure but he walked off to some place of low resort, and never had an odd sixpence in his pocket which did not infallibly find its way to the bar—and you will find him solitary, vacant, and destitute, wanting alike society, amusement, and food. A used-up man of the world is bad enough, but the used-up working man is something too dismal to be thought of, and few people know what excellent opportunities many such a wretch has thrown away, and what he might have been at this time had he pleased. He has children, but they shun his presence, and treat him as already dead: he has had time, but it is gone for ever: he has had money, but it also has made itself wings. The working classes of England may not care much to receive these lessons from a journal which perhaps they consider too pre-eminently the advocate of economy, method, and order. It may be they will pay some attention to their vivacious and witty Home Secretary,—the man who has been disposed to sacrifice prudential considerations to grand political ideas, and who certainly has devoted himself to his position with singularly little reserve. He assures them that if they would have the comfort of their children in their latter days, they must be kind to them, and bring them up well; if they would have something pleasant to think of in the long vacant days of old age and sickness, they must make good use of their evenings while young; and if they would not be objects of charity and contempt they must put by money day by day while they can earn it."

CHILDREN VERSUS COLTS.

We know a man who last summer hired four colts pastured on a farm some five miles distant. At least once in two weeks he got into a waggon, and drove over to see how his juvenile horses fared. He made minute inquiries of the keeper as to their health, their daily watering, &c.; he himself examined the condition of the pasture, and when a dry season came on, he made special arrangements to have a daily allowance of meal, and he was careful to know that this was regularly supplied.

This man had four children attending a school kept in a small building erected at the cross roads. Around this building on three sides is a space of land six feet wide, the fourth side is on a line with the street. There is not an out-house or shade tree in sight of the building. Of the interior of the school house we need not speak. The single room is like too many others, with all its apparatus arranged upon the most approved plan for producing curved spines, compressed lungs, ill health, &c.

We wish to state one fact only. The owner of those colts, the father of those children, has never been into that school house to inquire after the comfort, health, or mental food daily dealt out to his offspring. The latter part of the summer we chanced to ask, "who teaches your school?" and the reply was, "he did not know, he believed her name was Parker, but he had no time to look after school matters."—*Am. Agriculturist.*

OBSERVE PUNCTUALITY IN ALL YOUR ENGAGEMENTS.

If a man were to spend his days in perfect seclusion, he would still be a gainer by the habit of regularity, in the distribution of his time and his pursuits; but its importance obviously increases with the extent of his connexions, and the number of his engagements. If regularity be that which a man owes to himself, punctuality is that which he owes to others. "Appointments" observes Mr. Cecil, "become debts; I owe you punctuality, if I have made an appointment with you; and have no right to throw away your time, if I do my own. Punctuality is important, because it subserves the peace and good temper of a family: the want of it not only infringes on necessary duty, but sometimes excludes the duty. Punctuality is important; as it gains time: it is like packing things in a box, a good packer will get in half as much more as a bad one.—The calmness of mind which it produces is another advantage of punctuality: a disorderly man is always in a hurry; he has no time to speak with you, because he is going elsewhere; and when he gets there, he is too late for his business, or he must hurry away to another before he can finish it. It was a wise maxim of the Duke of Newcastle—"I do one thing at a time"—Punctuality gives weight to character: "such a man has made an appointment; then I know he will keep it." And this generates punctuality in you; for, like other virtues, it propagates itself.—*Dr. Burder.*

Idleness of the mind is much worse than idleness of the body.—*"Ignaveum corrumpunt otia corpus."*

GIVE YOUR CHILDREN EDUCATION.

Mind constitutes the majesty of man—virtue his true nobility. Give your children fortunes without education, and at least half the number will go down to the tomb of oblivion, perhaps to ruin. Give them education, and they will accumulate fortunes; they will themselves be a fortune to their country. It is an inheritance worth more than gold, for it buys true honour; they can never spend nor lose it; and through life it proves a friend, in death a consolation. Give your children education, and no tyrant will triumph over your liberties. Give your children education, and the silver-shod horse of the despot will never trample in ruins the fabric of your freedom.—*Milford Bard.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The Government of New Brunswick have lately appointed Dr. Ryerson a Commissioner to inquire into the management of King's College, Fredericton, with a view to its improvement. The other Commissioners are the Hon. J. H. Gray, of St. John; and J. W. Dawson, Esq., the late active Superintendent of Education for Nova Scotia. . . . The Board of School Trustees in Brookville, are about to erect a handsome School-House, capable of containing 400 children. The new Government School-Houses in the City of Toronto are very elegant structures, doubtless equal, if not superior to the first Colleges of Oxford and Cambridge. . . . The Newcastle Teachers' Association recently held a Meeting in Cobourg, addresses on the best mode of teaching certain branches of Education were delivered by the most experienced Teachers present, and a literary address on "Endeavour," was read by Mr. Boate, of Bowmanville. He was appointed to deliver another on "the best incentive to moral culture," at the next Meeting, in October. The Rev. S. Tapscott, was also requested to deliver an address on "Education;" and Mr. Younghusband, on "School Organization." The examination of the Brockville Grammar School is highly spoken of in the local papers.

AN EFFICIENT GRAMMAR SCHOOL.—WORTHY OF IMITATION.

The Trustees of the Essex County Grammar School give notice that with the view of increasing the efficiency of the School, and placing the advantages of a good classical and commercial education within the reach of all children in the County,—they have resolved upon the following new arrangements:

1. Children residing within the County of Essex shall be admitted to the benefits of the School free of all fees and charges.
2. As soon as there are thirty boys in the School, the Trustees will engage the services of an Assistant Master competent to teach thoroughly the English branches of Education.
3. In order to extend the advantages to the residents in distant parts of the County, the Trustees will be prepared to make arrangements for opening a boarding house in the vicinity of the School, to be conducted under their supervision and according to rules to be laid down by them. But applications for admission must be addressed to the Chairman or Secretary of the Board of Trustees before the 1st September next, in order that they may be able to carry this plan into execution at the commencement of the next term.
4. The Trustees venture to express the hope that as soon as the School is in an efficient state, the Township Councils will be induced to avail themselves of the power vested in them by the law, and establish scholarships for the encouragement of a higher class of education than now prevails in this part of the country.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

Dr. Sullivan of the training Department of the Irish National Board has given £20 per annum to be distributed as premiums to the best teachers in the Counties of Down and Antrim. He has also given £100 towards founding exhibitions in the Queen's College, Belfast, in favour of students from the Royal Academical Institution of that town.—The Rev. F. D. Maurice, who was recently removed from his professorship in King's College, London, for alleged heterodoxy, is about establishing a "College for working men" above the age of sixteen years, engaged in manual labour, also clerks, engi-

neers, etc.—Messrs. McCoy and Hearn have been selected as professors in the new University of Melbourne. These gentlemen have hitherto been professors in the Queen's Colleges of Belfast and Galway respectively.—The Privy Council Committee on Education have recently passed a minute in regard to a system of grants in aid of training schools. At the end of the first, second, and third years, a grant of merit is to be made to students of merit and to the treasurers of colleges. The scale is to come into operation for the year ending 31st December, 1855, but all colleges are to be at liberty by application before the 1st September, 1854, to give effect to it for the year now current.—The King of Bavaria has decreed that no child aged less than ten years who has not received elementary and religious instruction shall be employed in manufactories.

MIDDLE-CLASS EDUCATION.—Lord Ebrington is again before the public as author of a plan of what he calls "middle-class education," which for its novelty at least deserves attention. His pamphlet is reprinted from the Society of Arts' weekly journal, where it first appeared. He argues that while no effort has been left untried to educate the children of labourers, and even of paupers, the class next above this—too proud to accept government assistance, too poor to pay for really valuable teaching—is in danger of sinking lower and lower. The deficiency cannot be supplied by eleemosynary institutions; nor can our universities, even if "poor scholars" were again to frequent them, meet the local requirement. Lord Ebrington suggests the establishment in each county town of local examinations, conducted by competent persons, who should have the power of conferring "degrees"—that is, of pronouncing authoritatively on the claims of candidates—prizes and scholarships to be founded in connection therewith, if money could be obtained for the purpose, either from individuals or from the proceeds of fees. The subjects of examination to be simple and practical, such as might befit an Englishman of the middle class, unable to devote, as the rich are supposed to do, many years to the process of instruction. Lord Ebrington conceives that the value of a "degree" of this kind, as a testimonial, would compensate both the trouble of preparation and the slight expense of fees. We are not sanguine of his success, but the idea is ingenious, and deserves better than to be rejected without trial.—*The (London) Press.*

THE EDUCATIONAL EXHIBITION IN LONDON.

Three months ago we had the satisfaction of announcing that the Society of Arts proposed to add one more to its many claims on public gratitude, by originating a special Exhibition of the various means and appliances employed in carrying on elementary education in the United Kingdom, some of our largest colonies, the leading countries of Europe, and the United States of America. What was then little more than a happy idea, is now an accomplished fact. Through the zealous co-operation of our Government with those of other nations—some of which displayed quite an unexpected degree of interest in the project,—the praiseworthy exertions of the several educational societies in this country, and the enlightened activity of private persons whose business it is to prepare the material means of education, a very respectable collection has been got together and arranged in a manner convenient for inspection.

We have spoken of the idea of the Exhibition as a happy one, and such it will be found to be on a moment's consideration. It is one of the natural offshoots of the Great Exhibition of 1851,—that fruitful germ which has already been so productive of good, and is destined to contribute much more largely to the world's happiness. We now proceed to give some account of the contents of the Exhibition. And here we deem it necessary to state, that at the time of our visit many articles,—particularly from abroad—had not been received. Hence the middle of the great hall, which is devoted to foreign and colonial productions, presented rather a bare appearance. With this slight deduction, the general aspect of the room was very animated and agreeable, the various objects being arranged in an effective as well as convenient manner. The front of the orchestra is occupied by the Department of Science and Art, which exhibits numerous copies for outline drawing, architectural and mechanical drawing, shaded drawing, coloured examples, and miscellaneous solid forms. These, with the specimens of the five orders of architecture, statues, busts, masks, friezes, pilasters, &c., exhibited by Signor Bunciani, and placed near the wall on each side of the orchestra, at once attracts the visitor's attention as he enters the hall from the main staircase; and a closer inspection seems to heighten his estimation of their value. The end of the room opposite the orchestra is well filled with various objects exhibited by the Committee of Council. Along the sides, under the galleries, are the compartments allotted to the leading educational societies; in the middle are four tables, on

which, as we have already intimated, are exhibited the articles from abroad, and the galleries are devoted to philosophical instruments, apparatus, &c. The room appropriated to books,—of which there is a numerous collection supplied by all the leading educational booksellers,—is over the great hall. One of the most interesting features of the Exhibition is to be seen in the Library, which contains the "results of the schools," or articles made by the young people in those establishments, and specimens of work done there. All over the walls, in the passages, on the landings as you go up the stairs, and round the galleries, maps and diagrams are hung, and at the foot of the stairs some excellent models of school fittings, desks and seats, are exhibited.

It will be seen from this general outline of the plan upon which the Exhibition is arranged, that every available portion of the building has been turned to the best account. When we come to examine separately the contributions of the various exhibitors, our attention is naturally first directed to the three beautiful cabinets in the centre of the great hall, exhibited by the Prince of Wales. One is the cabinet of specimens illustrative of cotton manufacture, presented to His Royal Highness, in 1851, by Messrs. Hibbert, Platt, and Sons, and showing all the various stages through which the cotton passes, from its natural state on the plant to its finished manufactured forms. The other two contain very choice specimens of fishes, crustacea, marine plants and vegetable productions used in commerce, such as seeds, roots, fibres, &c. Near these is an excellent model of a group of school buildings, suitable for a large rural village, with drawings of the plans, elevations and sections of the buildings, contributed by Earl Granville. One of the most prominent groups under the north gallery is that of the National Society, which includes copy-books, school clocks, globes, stationery, drawing and colouring materials, diagrams, prints, maps, hydrostatical and pneumatical apparatus, Attwood's machine for illustrating the laws of falling bodies, the geometrical solids, a machine for illustrating centrifugal force, sets of the mechanical powers, sectional models of steam engines, &c. Near these are the contributions of the asylums for the blind, the deaf and dumb, and idiots, which consist of embossed books for the blind and numerous articles worked by these unfortunate classes. The fancy articles, needlework, knitting, crochet, &c.; hair-work in bracelets, brooches, &c.; mats, baskets, shoes and slippers, exhibited by the Schools for the Indigent Blind, are really wonderful specimens of what the blind may be taught to accomplish. Scarcely less astonishing are the drawings, mats, shoes and slippers exhibited as the workmanship of the unhappy creatures for whom a home has been provided in the Asylum for Idiots.

On the opposite or south side of the hall the British and Foreign School Society is very creditably represented. The articles it exhibits comprise a good model of the Borough-road School—a model of Jerusalem and the surrounding country—a raised map of Great Britain and Ireland—cases of objects to illustrate the lesson-books—models of the pump, diving bell, and inclined plane—a sectional model of a steam-engine, prepared by a British school teacher—plans, maps, globes, drawing materials, diagrams, and apparatus for illustrating natural philosophy, geometry, natural history, astronomy—moveable letters—reading stands—sheet lessons for infant schools—and four cases containing specimens of needlework, &c., executed by girls in the schools of this Society. On the whole, this institution seems to bear the palm among its fellows for excellence of educational means. In success of results the Congregational Board of Education takes a high place, if we may judge from the beautiful specimens of perspective and mechanical drawing executed by its students; but we presume the students are inmates of the Homerton College, who are preparing to go out as teachers, and consequently, are beyond the ordinary school age. Among the books exhibited by this body we were sorry to observe several controversial publications, which, however calculated to further its peculiar tenets, are certainly ill suited for purposes of education. We turn with satisfaction to the specimens of workmanship executed by pupils in Ragged Schools. They consist of mats, baskets, shoes, and other articles made by boys, and art toys in the shape of dolls' bedsteads and house furniture made by girls,—all of which deserve great praise. We have only time to mention that the cabinets of objects, moral prints, boxes of form and colour, models of schools, and specimens of cotton, silk, linen, iron, copper, tin, and lead, in their natural and manufactured states, which the Home and Colonial School Society exhibit, are well worth a careful inspection.

Among the contributions from abroad, those from Norway make decidedly the best show. They consist of drawings, plans, and models of school buildings, apparatus for teaching natural philosophy, stuffed quadrupeds, insects, fishes, and reptiles, maps, and specimens of exercises in writing, composition, mathematics, and the modern languages. America is largely represented in

books, maps, and specimens of work done by pupils. The East India Company exhibits a very interesting collection of articles,—comprising, among other things, specimens of pottery made at the Madras School of Arts and Industry, cordage made of plantain and agave fibre, with various models, &c. We may call attention to the very beautiful specimens of Nature-printing exhibited by Messrs. Bradbury and Evans in the south gallery.—*From the Athenæum.*

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Caroline Bowles Southey, Widow of the late Robert Southey, LL.D., Poet Laureate, died on the 20th July. She was the daughter of the Rev. Dr. Bowles. . . . From a proclamation which appears in the Canada Gazette, we learn that the act passed in June of last year, to regulate the currency of this Province, comes into effect on the first of August. By it the dollar is to be 5s. of our present currency, and the cent one-hundredth of a dollar; mill one-tenth of a cent. Accounts may be kept, and persons may sue or be sued, or all business transactions in either denomination of currency shall be legal. . . . Several London and English provincial newspapers have been forced to raise their price, owing to the dearness of paper. The *Times* has offered £1,000 for the discovery of a new raw material that shall be cheaper than rags for the making of paper. Another daily journal prints on a paper so thin that it is difficult to read it. "Bell's life" is now 7d. . . . A Report that has lately been published by the English Department of Science and Art, gives a very satisfactory account of the success of the Schools and Art of Design, which have recently been established on the self supporting system throughout Great Britain. In little more than a year, twenty of those Schools have been founded; whereas sixteen years had been found necessary to establish a similar number previously. Manufacturers avail themselves with readiness of the talents of the Students in their several departments.

CANADIAN GEOLOGICAL COLLECTION.—A recent correspondent of the *Toronto Daily Leader*, writing from Quebec, thus refers to the Mineral discoveries of Canada, and to the Geological collection which has been formed by the Provincial Geologist, Mr. Logan, F.R.S. "Gold-bearing quartz, however, exists in abundance; but it is Mr. Logan's opinion that *with unskilled labor our gold field cannot be rendered profitable*. The inference is that with scientific appliances brought to bear they may be made profitable. Mr. Logan has already stated in one of his public reports, that the gold country of Lower Canada extends over three thousand square miles. He has since discovered, and will state in his next annual report, that it extends over ten thousand square miles. It is proper to state that the ten pounds' weight of gold in the custody of Mr. Logan, cost as much if not more to obtain it than it is worth. Associated with the gold is found irridosium, or white metal, nearly as hard as diamond, used for the points of gold pens. It exists, however, in very insignificant quantities.

In the geological collection are some excellent specimens of slate found in the Eastern Townships. A specimen of French slate, which has been a century in use on the roof of a building, is also in the collection. It is now as good as the day when it was first dug out of the bowels of the earth. An analysis of the two kinds shows their composition to be nearly identical.

There are various kinds of Canadian marble in the collection; the handsomest of which is the Serpentine. It is found in the Eastern Townships, and is identical with the *verde antique* of Italy.

There are some specimens of soap-stone also found in the Eastern Townships. The soap-stone resists fire, and is for that reason used to line furnaces. It is soft, and can be cut as easily as wood. It possesses great economic value.

The lithographic stone of Canada, of which specimens are in the collection, it of a superior kind. An impression of the Crystal Palace, done in London, on this stone, is very fine. Mr. Murray, Mr. Logan's associate in the geological survey, has recently surveyed two lines from the Georgian Bay to the Ottawa, across that twenty-four million of acres of land not yet in the market. The impression obtained by the survey as to the quality of the land is not favorable. There is some good and much indifferent. . . . The *Ottawa Citizen* referring to this subject says:—It is well known to geologists that the rocks in Sweden in which the magnetic iron ore is found, from which the celebrated Swedish steel is manufactured, are the same as the metamorphic rocks of Canada, lying north of the Ottawa, and which

also are well stocked with this ore. This fact should spur on those who are the owners of such mines in this country to the making of experiments, in order to test their capability of competing with the Swedish iron.

THE LITERARY PENSIONS OF THE YEAR.—The £1,200 annually appropriated for literary pensions has been allotted this year as follows:—£50 a year to Mrs. Glen, (widow of the late Dr. Glen, missionary to the East for nearly 30 years), in consideration of Dr. Glen's services to biblical literature by his translation of the Old Testament into Persian, and the distressed condition in which his widow is placed by his decease; £100 a year to Sir Francis Bond Head, in consideration of the contributions he has made to the literature of this country; £100 a year to Mrs. Moir (widow of the late Mr. David Moir, surgeon), in consideration of her late husband's literary and scientific works, in connexion with his profession, his poetical talents, and the destitute condition of his widow and eight children; £80 a year to the Rev Wm. Hickey, in consideration of the service which his writings, published under the signature of "Martin Doyle," have rendered to the cause of agricultural and social improvement among the people of Ireland; £100 a year to Mrs. Lang, in consideration of the eminent services rendered for a period of upward of 50 years by the late Mr. Oliver Lang, master-shipwright at the Woolwich dockyard; of his numerous valuable inventions and improvements for the advancement of naval architecture, and the straitened circumstances in which Mrs. Lang is placed; £50 a year to the widow and daughter of the late Mr. Jos. Train, in consideration of his personal services to literature, and the valuable aid derived by the late Sir Walter Scott from Mr. Train's antiquarian and literary researches, prosecuted under Sir Walter's directions; £100 a year to the widow of the late Sir Harris Nicolas, in consideration of the many valuable contributions made by her late husband to the historical and antiquarian Literature of this country, and the limited circumstances in which his family were left at his death; £80 a year to the daughters of the late Dr. M'Gillivray, in consideration of their late father's contributions to the service of natural history, and the destitute condition in which his family are placed at his decease; £50 a year to Mrs. Hogg, the widow of the Ettrick Shepherd, in consideration of her late husband's poetical talent; £100 a year to the sister and two daughters of the late Mr. James Simpson, in consideration of his eminent services in the cause of education, and the distressed circumstances in which, owing to the expenditure of his own means in the furtherance of his object, his family are left at his decease; £40 a year to the daughters of the late Mr. James Kinney, in consideration of his literary talent; £100 a year to Mr. Alaric Alexander Watts, in consideration of his services to literature and art; £100 a year to the daughters of the late Mr. Joseph Tucker, in consideration of their late father's services as Surveyor of the Navy for 18 years, and the distressed condition to which they are reduced; £100 a year to Dr. Hinks, in consideration of the eminent services he has rendered to history and literature by his antiquarian researches, and especially in connexion with the Assyrian and other Eastern languages; and £50 a year to Mrs. Lee, widow of Dr. Bowditch, the celebrated African traveller, in consideration of her contributions to literature, and the straitened circumstances to which she is now reduced.

PRIZES OF THE FRENCH ACADEMY.

The French Academy has proposed the following as the subjects of its prizes for 1854: That for poetry is to be the "Acropolis of Athens," and the prize is to be a gold medal worth 2,000 francs. A similar medal is to be given for the best paper on "The Life and Writings of the Duke de St. Simon." The two Montyon prizes of 3,000 francs each on "The Poetry of the Middle Ages" and on "The Progress of Letters in France before the Cid," not having been awarded this year, are to be again contended for next year. Two prizes of 3,000 francs each are also to be given for the best paper on "The Works and Genius of Livy, the Historian," and for the best paper on "The Life and Writings of Froissart." From 1st January, 1854, the Academy will enter on its annual examination relative to the prize founded by the late Baron Gobert for "The most eloquent work connected with the History of France." In that examination will be included all the new works on the History of France which shall have appeared from the 1st of January, 1853. The Academy will also award in 1854 the annual medals for acts of devotedness and virtue.

STATISTICS OF THE BIBLE.

The Rev. C. E. Elliot is delivering a course of lectures on Sabbath evenings at Baldwinsville, Onondago county, (N. Y.) and in the preliminary lecture, the following interesting facts were mentioned:—

The old Testament contains 39 books, 929 chapters, 23 214 verses, 592,439 words, 2,728,100 letters.

The New Testament contains 27 books, 260 chapters, 7,959 verses, 181,253 words, 838,380 letters.

The entire Bible contains 66 books, 1,189 chapters, 31,173 verses, 773,692 words, 3,566,480 letters.

The name Jehovah or Lord, occurs 6,855 times in the Old Testament.

The word "and" occurs in the Bible 46,227 times: viz, in the Old Testament 35,543 times, in the New Testament 10,684 times.

The middle book of the Old Testament is Proverbs.

The middle chapter is the 29th of Job.

The middle verse is the 2d Chronicles, 20th chapter between the 17th and 18th verses.

The middle book of the New Testament is the 2nd Epistle to the Thessalonians.

The middle chapter is between the 13th and 14th of Romans.

The middle verse is Act 17: 17.

The middle chapter or division, and the least in the Bible, is the 117th Psalm.

The middle verse in the Bible is Psalm 118: verse 8.

The middle line in the Bible is 2d Chronicles 4: 16.

The least verse in the Old Testament is 1st Chronicles 1: 1.

The least verse in the Bible is John 9: 35.

The Apocrypha, (not inspired, but sometimes bound between the Old Testament and the New,) contains 183 chapters, 6,081 verses, 152,185 words.

In the 21st verse of the 7th of Ezra, are all the letters of the Alphabet; I and J being considered as one.

The 19th chapter of 2nd Kings, and 37th of Isaiah are the same.

These facts were ascertained by an English gentleman residing at Amsterdam, A. D. 1772. Also by another gentleman who made a similar calculation, A. D. 1718; and they are said to have taken each gentleman nearly three years in the investigation.

The first division of the Divine Oracles in chapters and verses is attributed to Stephen Langdon, Archbishop of Canterbury, in the Reign of King John, in the latter of the 12th century, or beginning of the 13th.—Cardinal Hugo, in the middle of the 13th century, divided the Old Testament into chapters as they stand in our translation. In 1661, Athias, a Jew of Amsterdam, divided the sections of Hugo into verses, as we now have them. Robert Stephens, a French Printer, had previously (1851) divided the New Testament into verses as they now are.

The Scriptures have been translated in 148 languages and dialects, of which 121 had prior to the formation of the "British and Foreign Bible Society never appeared. And 25 of these languages existed without an alphabet, in an oral form. Upward of forty-three millions of these copies of God's words are circulated among not less than six hundred million people. "What hath God wrought!"

There is a Bible in the library of the University of Gottingen, written on 5,476 palm leaves.—*N. Y. Com. Adv.*

STATISTICS OF RUSSIA.

The *Journal de la Statistique Universelle* publishes the following table of the successive encroachments of Russia from the 14th century up to the year 1832. It is drawn up from communications by M. M. Schmitzler, Maltebrun; General Bem, and other statisticians:—

GRAND DUCHY OF MOSCOW.		Extent in geographical miles.	Population.
1328, at the accession of Yvan (Kaleta).....	4,656	6,290,000	
1462, at the accession of Yvan I.....	18,474	
1503, at the death of Yvan I.....	37,187	
1584, at the death of Yvan II.....	125,465	
1645, at the death of Michael I.....	254,361	
1689, at the accession of Peter I.....	263,900	16,000,000	
EMPIRE OF RUSSIA.			
1725, at the accession of Catherine I.....	273,185	20,000,000	
1762, at the accession of Catherine II.....	319,538	25,000,000	
1796, at the death of Catherine II.....	334,850	33,000,000	
1825, at the death of Alexander I.....	367,494	56,000,000	
1831, at the taking of Warsaw.....	369,764	60,000,000	

That is to say, that during the last two centuries Russia has doubled her territory, and during the last 100 years has tripled her population; her conquests during 60 years, are equal to all she possessed in Europe before that period; her conquests from Sweden are greater than what remains of that kingdom; she has taken from the Tartars an extent equal to that of Turkey

in Europe, with Græce, Italy, and Spain; her conquests from Turkey in Europe are more in extent than the kingdom of Prussia without the Rhenish provinces; she has taken from Turkey in Asia an extent of territory equal to all the small states of Germany; from Persia equal to the whole of England (U. Kingdom); from Poland equal to the whole Austrian Empire. A division of the population gives,—

2,000,000 for the tribes of the Caucasus.
4,000,000 for the Cossacks, the Georgians and the Khirgniz.
5,000,000 for the Turks, the Mongos and the Tartars.
6,000,000 for the Ouralians, the Finlanders, and the Swedes.
20,000,000 for the Moscovites (of the Greek Church.)
23,000,000 for the Poles, (Roman and Greek Church United.)
60,000,000

The population of ancient Poland counts for two-fifths of the total population over an eighth part of the territory, and the Muscovite population for one third of the total number over the tenth of the territory; in other words, even at the present time the Polish elements is in a great majority as compared to all the others.

THE ALAND ISLES.—These Islands form an archipelago, situate at the extremity of the Baltic, at the entrance of the Gulf of Finland. The group is composed of 7 islands occupying an area of 90 square kilometres, with a population of 15,000 inhabitants. The Island of Aland, properly speaking, which has given its name to the Archipelago, is 9 leagues in length and 7 in breadth, and has a population of 10,000 inhabitants. The Russians have built the extensive fortress of Bomarsund, which is protected on the sea side by strong fortifications. It possesses a good roadstead, well sheltered, with a depth of 20, 30, and even 50 fathoms. In time of peace it is continually visited by the Russian fleet of evolution. The interior of the island is intersected by calcareous hills, and watered by a great number of rivulets, from which it derives its Scandinavian name of "Aland" (Country of Rivers.) The coast is deeply indented, and offers excellent anchorage. The soil is fertile, and here and there are to be seen good pasture ground and forests of birch and pine. The inhabitants are mostly farmers and fishermen. The climate is wholesome, although rigorous in winter. The snow melts early, and the harbour freezes over late in the season, on account of the rapid current produced by the meeting of the waters of the Gulfs of Bothnia and Finland. Independently of Bomarsund, the Archipelago contains several other fortified places, the principal of which are in the Islands of Siguisklar and Præstøe. The Islands of Aland are very important in a political and military point of view. They were wrested by Russia from Sweden in 1809, by the treaty of Frederikshamn, which secured to that power the remainder of Finland and Eastern Bothnia. Russia had already acquired the other part of Finland by the Treaty of Abo. The loss of that fine and rich province was a dreadful check to the Swedish power.

PHYSICAL FEATURES OF JAPAN.

The region of country near this anchorage is exceedingly fertile, and the black rich soil produces two crops annually; the wheat and barley are now almost ready to flower in some places. The rice fields are draining, and will soon be ready to receive the shoots for here all the rice is transported. Wheat and barley are drilled and not sown broadcast and the vigorous grain shows the care bestowed on it.

During the time we have been in this bay the climate has been very pleasant, a good medium between too hot and too cold snow resting on Mount Fusi and other high mountains, but never on the lowlands. This peak is considered about 14,000 feet high, and lies nearly due west of our ships raising its symmetrical cone far above every other point. The country is undulating in this vicinity, a succession of ravines, plateaux, valleys and ridges, affording room for forest lands as well as grain. Terraces are common, some of which have cost great labour to dig them down. Oak, chesnut, maple, pines, firs, and other trees not recognized in their winter nakedness, are common but the abundance of the Camelia Japonica, growing 40 and 50 feet high, and now lately covered with flowers, is the admiration of all. The Japanese furnished a large supply of them for the dinner table the other day.

The white Japonica is not so common, only one or two trees having been met. The Pyrus Japonica also common, and peaches are now in full flower. I have seen specimens of the pine trees, the tops of which were forced down and trained over a frame-work, leaving the trunk like the handle of an umbrella underneath this canopy of 30 feet width. The time on one was 20, on the other 30 years. A pine grafted on a fir was also shown me; and if this small village exhibits these horticultural curiosities, larger cities doubt-

less furnish greater rarities. Many of the pines and other trees covering the hills are planted, and we have met farmers putting out saplings on steep hills, which otherwise we should never have suspected were not natural growth. This shows the great cost of fuel and the care taken to keep up a supply.—*Extract from the Official Report*

MAPS, BOOKS AND SCHOOL REQUISITES BY EXPRESS.

VICKER'S NORTHERN EXPRESS

Between Toronto, Barrie, Collingwood and Orillia.

FOR the conveyance of Money, Packages, Maps, Books, School Requisites, Collections and all Express matter, Also, Attending to a General Forwarding and Commission business.

An Express will leave Toronto on MONDAY, WEDNESDAY and FRIDAY, connecting at Toronto with Expresses to all parts of Canada, United States and Europe.

Packages, &c., left at the Office of the American Express Company, Toronto Street, or British North American Express Company, Front Street, will receive despatch.

Toronto, August 21, 1854.

WANTED, for the PRESTON SCHOOL, a duly qualified FIRST CLASS TEACHER. Salary liberal.

Apply to
OTTO KLOTZ,
Secretary.
Board of Trustees.

Preston, 16th August, 1854.

CLASSICAL MAPS, FOR GRAMMAR SCHOOLS &c., as follows:—
NATIONAL: Orbis Veteribus Notus, Italia Antiqua, Græcia Antiqua. Size 5 feet 8 inches by 4 feet 4 inches, 15s. each. Asia Minor, Vel Antiqua, and Terra Sancta, 4: 4 x 2: 10 a 8s. 9d.

JOHNSTON'S: same as National. Size 4 feet 2 inches by 3 feet 2 inches, a 11s. 10½ each.

Scripture Maps of various sorts and of different prices.
Atlases of Ditto ditto ditto.

NEW MAP OF CANADA.

THE EDUCATIONAL DEPARTMENT having recently prepared a new and accurate MAP OF BRITISH AMERICA, according to the latest Parliamentary divisions and corrections, the following copies have been ordered for the Schools in the Counties referred to:—

York, Ontario and Peel. 350 copies.
Middlesex (reported by the County Clerk as purchased) 200 "
Prince Edward. 55 "

The size of the Maps is 3 feet by 2 feet 6 inches. Price 5s. 7½d. per single copy, or 5s. for any quantity over fifty copies. It is also the intention of the Department to have this corrected Map of British America published in the National Series and in Johnston's Series, and of the same dimensions, in the course of the autumn. The price, size, and style, will be the same as are now the maps of either series. Parties are cautioned against purchasing any copies of the new Map of Canada recently published in New York, except those issued by this department, as an inferior and incorrect edition is in circulation, and for sale by agents.

MAPS OF CANADA, GLOBES, & APPARATUS.

FOR SALE at the Depository in connection with the Education Office, Toronto:—

Maps—Canvas, Rollers and Varnished. £ s. d.

1. Bouchette's Map of British North America with latest County divisions, statistics, &c. 7 ft. 6 in., by 4 ft. 3 in. 2 10 0
2. A new Map of Canada, New Brunswick, and Nova Scotia, with latest County divisions, coloured 3 ft. by 2 ft. 6 in. 0 5 7½
3. Outline Map of British America, with names of Counties, 2 ft. 4 in. by 1 ft. 10 in. 0 5 0
4. Smith's Map of Upper Canada, with names of Counties, Cities, Towns, Villages, &c., (engraved on copper,) 2 ft. by 1 ft. 6 in. 0 3 0

PELTON'S PHYSICAL OUTLINE MAPS, as follows:—

1. Political and Physical Map of Western Hemisphere . . . 7 feet by 7 feet.
 2. Political and Physical Map of Eastern Hemisphere . . . 7 feet by 7 feet.
 3. Map of the United States, British Provinces, Mexico, Central America, and the West India Islands. 7 feet by 7 feet.
 4. Map of Europe. 6 feet by 6 feet 10 inches.
 5. Map of Europe. 6 feet by 6 feet 8 inches.
 6. Map of South America and Africa. 6 feet by 7 feet.
- Price of the series with Key \$20.

These maps in connection with their other general features, present the Geological Formation of the World, its Oceanic Currents, Atmospheric Changes, Isothermal Lines, Vertical Dimensions, Distribution of Rain, Electric, Magnetic, Volcanic, and Atmospheric Phenomena, &c., &c., in a manner so simple and beautiful as to be easily taught and comprehended.

JOHNSTON'S Maps beautifully engraved and colored, consisting of the two Hemispheres, Europe, Asia, and Africa, &c., 11s. 10½ each.
CHRISTIAN KNOWLEDGE SOCIETY Maps. Size—a 15s. each, world 17s. 6d.)
CHAMBERS' series of Maps, 15s. each, (World 17s. 6d.)
NATIONAL series of Maps, 15s. each, (World 17s. 6d.)

Globes.

1. Cornell's 9 inch Globes, with Stand, each. 2 10 0
2. Do. 5 do. do. do. do. 0 17 6
3. Holbrook's 5 inch do. do. do. 0 6 3
4. Copley's 16 inch do., per pair, 10 0 0
5. Franklin, Terrestrial and Celestial 10 inches with walnut frame and case per pair. 5 0 0
- 6 Do. do. do. with bronzed frame and case per pair. 5 10 0
7. Do. do. do. with Mahogany high frames and case per pair. 8 0 0
8. Do. do. 6 inches with bronzed frame and case per pair. 2 0 0

Apparatus and Cabinets for Common Schools.

1. Holbrook's Box of Philosophical Apparatus, with improvements 5 10 0
2. Do. do. Geological Specimens, 30. 0 10 0
3. Varty's do. do. 96 (large) 2 13 9
4. Do. do. do. 144 (small) 2 15 0
5. Do. Cabinet of Natural Objects. 3 0 0
6. Do. do Showing the Natural History of the Silkworm. 0 7 6
7. Do. do do. do. do. Bee. 0 7 6
8. Do. do do. do. do. Wasp. 0 7 6

Diagrams and Charts.

1. Gas Works about 6 ft. by 3 ft. finely coloured on Canvas and Rollers 0 6 1
2. Glass House about 4 ft. by 3 ft. finely coloured on Canvas and Rollers 0 5 0
3. Iron furnace about 1 ft. by 3 ft. finely coloured, on Canvas and Rollers 0 2 9
1. Gas Works as above mounted on linen without Rollers. 0 6 0
2. Glass House do. do. 0 4 0
3. Iron Furnace do. do. 0 2 0
4. Chart of Gymnastics showing the position 18 x 30 inches. 0 0 7½
5. Chart of Physical Geography, strikingly illustrated, —x— mounted on Canvas, Rollers and Varnished 0 18 9

Six Lesson Sheets and Tablets for 1s. 3d.

The following is an excellent series for mounting on pasteboard, &c., and hanging up in a school house. Size of each sheet about two feet square. Price for the entire series in Sheets, 1s. 3d., as follows:—

1. What every child ought to be, and what every child ought not to be arranged in alphabetical order, with Scriptural references.
2. Plain instructions for children in day schools.
3. Plain Rules to be observed in case of accidents, &c.
4. The Ten Commandments, arranged on parallel tables.
5. The Lord's Prayer, in large type.
6. General Rules to be observed by Children in Common Schools.

School Apparatus, Globes, Tablet Lessons, Object Lessons, Prints, Historical and Geological Charts, Lesson Sheets, Diagrams of the Steam Engine, Telegraph, Gas Works, Glass Works, Iron Furnace, Chemical Tables, &c., &c., in great variety.

ALSO,

Text-books and Materials for Drawing, Writing, Vocal Music, &c., as detailed in the descriptive Catalogue—a copy of which will be furnished upon application. The facilities offered by the Express Companies in Toronto render it an easy matter for persons at a distance to obtain supplies of School requisites from the Depository. In all cases cash must accompany the order sent.

ADVERTISEMENTS inserted in the *Journal of Education* for one half-penny per word, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, 6s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

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

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