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such township shall be managed by one board of *five* trustees, —one of which trustees shall be chosen in and for each ward, if the township be divided into wards; and if not so divided, then the whole number of such trustees shall be chosen in and for the whole township, and the election of such trustees shall be held at the time and in manner prescribed in the *third, seventh, eighth, and twenty-second* sections of this Act; and such trustees shall be a corporation, under the name of "*The Board of School Trustees of the Township of —, in the County of —,*" and shall be invested with the same powers and be subject to the same obligations as trustees in cities and towns, by the *seventy-ninth* section of this Act.

TOWNSHIP SYSTEM OF SCHOOLS vs. ISOLATED SCHOOL SECTIONS.

As the question of the comparative advantage of the Township System of Schools over the present isolated School Section organization has frequently been brought before the Department of Public Instruction, we purpose giving in this paper the experience of some of the American States in this matter. It will be seen that the testimony of these States is altogether in favour of the abolition of school section boundaries, and the establishment of the townships' system of schools in their place.

The Common School Law of Upper Canada gives every facility for the establishment of the township system; and as the matter is worthy of mature consideration, we direct attention to it thus early in the year so that the alteration, if desired in any particular township, can be made in due time, and take effect near the end of the year, as provided by law.

The provisions of the Upper Canada School Law on this subject are as follows:

All the Sections of a Township may be united, and a Township Board elected.

32. In case a majority of the resident [assessed] freeholders and householders of each section at a public meeting for that purpose separately called by the trustees of each such section, express a desire that local school sections should be abolished, and that all their schools should be conducted under one system and one management, like the schools in cities and towns, the Municipal Council of such township shall comply with the request so expressed, by passing a by-law to give effect thereto;* in which event all the common schools of

TOWNSHIP SYSTEM OF SCHOOLS IN MASSACHUSETTS.

"As a general fact," says Horace Man, in his *Tenth Annual Report* as Secretary of the Massachusetts Board of Education, "the schools of undistricted towns [*i.e.* townships not divided into school sections] are greatly superior to those in districted towns [*i.e.* which are so divided], and for obvious reasons. The first class of towns—the undistricted—provide all the school-houses, and, through the agency of the school committee, employ all the teachers. If one good school-house is provided for any section of the town, all the other sections, having contributed their respective portions of the expense to erect the good house, will demand one equally good for themselves; and the equity of such a demand is so obvious that it cannot be resisted. If, on the other hand, each section were a separate district, and bound for the whole expense of a new house, if it should erect one, it would be tempted to continue an old house long enough after it had ceased to be comfortable; and indeed, as experience has too often and sadly proved, long after it has ceased to be tenantable. So, too, in undistricted towns, we never see the painful contrast of one school in one section kept all the year round by a teacher who receives one hundred dollars a month; while in another section of the same town the school is kept on the minimum principle, both as to time and price, and of course yielding only a minimum amount of benefit, to say nothing of probable and irremediable evils that it may inflict. In regard to supervision, also, if the school committee are responsible for the condition of all the schools, they are constrained to visit all alike, to care

* *i.e.* Being satisfied that due notice has been given to all parties concerned. The alteration does not, however, take effect until the 25th of December next after having been made.

for all alike, and as far as possible to aim, in all, at the production of equal results, because any partiality or favoritism will be rebuked at the ballot-box. In undistricted towns, therefore, the grand conditions of a prosperous school, viz., a good house, a good teacher, and vigilant superintendence, are secured by motives which do not operate, or operate to a very limited extent, in districted towns. Under the non-districting system, it is obvious that each section of a town will demand at least an equal degree of accommodation in the house, of talent in the teacher, and of attention in the committee; and should any selfish feeling be indulged, it is some consolation to reflect that they too will be harnessed in the car of improvement.

"I consider the law of 1789, authorizing towns to divide themselves into districts, the most unfortunate law, on the subject of common schools, ever enacted in the State. During the last few years, several towns have abolished their districts, and assumed the administration of their schools in the corporate capacity; and I learn, from the report of the school committees, and from other sources, that many other towns are contemplating the same reform."

In a recent report of the Secretary of the Board of Education for Massachusetts, the following important statement is found:—"A very considerable number of the townships have dropped the former mode of dividing the schools according to districts, and have placed the whole matter of their organization and distribution in the hands of the school committee of the township. This change has already been made in about sixty townships of the Commonwealth, and the subject is now more than ever before engaging the attention of other townships, so that the year to come is likely to show greater results than any previous year. The perceptible improvement of the schools in those places which have made the change, is an argument before which nothing can stand, and which is now acting upon the minds of the people at large, with silent but resistless power.

"The clear intelligence, steadiness, and sobriety with which the people are beginning to pursue their object, as contrasted with the adventurous and uncertain efforts in the same direction in former years, is one of the many pleasing indications that the days of turmoil and confusion in settling great questions of school policy are passing away, and a wise regard for the interests of posterity is becoming more and more controlling in the management of this branch of our public interests. It is hardly too much to say that, under the guidance of such lofty sentiments, all the townships of the State will, within a short period, be found adopting that policy in the management of their public school which experience shows to be the best.

"The gradual abandonment of the district system as here stated, results in small degree from its connection with another measure, which has been regarded by the people with great favour, namely, the gradation of the schools. The districts are known to stand directly in the way of this improvement, and receiving a judgment accordingly. It was not until somewhat recently that a subject so important,—so fundamental as that of establishing schools of different grades for pupils of different ages and attainments,—received much consideration from those who alone possessed the power to make the change. Distinguished men had written on the subject; and those who had studied the philosophy of education were generally agreed in respect to it. But it was known chiefly as a theory passing, in only a few instances except in the cities, from the closet to the school-room. By degrees the results of these few experiments became known. Measures were taken to communicate them to the people, the majority of whom were still without any definite information on the subject. From this time, a course of action commenced in the townships which were favourably situated, for trying the experiment, and has been followed up with increasing vigour ever since.

"But what particularly distinguishes the present state of education amongst us from that of former times, is the existence of so many free high schools. Until quite recently, such schools were found only in a few large towns. The idea of a free education did not generally extend beyond that given in the ordinary district schools. All higher education was supposed to be a privilege which each individual should purchase at his own expense. But at length the great idea of providing by law for the education of the people in a higher grade of public schools prevailed. The results have been most happy. High schools have sprung up rapidly in all parts of the Commonwealth; and within the last six years the number has increased from scarcely more than a dozen to about eighty.

"The effect of this change in the school system of this higher order of schools, in developing the intellect of the Commonwealth, in opening channels of free communication between all the more flourishing towns of the State and the colleges or schools of science, is just beginning to be observed. They discover the treasures of native intellect that lie hidden among the people; making men of superior minds conscious of their powers; bringing [those who are

by nature destined to public service, to institutions suited to foster their talents; giving new impulse to the colleges, not only by swelling the number of their students, but by raising the standard of excellence in them; and, finally, giving to the public, with all the advantages of education, men who otherwise might have remained in obscurity, or have acted their part struggling with embarrassments and difficulties."

[The trial of both plans in Massachusetts, and the return to the town system, may be considered decisive of the whole question, because in that State, if anywhere in the Union, the single district plan would be likely to answer the needs of public education, in consequence of the general density, wealth, and intelligence of the population. The whole State is now working under the town system, and with the happiest results.—Ed.]

THE SYSTEM IN CONNECTICUT.

A similar change from the old system to the new is slowly progressing in Connecticut. Referring to an enactment authorizing and facilitating this change, the Superintendent, in a recent report, remarks: "Among the objects proposed to be accomplished by this Act are, to simplify the machinery of the system, by committing to the hands of one board of school officers what is now divided between three; to equalize the advantages of the schools, by abolishing the present district lines, and placing all the schools under one committee, thereby also facilitating the gradation of schools and the proper classification of scholars, and the establishment of schools of a higher grade in towns containing a sparse population, and substituting a simpler and more efficient organization."

IN PENNSYLVANIA.

The Hon. Henry C. Hickock, the Superintendent of Public Instruction of Pennsylvania, remarked to me in conversation: "The crowning glory of the Pennsylvania school system, in addition to its county superintendency, is its new township plan of government, and the consequent avoidance of the ensmalling of districts."

[In this State, the expedient of sub-districts was tried for a while, but its inconveniences and evils caused it to be abandoned, and it is regarded there as "the only backward step" taken in developing a public educational system. One of the present features of the town system in Pennsylvania, is providing for regular "Town Institutes," or meetings of the teachers for instruction, consultation, and improvement.—Ed.]

IN OHIO.

The Hon. H. H. Barney, in his Report of 1855, as Commissioner of Common Schools of Ohio, gives the following Synopsis of the able argument of Dr. Sears, in favour of the township system, and the evils incident to the old district plan. After explaining at great length the nature of these evils, he sums up the whole matter by saying that the schools ordinarily maintained in the districts into which they are divided, are no longer capable of giving the education required by the character of the times; that they preclude the introduction of a system of proper gradation in the schools; that the classification of the pupils is necessarily imperfect, and the number of classes altogether too great for thorough instruction by a single teacher; the fact that the district schools, without any of the advantages of gradation, once answered their purpose very well, does not prove that we need nothing better now; that the old system is much more expensive in proportion to what it accomplishes than the other; that by means of it, hundreds of schools are kept in operation which would otherwise be abandoned, as they ought to be; that in 1849, there were in Massachusetts 25 schools, whose highest average attendance was only five pupils; 205, whose highest average attendance was only ten; 546, in which it was only fifteen; 1,000, where it was only twenty; and 1,456, where it was only twenty-five. That most of these schools were of so low an order as not to deserve the name, and that the impression which they made upon the agents of the Board of Education, while visiting them, was, that the money of the districts and the time of the teachers and pupils, were little better than wasted; that while some schools thus gradually dwindled into comparative insignificance and worthlessness, others became too large for suitable instruction by one teacher; that another evil almost invariably resulting from the division of the townships into independent school districts, was the unjust distinction which it occasioned in the character of the schools and in the distribution of the school money; that when there was no responsible township school committee authorized to act in the name of the township, there could not be that equality in the schools which the law contemplated; that the inhabitants of one district, being more intelligent and public-spirited than those of another, would have better school-houses—more competent, zealous, and devoted schools; that the smaller and more retired districts, which stood in greatest need of good common schools, because entirely dependent on them, were more likely to languish for want of

public spirit and good management than to be prosperous; that inasmuch as the theory of popular education is founded upon the principle that the public security requires the education of all the citizens, and that it is both just and expedient to tax the property of the people for the education of all the children of the people, and inasmuch as the school-tax is levied equally upon all parts of the township, and as the object contemplated, which alone justifies such taxation, is the education of the whole mass of the population, without distinction, nothing short of an equal provision for all should satisfy the public conscience.

"Whatever diversity of opinion" he adds "may exist among educationists, as to the best manner of constituting Township Boards of Education, there can be but one opinion as to the propriety of having a township school organization. Facts, experiments, the observations and opinions of those competent to judge, have fully settled this matter. It is not, however, so clearly determined whether the School Committees or Boards of Education of townships should consist of three or six persons; one-third to be elected, and the other third to go out of office annually; or whether they should be elected by the township at large, or by the sub-districts. Nor is the principle fully settled, whether a township should be divided, for certain specific purposes, into sub-districts or not. But it is fully settled that if a township is thus divided, the lines of sub-districts should not in the least interfere with the proper classification, gradation and supervision of its schools.

"It is thought by some that to provide the same amount of means and facilities for educating those who reside in the poorer and less populous portions of a township, as for those in the wealthier and more thickly settled portions, would deprive the latter of their rights; just as if the taxes for the support of schools were levied upon sub-districts, and not upon the State and townships.

"If all the property of the State and of the townships is taxed alike for the purposes of educating the youth of the State, there is no principle plainer than that all should share equally, so far as practicable, in the benefits of the fund thus raised, whether they reside in sparse or populous neighborhoods."

IN INDIANA.

As Indiana has faithfully tried both systems, and is a sister State of the great North-West, I shall freely cite the results of its Township experience, as contrasted with the old district plan:

"Under the old district system," says Hon. W. C. Larrabee, in his report as Superintendent of Public Instruction in that State, in 1852, "heretofore in use in this State, and until lately in all the Eastern States, serious inconveniences, and sometimes insurmountable difficulties could but exist. I myself came near being wholly cheated out of an education by this most iniquitous system. The township was mapped off into districts by geographical lines. The district boundaries could not be passed. A family must send only to the school to which they may be geographically assigned, though a swamp or a river be in the way, though unluckily they might live on the very frontiers of the district, and their might be in another district a school house provokingly near them.

"Under our present system these districts are utterly abolished. Each civil township forms a corporation for school purposes. The township Trustees are authorized and required 'to establish, and conveniently locate in the township a sufficient number of schools for the education of all the children therein.' Each family may send to any school in the township convenient or agreeable. Whenever any person can be more conveniently accommodated at the school of some adjoining township, or county, he is at liberty to make his own selection, and attend where he pleases.

"This repudiation of arbitrary district lines, and this liberty to the family of choosing a school according to its own convenience and pleasure, is one of the most admirable features of our system. It gives, wherever it has been put to practice, unbounded satisfaction. It only needs, in order to become universally popular, to be understood in its practical advantages. One of the committee who reported the law last winter, a gentleman, whose services and experience in the cause of education render his opinions of great weight, thus writes to me of the operation of this principle in his own county: 'The people express much satisfaction at the provision of the new law, which enables them to make their own selection of schools, unrestrained by geographical lines. A few days ago, I met a farmer, whose name had by accident been omitted in our enumeration. I requested him to give me the number of his children, which he said he would do, as it might be of some advantage to us, although it was of no use to him. I asked him, why? He said the school in his own district was so remote, and the road so difficult, that he had altogether given up sending his children. I told him that districts no longer existed, that he could send his children, without charge, to any public school he might select. On this his countenance directly brightened up. 'Well,' said he, 'there is sense in that. I will send my children to-morrow.' Another ven-

erable man, nearly seventy years old, as he was paying his tax yesterday to the Treasurer, said, 'I have been paying a heavy tax for several years, and have derived no benefit therefrom.' I asked him, why? He answered, 'I reside in a remote part of the school district. It is utterly impracticable for me to send to our school house. There is a school-house in an adjoining district close at hand, but I have no right to its privileges.' I told him that senseless obstacle had been removed under our new system. He could now send to school, if more convenient, in an adjoining township, or even in an adjoining county. 'Well,' said he 'I shall hereafter derive some benefit from the school system.' Wherever this principle is understood by the people, it is popular.'

"In such a territory as ours, in many parts nearly roadless, and intersected by bridgeless streams, in some of the northern counties, obstructed in communication by impassable swamps, such a system is the only one promising any success. It is indeed strange, that the people have so long submitted to the district system, so replete with inequalities, injustice, and inconveniences, and deficient in redeeming qualities. So true it is, that we often remain, for a long time, unaware of the serious inconvenience and injury we suffer from imperfection and abuses to which we are accustomed. But when the remedy is discovered, and the corrective applied, we wonder how we could so long overlook so simple a remedy for so serious evils.

"Indiana," says Mr. Larrabee, in his report of 1853, "was the first State to abolish the old district system. But not the last. Ohio has followed in her footsteps. Massachusetts is preparing to follow, and in a few years the township system will be the rule, and the district system only the exception, in more than half the States of the Union. It is conceded on all hands, that this system will, in the end, when fully developed, work out the most favourable results. It is the only system by which we can make any tolerable approach to equality in educational advantages for all parts of the State."—*Wisconsin Journal of Education*.

II. Papers on the School.

1. CLAIMS OF THE PUBLIC SCHOOL.

Experience has demonstrated the truth of the assertion, that "liberal appropriations, and legislative enactments, cannot, of themselves, impart to any system that vitality essential to success." An enlightened public opinion is absolutely prerequisite to ultimate and permanent success. Law is but a dead letter, a lifeless skeleton. Well directed popular will is not a creature of impulse. It is controlled by motives that are first approved, then felt. The heart must be trained to feel, after the intellect has been trained to perceive the claims of any cause upon us for sympathy and support. Especially is this true of the great cause of popular education, which touches us at more points, and affects more interests than any other. The social, the political, the physical, the intellectual, the moral interests of our children, are intimately connected with it. It appeals to us as parents, as citizens, as patriots, and as philanthropists. A few of its claims upon us I will briefly adduce:

1. It is a supply exactly adapted to the want.
The mind of the child ever seeks for something wherewith to satisfy its longings. The public school comes to the restless and absorbent mind with the invitation, "take freely of the good things I bring you, and be filled with the blessings I have in store for you."

2. It is the only supply that will meet the necessities of the larger part of our people.
Family instruction will not meet the demand. Some parents are morally unfit to become the teachers of their children; some have not sufficient training themselves; many have not the time that can be spared from other and pressing duties pertaining to the physical comforts of their families. Take from the whole number of parents, those who can not, and those who will not, properly instruct their children, and comparatively few remain.

Private enterprise will not meet the demand. According to the last census, but one out of thirteen of the pupils of the United States is enrolled as attending private schools of all kinds and grades. This estimate embraces all the States of the Union, some of which have no public school system.

The census reveals, also, one other fact bearing directly upon this point. The number of persons, natives of any State, who can neither read or write, is in reverse ratio to the interest manifested in public school enterprises. I use not this argument to discourage private enterprise, but rather to show that this alone is an unsafe reliance. Colleges, academies, and seminaries, are of necessity confined to narrow spheres of direct labor, though their indirect influences are unlimited. They are the most efficient where the field is prepared by public enterprise.

3. It is a home school.

Much of the future success of the child depends upon his early habits. The most impressible years of our lives are those of early childhood. These, too, are fraught with most danger, because while most impressible, the mind and heart are least able of themselves to resist evil influences. The watchful eye, and yearning heart of the mother, the care and counsel of the father, are needful helps to a successful resistance of such temptations as are always addressed to the young. How true is this when the witching hours of night throw a mantle over the deeds to which the unsuspecting are so often invited. How much does the true parent prize the opportunity of keeping his loved ones by his side during the evening, and of enlivening the circle gathered about the fireside, with innocent amusement, and social chat. How far above all price must be that institution which will enable him to educate his children within reach of home influences. Such an institution is the public school. The physical well-being of the child, as well as his moral welfare pleads for these home schools.

Society is made up of individual homes, hence :

4. Society is improved by the public school. Statistics show that very few of the pupils who are in constant attendance upon our free schools, ever become criminals. Close the doors of all the public schools of this State to-day, and let private enterprize spring to its fullest possible stature, and a large majority of the children would be at once thrown into the street, to be trained there for the prison, or the poorhouse, or at least to be contaminated by influences clustering about the street schools.

5. By educating the labor of the country, it develops Inventive Genius, and thus increases wealth.

Labor and thought united, have cultivated broader fields, have whitened more seas, have turned more spindles, have dug deeper mines, than man's unassisted hands could have done. By aid of machinery the wealth of the country is increased. The productive industry of the United States has increased twice as rapidly as the population has increased. The Public School has had much to do with this, as is shown by the fact, that the States where the Free School interest has been most largely fostered, have been most productive in useful machines. The following statements, from the *Scientific American*, will show the wonderful stimulus given to productive industry by inventions :

"COTTON.—One man can spin more cotton yarn now than four hundred men could have done in the same time in 1760, when Arkwright, the best cotton spinner, took out his first patent.

"FLOUR.—One man can make as much flour in a day now, as a hundred and fifty could a century ago.

"LACE.—One woman can now make as much lace in a day as a hundred women could a hundred years ago.

"SUGAR.—It now requires only as many days to refine sugar as it did months thirty years ago.

"LOOKING GLASSES.—It once required six months to put quick-silver on a glass ; now it needs only forty minutes.

"ENGINES.—The Engine of a first rate iron clad frigate will perform as much work in a day, as forty-two thousand horses.

Not only have the productions of the country largely increased, but the reflex influence of increased facility in manufacturing, has afforded to laboring men leisure for improvement. That this leisure is sometimes abused in indolence, dissipation, or luxury, is no argument against the advantages it affords. By many it is improved in reading and study, to that cultivation of the mind and heart which will make the better citizen.

6. No system of schools has greater pecuniary advantages than the system of free schools.

I use this last, though to every intelligent mind, it is the least important of all the claims of the public school. What has been already said will prepare us to expect great pecuniary advantages accompanying more productive labor. Educated labor is by far the most profitable. Many large manufacturing establishments have, after diligent examination, found a difference of fifty per cent. in its favor.

The same intelligence that gives to the laborer more complete mastery over his own and other powers, and enables him to use to better advantage the material placed in his hands, also saves him from many expensive habits, and from practices that lead to crime ; so the money is saved, as well as earned.

Other schools than the public school secure the same results so far as they go, but they do not reach so many of the laboring class. Could their benefits be as general, they must be more expensive. Herein consists the direct pecuniary benefit of our free school system.

The actual expenses of the schools of Wisconsin for the past year have not exceeded three dollars per scholar. As the State increases in wealth and population, the relative expenses of her schools will be diminished. Ohio schools cost but \$2.07 per scholar ; New York schools \$3 per scholar ; Pennsylvania schools cost \$2.15 per scholar.

Before Wisconsin reaches the age of either of the States named, her schools will cost less than theirs.

The cause thus urged pleads with parents, that they furnish their children with the means of education as cheaply as possible, consistent with their highest interests, and at home, where they may care for their physical and moral training ; with citizens—that they recognize the debt they owe to society, and provide liberally for that culture which shall make their property safer and more productive ; with patriots—that they prepare well those to whose hands the institutions of our beloved country are soon to be committed ; and with you as legislators—that you recognize the sacredness of this trust committed to your care by parents, citizens and patriots—that you shield it from all harm, and foster its interests in whatever way your wisdom and intelligence may direct.—*Report of the Hon. J. L. Pickard, Supt. Public Instruction, Wisconsin.*

2. THE TWO PROMINENT DEFECTS IN SCHOOLS.

Allow me here to call your attention to two prominent defects which seriously affect the health and improvement of your children. The first is a want of suitable

VENTILATION

in your school-houses. The subject is so important that it must not be passed over without comment. No fact is more evident even to common observation, than that pure air is indispensable to health ; yet there are but few school-houses in the State of Vermont, and not more than one or two in Brattleboro', in which pure air can be breathed for three hours during a winter's day.

We may give our children the hard fare at home which was the common rations of other days ; we may provide for them the hard benches and uncomfortable arrangements of old-fashioned school-houses, if we will but give them the fresh air there provided by loose windows and spacious open fire-places. But we cannot without guilt shut them up for six hours each day in a small, tight room, warmed by a box-stove. Such an atmosphere poisons the blood, drains the vitality, and lays the foundation of a hundred forms of sickness and suffering. Without pure air, the circulation of the blood, instead of a current of life, becomes a current of death, diffusing itself through a million of channels into every part of the system.

Would parents buy a solution of arsenic or corrosive sublimate at the druggists, and inject it into the veins of their children ? This would prove no more fatal than to inhale the poison of the bad air which they are compelled to breathe in most of our school-houses day after day and week after week. The only difference is, the one is a rapid and the other a slow process of poisoning.

When the school-room is first opened, the air may be comparatively pure, but in a short time the fifty pairs of lungs have consumed nearly all the oxygen, and the vicious compound that remains stupifies the intellect, and by slow degrees saps the very life blood.

This is not all theory, but the simple truth, and it is of fearful import to our children. Partial ventilation is secured in a few of our school-houses, but most of them are entirely destitute of any means for the circulation of fresh air, and hence cannot be safely occupied.

The second evil alluded to above, is the too frequent

CHANGING OF TEACHERS.

If you have a poor teacher, change as soon as possible ; for a poor school is much worse than no school at all. But if you have been so fortunate as to secure a good teacher, retain that teacher at any reasonable expense. The habit of exchanging teachers twice or three times a year is ruinous to the welfare of our schools, and for obvious reasons.

The permanent, successful teacher, re-opens his school after a short vacation. He is cordially greeted as a friend and benefactor by loving and confiding pupils. He knows every class and every scholar. On the first day his school is in working order. All enter upon their duties with interest and zeal, and the experience of previous terms in the same position, enables the teacher to adapt his instruction to the character and standing of his pupils, and the happiest results follow. But let that same teacher enter the school for one term only ; what can he know of the character and peculiarities of his pupils ? What motive can he have to adopt and carry out a systematic course of instruction, when he knows that his successor will introduce a new and entirely different course ? What is there to awaken interest in his pupils or enthusiasm in his work, when he understands that as soon as he is fairly initiated, a stranger is to take his place, perhaps to undo all that he has done for the permanent improvement of his school ?

And can the scholars settle down to patient and earnest application, when all their time, term after term, is spent in experimenting with new teachers and new means and methods of instruction ?

Apply this principle to business matters. What would be thought of a semi-annual change of clerks and book-keepers in our mercantile establishments, or of agents and overseers in our factories, or of financiers in our banks, or masters for our merchantmen, or commanders for our iron-clads, or of engineers for our railroad trains? Shrewd business men make no such blunders. Still the changes here indicated would be less disastrous than in the management of our schools. We need first, efficiency, and then permanency in the teachers of our children. But I will not argue the question further.—O. (*Supt. Report*) in the *Vermont Sch. Jour.*

III. Correspondence of the Journal.

1. ON THE EVIL OF THE FREQUENT CHANGES OF TEACHERS, AND THE REMEDY.

(To the Editor of the Journal of Education.)

That it would be greatly to the benefit of common schools were there fewer changes in the teachers employed, none will, I think, venture to dispute. All must admit that a half yearly, or yearly change, must be not only injurious to the pupils, but a pecuniary loss to the parents. Is there a teacher who can, during the first two months of his engagement, do more than prepare his scholars to receive instruction by his method, and to obtain such a knowledge of them as will enable him to educate them aright—to confirm the good and eradicate the evil. Here then is an unnecessary loss of time to the pupil, and an expense to the parents, for which nothing is received. I must of course be understood to refer to schools in which a good method of imparting instruction, to and a right principle of educating, the youthful mind had previously existed. Where this has not been the case, of course the new teacher has the opportunity of doing more real good during the early part of his engagement than at any after period, by counteracting the evil already done, and in a garden run to waste, rooting out the foul weeds, and encouraging the growth of the flowers.

But, I may be asked how can these frequent changes be avoided? If teachers do not suit, must they not be discharged, and others procured? Undoubtedly; but in how few instances comparatively is this the real cause of the change. More usually it proceeds from a desire of the teacher to better his position, even though by relinquishing his present employment he may chance to "go further and fare worse;" frequently, too, it arises from the incapacity of trustees to judge of the merit of those whom they employ. Upon the latter cause I have, at present, no intention to dwell, beyond remarking, that it will be found difficult to remove, until education is more generally diffused, and its benefits in every walk of life more universally acknowledged, with the former I have chiefly to do in these remarks.

One means of removing this, one of the most frequent causes of change, will be found in the employment of a class of men, to whom removal from place to place is irksome and disagreeable. When, however, is such a class to be found? I answer, amongst married teachers.

I know not whether the experience of others bears me out, but my own enables me to assert, that the most successful instructors and educators are to be found amongst those who are the heads of families. Far be it from me to insinuate that there are not many, very many, worthy young teachers, whose whole energies are devoted to their professional duties. Whether it be, or be not, granted, that married men are better than others as teachers, affects not the main part of my argument. That a single man will look with as much dread to a change of situation as one with a wife and family is hardly to be expected. The former, indeed, frequently delights in thus forming new acquaintances, whilst the latter dreads a removal as a cause of much inconvenience and annoyance, and frequently of considerable pecuniary loss. Let this point be granted, and it behoves all to encourage the influx of such men into the ranks of the calling. The question now naturally arises, how are such men to be allured to determine to devote themselves to this important duty, ranking next only to the duties of the minister of the Gospel.

With what object in view do, if not a majority, a very large minority of our teachers enter the profession? It is undoubtedly to procure the means of enabling them to enter some more lucrative calling. How few, how very few, determine to devote their whole lives to the charge of the youth of the land! How many will resist the temptation offered by some employment which will give them more means at their disposal to procure the luxuries of life? Indeed, not many. The cause which produces all this is the cause which excludes those whose particular interest it would be to avoid changes; it is the low rate of wages paid. This we cannot hope to be remedied at once; much has already been done during the past ten years, much more will yet be done. But there is one point for which I would ask the earnest consideration of all parents and trus-

tees. In how many of our school sections are there teachers' residences? What effect would be produced were there in every section erected a comfortable house, with a small garden attached? Would not those who, I have shown, would endeavour to avoid all change, cleave to the profession, especially if this were made an item, not to be valued and deducted from their salaries.

A word to married men, and I have done; they have advantages over others, as teachers, of which they should earnestly avail themselves. As heads of families, they have many more opportunities of becoming acquainted with the youthful mind, and adapting themselves to its wants and capacity. Their influence for good or evil is greater, inasmuch as their example is likely to be followed by many of their pupils. Their homes should be models of neatness and order, for who can tell what effect may thereby be produced upon many of their careless neighbours; particularly is this the case in rural sections. Let them, however, not expect to be at once appreciated at their full value. By, even at some sacrifice, steadily adhering to their profession, remaining if possible in the one section they will ere long become respected and valued even for what they are worth.

BENEDICT, COUNTY OF BRUCE.

2. RIGHT MOTIVES IN TEACHING.

The mind of man is capable of forming a vast variety of projects, of thoughts innumerable, of designs and opinions without end, but they are invariably tinged with that motive which gave rise to them, every thought, every opinion is marked by the peculiarity of each individual mind, some may be traced to their true source, others are so garbled as to hide the true motive power, but an influence still lurks there, and aids more or less in the fulfilment of any design.

The peculiar opinions of two different persons cause them to pronounce different judgments upon the same subject, the same book is read by each, and each takes a different view of it; the opinions of men are but a reflex of the mind, and they are consequently as diverse as the various circumstances that have aided in the formation of the mind. The actions of men are no less influenced by their thoughts and opinions, than are those opinions by the circumstances that tended to the formation of them, from the motive that actuates any one in the prosecution of any enterprise, may we form a just conclusion of the result, or of the manner in which that enterprise will be carried out, and conversely from the manner in which any work is executed may we frequently judge of the motive that prompted it, for the effectual working out of any design depends to a great extent upon the motive from which that design was engaged in; if it be a just and good one then will the work be carried on vigorously and enthusiastically, and success will commonly be the result, but if that motive be an improper one then will the work too often be slovenly, tedious and unpleasurable, frequently terminating in defeat and disgrace; and perhaps in no work in which man can engage will the motive power that prompted to that work be more observable, will more effectually tinge it than in the teaching of the young. Some works are calculated to give pleasure, even to those who take no interest in them, while engaged therein, others may be highly remunerative, which in itself will tempt many to prosecute them with vigor, even though the motive for engaging in them be the very unworthy one of remuneration only; yet will the work be looked upon more as a disagreeable task, ready to be given up at any moment, than if it had been engaged in from a good motive, in which case the circumstances connected with the work, that in themselves render that work pleasing, will but add a fresh zest, will but give a greater vigor to the full and right prosecution of it; but such, every one knows, is not the case with the work of the teacher, few things present more difficulties, few are attended with greater annoyances, more trying to the temper than the education of the young, while few occupations are more poorly remunerated, hence there is nothing in the mere routine of the work calculated to render it pleasant, therefore many, very many, are ready to say that the annoyances are so great, the trials so varied and peculiar that they could never teach a school, neither could they unless they felt most thoroughly interested in their work, then there is much connected with it to render it not only pleasing and agreeable but one of the noblest work in which man can engage.

Every one who undertakes the education of the young must be imbued with a deep, sincere philanthropy; no one can fail of seeing that crime, misery, and wretchedness are rampant throughout the whole human family, the educator must be actuated by a desire to lessen these evils; nothing will perhaps more surely do so than wide spread thorough education, it may be that the sphere in which the work of the teacher is immediately carried on, is a small one, but his influence is not confined to the school room; as the small acorn rises into the great oak, spreading its branches on all sides, scattering seed all around, so will the influence of the teacher be

felt throughout the neighbourhood in which he resides, every seed planted by him will grow and ripen, and will itself give seed to disseminate and to perpetuate the good work.

The creator formed man with a mind capable of vast improvement; that mind was formed to reflect the glory and honour of Him who made it; the teacher's motive should be to draw out and to train each mind with which he comes in contact that it shall reflect that glory in the highest possible degree; he must be actuated by a pure desire to elevate the character, to extend the influence, to raise the standard of morality of his fellow mortals, assured that in so doing he is increasing their happiness as individuals and their prosperity as a nation; he must throw aside all thoughts of aggrandizement of worldly honour and pecuniary reward, content to work unknown and unrewarded, trusting and looking to himself for all earthly reward, which will be the proud consciousness of having performed an arduous and laborious duty to the full extent of that ability with which he is endowed; if he can enter upon his work in such a spirit and from such a motive, success is all but certain, for every earnest sincere effort which is put forth in any cause is a certain step towards success.

L. E., Esquing.

IV. Papers on Practical Education.

1. THE POWER OF PICTURING.

BY THE REV. JOHN CURWEN.

The power of picturing, as Fenelon would call it, is even more valuable to the teacher than to the preacher. We all like pictures. See how eagerly boys and girls and sober grandpapas peer into the pages of *Punch* and the *Illustrated London News*. But if we could make the pictured things move and speak, and think and feel before our eyes, how much more impressive the picture would be! Well, the Sunday school teacher can draw this more impressive picture. He has only to make the imagination of childhood, with its wondering eyes, the canvas on which he paints, and to use for brush and colour his own intense sympathy with every detail and with the whole spirit of the event which he describes. He must throw himself into it. He must forget himself in the picture he is drawing. He must vividly see everything he speaks of. There is no drawing a picture worth a child's looking at in an off-hand, gentlemanly sort of way, as if you were ashamed of what you are doing.

There are three ways of telling a thing,—*declaratively, pictorially, and dramatically*. If you want your pupils simply to know a dry fact, without caring much to fix it on the memory, or to make it touch the heart, tell it declaratively. If you wish to do more, then hang up a picture of it in the child's mind,—give it pictorially. If, for some special reason, you wish to produce an indelible impression on mind and heart, then, as far as may be, act the thing,—give it dramatically. Jacob Abbott, in those two wonderful chapters on children in his "Way to do Good," admirably illustrates these three plans. He gives the following narrative in the *declarative manner* :—

"A man had a fine dog, and he was very fond of him. He used to take a great deal of care of him, and to give him all he wanted; and, in fact, he did all he could to make him comfortable, so that he should enjoy a happy life. Thus he loved his dog very much, and took great pleasure in seeing him comfortable and happy."

Next he puts it *pictorially* :—

"There was once a man who had a large black-and-white dog, beautifully spotted. He made a little house for him out in a sunny corner of the yard, and used to give him as much meat as he wanted. He would go sometimes, and pat his head, while he was lying upon his straw in his little house. He loved his dog."

I learnt a valuable lesson in my Sunday school labours by hearing an infant school teacher at Great Torrington, in Devonshire. She wished to make her children remember the story of the Deluge. For this purpose she began "picturing", with the tone and manner of deepest sympathy with the sufferers, but of horror for their sins. "The people fled to the tops of the highest hills, but still the waters gained upon them. They saw their brothers and sisters, who had taken refuge on some rock not so high, swept away by the waters. They heard the shriek of despair from those whom they could not help. They fled to a lofty tree, but still the whelming waves rose higher. At first they washed over their feet—then came up to their ankles—and then to their knees—still rising higher and higher. Now the water has reached their breast; now—*now*—they gasp for breath"—the children uttered an involuntary shudder, as if themselves struggling with the water—"Ah! aha!"—"they, too, were swept away!" continued the teacher. * * * "Dear children, we, like them, are sinners; we, like them, must be swept away, if we do not seek the love of Jesus. Jesus can forgive! Jesus can save! Jesus is our Ark!" Not the youngest child in all that school will ever forget the story of the Deluge, and its lesson.

A young minister once proposed to his friends that they should establish a Sunday school for infants, in which a collective lesson should be given by the Superintendent, which should afterwards be given over again by the young teachers to their separate classes, while some text was taught which bore upon the lesson given. A public appeal was made for some one to superintend and teach this school. After waiting some days without a volunteer, to the minister's great dismay a gentleman offered himself for the work, whose class of young people had recently dwindled away under his hands. The minister felt constrained to set before him the great difficulties he would find in such an undertaking—the difficulties, for instance, of getting the attention of a room-full of little children, the increasing difficulties of keeping that attention when once it was won, and the higher difficulty still of so engaging that attention, as to stamp upon it some earnest moral lesson. He said, "I know, sir, I am not fit for it, and I would not offer myself if there were any one else to do the work. But if you think I can, by any labour, *make myself fit for it*, then the work shall not be left undone." This was brave. It gave the minister a ray of hope. He thought of the old motto "What man has done, man can do." He said, "can you give two hours a day, for three weeks, for preparation?" The gentleman had a very extensive and engrossing business. He could not get two hours a day without rising at four o'clock in the morning. He promised to do so, and he perfectly fulfilled his promise. The minister asked him to take Mrs. Hooker's "Sketches from the Bible" (an exquisite model of speaking to young children); to read aloud the first sentence, to do so twice or three times, and to do it thoughtfully; then to close his book, and write the sentence from memory, not allowing himself on any account to open his book again until he had written down his best remembrance (however imperfect) of the sentence in hand. When the sentence was written he was at liberty to open his book and correct it. After this he was to take the next sentence in the same way; and as soon as his memory could bear it, he was to take two sentences at a time. The minister's persevering and devoted friend did this, and his mind and memory became thoroughly imbued with Mrs. Hooker's style of language, and with her mode of putting things before the mind of childhood. After a week's work the gentleman said, "No doubt, sir, this is doing me good; but what am I to do for Sunday's lesson?" The minister's advice was—"Don't think of being original! you must first imitate well. Stand up and say to the children just what Mrs. Hooker says in the first few pages. But expect to break down three times, for the intent eyes of little children are very confusing, till you feel free, and can join your heart with theirs. Some people, too, are put out in their first attempts to speak, by the sound of their own voice. I should advise you to practise giving the lesson *aloud*, in your own little room, while you try to imagine the sparkling eyes of the children before you." Next Sunday our friend came to his minister, and said, "I did what you told me, sir; did it all. But I didn't break down!" "Ah! but you will very likely break down next time, and you must not be discouraged if you do." However, our friend fulfilled all the young minister's prophecies, except this of "breaking down!" In a little time he took his models from the "Peep of Day," and "Line upon Line," and Stow's "Bible Training," and Jacob Abbott's works; and before long he brought to the minister his first sketch of an original lesson. Very soon the infants' classes became a delight in the neighbourhood, and the young assistant teachers were passing through a course of training for higher usefulness. For twenty-two years this gentleman has continued these fruitful labours; and the minister still lives to thank God that he was permitted to give the simple counsels which laid the foundation on which these labours have stood.

When, like this gentleman, you have won this power of picturing, let me warn you never to use it for mere amusement. Never in Sunday school draw a picture only for a picture's sake. Always have some truth on which to throw light, some moral lesson to impress. But covet earnestly this good gift. If you wish to win the attention of children at any moment of flagging interest, then learn the art of picturing. If you wish to fill their thoughts with the loveliest and holiest things, then make their imagination a picture gallery for the life of Christ.—*Eng. S. S. Teachers' Mag.*

2. REAL PROGRESS IS ALWAYS SLOW.

The enthusiastic teacher is often discouraged because he sees no striking results of his labour. After toiling earnestly through the week, he finds that only now and then a scholar can answer half the questions on review, and he feels ready to say, with the "desperate woman" who sings the "Song—not of the Shirt,"

"After all my toil and woe,
What are the wages? just question them nights
And see how little they know."

But since the time the tortoise reached the goal before the hare, real progress has been slow. By a law of nature, that which *lasts* matures slowly. Mushrooms spring up in a night, but they die as soon. The annual plant buds, blooms, and produces fruit the first summer, but the early frost kills it.

Though "tall oaks from little acorns grow," they require a century to reach perfection. The dew, the rain, the sunshine, and all the agencies of growth, can produce but one layer of the wood in a season; but that layer is composed of materials so firm and so compactly arranged, that they long resist the power of decay.

Mental development is the growth of time, and mental power the result of long training and action. A teacher once told a *primer* there was "no royal road to geometry;" and there is, as yet, no railway up the Hill of Science. There are improvements in the methods of teaching, and the teacher should avail himself of every aid; but "learning made easy" will make no intellectual giants. He who learns algebra with a "Key," and "Greek in six lessons without a master," will be an ephemeral scholar. Mental strength comes from grappling with difficulties, from the trial of severe study, and the triumph of long application. Some of the greatest men the world has known, showed no peculiar talent when boys. Walter Scott was said by his teacher to have the "thickest skull in school." It is said that Barrow, the greatest scholar of his age, was pronounced a blockhead by successive teachers; and his illustrious pupil, Newton, had been declared fit for nothing but to drive a team. Thackeray, a bright literary star that has just passed from our field of vision, was in school "distinguished for nothing in particular." It is related of Story, the eminent jurist, that when he undertook to read Coke on Littleton, and "strove in vain to pore his weary way through its rugged page, he was filled with despair. The tears poured from his eyes upon the open book. Those tears were his precious baptism into the learning of the law. From that time forth he persevered with confirmed ardour, and confidence." Daniel Webster could not *declaim* in school. He says, "I believe I made tolerable progress in most branches, but there was one thing I could not do. I could not speak before the school. Many a piece did I commit to memory, and recite and rehearse in my own room over and over again; yet when the day came, when the school collected to hear declamations, when my name was called, and I saw all eyes turned to my seat, I could not raise myself from it. Sometimes the instructors frowned, sometimes they smiled. The kind and excellent Buckminster always pressed and entreated most winningly that I would venture, but I could never command sufficient resolution." Webster became the unrivalled orator only by determined will and frequent trial.

From such instances the faithful teacher may learn never to be disheartened. Labouring earnestly, he must wait patiently for results. Schiller says, "Give the world under your influence a *direction* towards the good, and the tranquil rhythm of time will bring its development."—M. M. F. in *Iowa School Journal*.

3. VACATION.

Ho! for vacation, for the glad time of re-unions and rest, of laughing and laziness, of lying on the grass in the cool shade, with nothing to do but *dream*, and *read*, and listen to the pleasant voices which have been silent to us so long.

God bless the man who invented vacations.

Every body needs a vacation now and then.

Professional men, mechanics, merchants, house keepers, sewing-women, students, and workers of all kinds. The wear and tear of business, year after year, are too severe for most organizations; and unbroken routine where the labor is not severe, coils like an anaconda around the spirits and the life.

Custom has shewn one favor to teachers which it has denied to most men of business—it has granted them vacations.

This seems an absolute necessity. A teacher, working earnestly even six hours a day, and keeping up his labor year after year, would find himself exhausted even to perfect prostration much sooner than men of any other business. Teaching is more than unrelaxed toil—it is more than the unbroken routine of the book-keeper or the compositor—it is giving away life and vitality, and there must be times for recuperation.

Few people understand this who have not taught, or had friends teaching whom they have seen grow pale and careworn and sick even beyond recovery.

A gentleman of considerable intelligence once asked me why I had such long vacations—wasn't it better to keep the children in school constantly? (probably *his* children were a care and a trouble at home during vacation). I told him even if it were better for the children I did not wish to murder myself. He expressed considerable astonishment when I informed him that teaching was hard work. He had always supposed it was a genteel, easy, pleasant way of passing

the time, embraced by those who needed money, and were too lazy or too proud to work.

Pupils as well as teachers need vacations; not little children, but pupils who have learned what it is to study, who devote several hours out of school each day to their books. They need a spell of forgetfulness, a time for romping and rambling and visiting. Then they return to their books with greater zest, with fresh elasticity of spirits, and more strength to bear them through their duties.

Vacation time is at hand. In a few weeks how many school rooms will be filled with gloomy silence and how many hearts will be leaping with the joy of freedom.

A school room in vacation time is as sombre a thing as one can imagine. It is shadowy and dingy and full of lonesome silence. Its reticence seems stubborn and almost ominous.

It would seem to hint at many secrets which had weighed it down but which it will never utter. Sometimes if you visit it with merry friends, it seems to have drawn down the corners of its mouth in sullen gloom, and hollowed its cheeks and closed its eyes to a long mournful meditation. Your gay friends laugh, and you could almost laugh too at its solemn air, but when they leave you alone and you remember how it has held so many sunny faces, and listened to so many kind words and grand thoughts, and been the altar of so many sacrifices, and the sanctuary for such aspirations and worships—when you remember how tenderly it has answered the laugh of fresh and happy voices, and is now silent and sad, waiting for the dear ones to return, you can laugh no more, but look tenderly upon it as a shrine—a sanctuary.

Pupils and teachers are away, scattered, gone to their homes or on visits to friends.

Vacation is the grand visiting time of the year. Homes receive the dear ones who have been absent a term or a year, and many who have been at home in school fit away among friends, and there is a jubilee of visiting and recreating.

We date events from vacations. They are the mile stones on our journey.

These vacation times in life are the oases to which memory forever reverts. But in our happiness we should not forget those to whom life grants no vacation, who must toil incessantly lest wolfish eyes gleam in at the door. But for such, and for us all, a long summer vacation will come when we shall have left the hard toil of hands and the fear of the gleaming eyes, the blackboards and grammars, the worry and the work of the school and the world forever.—H. M. P. J. in *N. Y. Teacher*.

V. Papers on Education in England.

1. EDUCATION IN ENGLAND, 1863-4.

The Parliamentary "Blue-book" on the state of education in England, just published, contains some interesting statements. It appears from the general report that the inspectors, in the year 1863-4, visited 11,230 daily schools, or departments of such schools under separate teachers. They found present in them 1,092,741 children, 9,481 certified teachers, and 13,849 apprentices. Of the schools or departments, 2,549 were for boys only, 2,357 for girls only; in 4,431 boys and girls were instructed together; 1,690 were confined to infants (children under seven years of age); and 284 to night scholars. Of the children 600,075 were males and 492,666 were females. The female scholars were 45.08 per cent. of the whole number, which is the highest per centage yet reached. The difference of the per centage of female scholars is explained by the demands of a poor man's home upon the services of his daughters, particularly as the nurses of younger children, from a very early age.

The inspectors also visited 40 separate training colleges, occupied by 3,109 students, in preparation for the office of schoolmaster or schoolmistress. In December last these students and 2,122 other candidates were examined for the end of the first or the second year of their training, or for admission, or for certificates as acting teachers. The inspectors also visited 179 schools for pauper children, containing 12,455 inmates, and 26 industrial schools, containing 2,159 inmates.

During the year 1863, as compared with 1862, the number of schools or of departments of schools under separate teachers which were actually inspected was increased by 312, and the number of children by 35,315. The number of certified teachers was increased by 503. The number of new schools built was 125, comprising, besides class rooms, 191 principal school rooms, and 82 dwellings for teachers; 50 other schools were enlarged, improved, or furnished afresh; accommodation was created for 27,098 children, exclusive of the schools improved or newly furnished, but not enlarged.

2. THE ENGLISH EDUCATION ESTIMATES FOR 1864-5.

ESTIMATE.		1864-5.	1863-4.
		£	£
Annual Grants remaining to be paid according to the Code of 1860 :—			
Scotland, Elementary Schools for one third of year		25,000	
Pensions		650	
		25,650	316,221
Annual Grants to Elementary Schools under Articles 38-93 of the Revised Code (1864) :—			
England and Wales, 970,559 day scholars, at 9s. 3d.		402,633	
Scotland, two-thirds of 177,904 day scholars, at 9s. 3d.		54,854	
Great Britain, 40,000 night scholars, at 7s. 6d.		15,000	
Stamps on Pupil Teachers' Agreements		400	
		472,887	239,146
Grants towards the building, enlarging, and furnishing of School Premises in Great Britain, under Articles 22-37 of the Revised Code (1864), repeated from the Code of 1860			
Grants to thirty-nine Training Colleges, under Articles 94-102 of the Revised Code (1864)		45,000	70,000
Administration :—See detail below.		91,500	103,605
For Inspection		56,430	
For Office in London		21,437	
		77,867	72,030
Poundage on Post Office Orders		2,500	3,000
		715,404	
Less, Estimated Saving under the Minutes of 19th May, 1863, and 11th March, 1864		10,000	
		£705,404	804,002

DETAIL OF ESTABLISHMENT.

Numbers.		Minimum.			Annual Increment.			Maximum.			1864-5.		1863-4.	
1863-4.	1864-5.	£			£			£			£		£	
Establishment (Office in London) :—														
1	1	Vice-President									2,000			2,000
1	1	Secretary									1,500			1,500
2	2	Assistant Secretaries			700	50	1,000				1,962			1,920
10	10	Examiners			300	25	650				4,420			4,255
2	2	Clerks (vacancies not to be filled up			110	15	300				575			545
48	54	Assistant Clerks			100	5 & 10	300				8,185	19,937		7,345
1	1	Private Secretary to Vice-President									150			150
1	1	Advising Counsel									400			400
1	1	Architect									400			400
1	1	Accountant			300	15	450				345			330
Inspection :—														
60	64	Inspectors—Salaries			200	{ 50 every }	600				29,600			25,175
		“ Allowance for personal expenses				{ 4th year. }					16,380			15,302
		“ Reimbursement of actual cost of travelling									6,400			6,508
		“ Assistance in holding examinations under the Revised Code										56,430		5,000
10	20	Inspectors' Assistants—Salaries			100	10	250				3,050			
		“ “ Locomotion									1,000			
Contingencies :—														
		For extra copying									1,200		1,500	1,000
		Sundry Office Disbursements									300			200
138	158												£77,867	72,030
Total														

EXPENDITURE FROM EDUCATION GRANTS.

(Table A.)—Classified according to object of Grant.

	For Year ended.			From 1839 to		
	31st December, 1863.	31st December, 1863.	31st December, 1863.	31st December, 1863.	31st December, 1863.	31st December, 1863.
1. In augmentation of the salaries of Certificated Schoolmasters and Schoolmistresses	£113,662	0	6	920,546	8	6
2. In stipends of Pupil Teachers, and gratuities to the Schoolmasters and Schoolmistresses instructing them	222,478	4	2	2,566,638	9	0
3. In stipends to Assistant Teachers	7,867	8	4	63,206	11	8
4. In capitation in England and Wales	63,851	17	9	473,747	0	2
5. In stipends to Assistant Teachers in Night Schools	1,448	6	1	10,034	2	4
6. In special allowances for drawing	2,057	11	8	9,397	4	8
7. In grants to Industrial Classes in connection with Elementary Day Schools	1,315	13	1	100,926	4	11
8. In grants to Industrial Schools	1,091	6	6	5,780	11	8
9. In Pensions	640	0	0	1,555,679	7	4
10. In building, enlarging, and furnishing School Houses, Elementary and Normal	41,159	19	5	52,520	11	2
11. In books, maps, diagrams, and scientific apparatus*				833,630	18	7
12. In grants to forty separate Training Colleges	111,966	17	1			
13. In annual subsidies to School Societies in support of Training Colleges	2,250	0	0			
14. Establishment—Office in London	£18,336	7	1			
Inspection	45,507	11	5			
Contingencies—						
Extra copying and sundry Office disbursements	£1,413	7	9	68,247	8	3
Poundage on Post Office Orders†	2,668	5	6	745,184	8	8
Pupil Teachers' Indenture Stamps	321	16	6			
15. In grants under the Revised Code since 30th June, 1863 (in England and Wales)	83,358	2	10	83,358	2	10
In payments made from the Vote for Public Education by the Treasury, in 1843, 1850, 1853, and 1854				11,604	9	0
Total	721,391	15	8	7,432,254	10	6

* Discontinued since 29th July, 1861.

† The whole of the Grants under heads 1, 2, 3, 4, 5, 6, 7, 9, 16, and the smaller Grants under heads 8 and 11, are paid by post-office orders.

(Table B.)—Classified according to Denomination of Recipients.

	For Year ended 31st December, 1863.			Compared with Year ended 31st December, 1862.			From 1839 to 31st December, 1863.								
	£	s.	d.	Increase.			Decrease.								
				£	s.	d.	£	s.	d.						
On Schools connected with—															
Church of England	416,392	6	0	54,037	3	6			
British and Foreign School Society	70,858	13	5	904	7	10			
On Wesleyan Schools -	36,122	12	9	1,992	0	11			
On Roman Catholic Schools (England and Wales)	29,877	9	8	...	886	4	0	...	...	...	...
On Parochial Union Schools	811	6	8	553	6	8			
Scotland {															
On Schools connected with—															
Established Church	52,477	6	5	12	0	8			
Free Church	39,897	13	0	...	991	18	0	...	...	...	...
Episcopal Church	4,476	13	4	76	16	3			
On Roman Catholic Schools	2,230	6	2	...	186	3	9	...	...	...	...
Other Schools															
Establishment (as in Table A.)	68,247	8	3	...	2,160	3	6	...	...	...	...
Transferred in 1857, under head of "Scientific Apparatus," to account of Department of Science and Art, towards the expense of establishing the Educational Division of the Museum at Kensington				1,500	0	0		
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854				11,604	9	0		
Total	£721,391	15	8	..	4,224	9	3	..	57,575	15	10	..	7,432,254	10	6

Dr. BALANCE SHEET for Year ended 31st December, 1863. *Cr*

To Balance on 1st January, 1863	£349,888.	3	0	By Grants to Schools	£653,144	7	5
To Parliamentary Grant, 1863-64	804,002	0	0	By Expenses of Administration and Inspection	68,247	8	3
				By Balance on 31st December, 1863	432,498	7	4
	£1,153,890	3	0		£1,153,890	3	0

The following results are derived from the examination of 180,005 children under the Revised Code. Each child to be qualified for examination must have attended 200 times in the preceding year. The average number of children in attendance at the 1,828 schools in which these 180,005 were examined, was 280,475. The proportion of those presented for examination is 64 out of every 100 of this latter number. Presented for examination under standards:—

Standard I.	70,407	being 39.11	} per cent. of the whole number presented, viz., 180,005.
" II.	45,180	" 25.1	
" III.	35,991	" 20.	
" IV.	22,137	" 12.3	
" V.	4,671	" 2.59	
" VI.	1,619	" .9	

180,005

Number presented under	Of whom failed in Reading	Of whom failed in Writing	Of whom failed in Arithmetic
Standard I. - 70,407	14,225 = 20.2 per cent.	12,445 = 17.68 per cent.	18,845 = 26.77 per cent.
" II. - 45,180	4,900 = 10.85 "	3,635 = 8.05 "	11,406 = 25.25 "
" III. - 35,991	2,302 = 6.4 "	5,526 = 15.35 "	6,822 = 18.95 "
" IV. - 22,137	1,017 = 4.6 "	4,342 = 19.62 "	4,047 = 18.28 "
" V. - 4,671	250 = 5.35 "	659 = 14.11 "	793 = 16.98 "
" VI. - 1,619	96 = 5.93 "	208 = 12.85 "	207 = 16.49 "

If the children in schools under inspection are divided into six groups according to age, they stand as follows:—

Under 6 years	23.44 per cent.	Between 10 and 11 years	10.18 per cent.
Between 6 and 8 years	23.41 "	" 11 and 12 "	7.99 "
" 8 and 10 "	23.26 "	Over 12 years	10.82 "

3. EDUCATION IN IRELAND, 1863.

The Commissioners of National Education in Ireland have presented their thirtieth report, by which it appears that at the end of 1863, there were 6,163 schools in operation with an average daily attendance of 296,986, and an average number of 544,492 children on the rolls. These figures showed a considerable increase upon those of 1862. The increase in the number of schools not connected with prisons, workhouses, &c., was 213, of which 135 were under Roman Catholic patronage, 41 under that of members of the Established church, and 48 under the patronage of other religionists. The total number of children who were at any time on the rolls during 1863 was 840,569; of whom 687,076 were Roman Catholics. It is satisfactory to find that, in spite of the decrease of population, the number of children enjoying the much needed advantages of education is increasing.

READING.—The amusement of reading is among the greatest consolations of life; it is the nurse of virtue, the upholder in adversity, the prop of independence, the support of a just pride, the strengthener of elevated opinions; it is the repeller of the scoff and the knave's poison.

VI. Biographical Sketches.

No. 34.—JAMES MORTON, ESQ.

The deceased gentleman had occupied a very important position in this part of Canada on account of his extensive business, and in the city and country on account of his social and political status. He was born in Killalea, county of Armagh, Ireland, on the 29th of August, 1808, thus having nearly completed his fifty-sixth year at the time of his death. He came to Kingston on the 24th of June, 1824, and was a bookkeeper to Mr. Thomas Molson from that time to 1831, when, entering into partnership with the late Mr. Drummond, they commenced the Kingston brewery and distillery. The partnership continued till Mr. Drummond's death in 1834, after which event the business was continued in Mr. Morton's own name. The business prospered amazingly. The products of the distillery gained a wide celebrity, "Morton's proof" being known and consumed all over Canada. With the accumulation of his fortune Mr. Morton not only gave his distillery business the most extended basis, but entered into other mercantile pursuits. The shipping trade did not escape his attention, and from having to purchase grain for distillery use, he was led to purchase cargoes in

the western markets and have them conveyed down in his own vessels. The introduction of railways led him into the railway contracting business; and in conjunction with John R. Dickson, M. D., he built the Kingston branch of the Grand Trunk Railway. He also engaged in locomotive building, and established the Ontario foundry for this purpose in Kingston. He besides took advantage of the labor of the convicts in the penitentiary here, and becoming a contractor with the government for the services of a large number of prisoners, utilized their labor in the manufacture of furniture by improved steam machinery. Mr. Morton obtained, on very favorable terms, a contract for the construction of the Southern railway between Niagara and Detroit. This contract, which promised the utmost advantage to Mr. Morton's estate, and to numbers of persons connected with him as employees dependent upon his success, became a matter of law dispute, and an adverse decision by the Court of Chancery proved a severe but not a crushing blow to Mr. Morton's long career of prosperity. However, under heavy involvement the business establishments in Kingston were still kept up in his own name, and were managed with such success that it is believed had it been Mr. Morton's lot to have been spared in this life yet a little longer, he would have had the satisfaction of seeing himself again as wealthy a man as he had been at any time. Mr. Morton's business career has indeed been a remarkable and useful one. Commencing business as we must suppose with only a book-keeper's hard savings, he has built up properties and accumulated an estate that made him a man of fortune. As such he took a prominent part in all that concerned the interests of Kingston. The centralization of his varied and extensive business here is sufficient proof of his attachment to his adopted city. Mr. Morton was held in great esteem by all classes of our population. To the industrious poor he furnished employment, and to the struggling tradesman or artisan he was never backward with well-timed assistance. There are business men in Kingston who can ascribe their triumph of success over failure at an important crisis to the friendly liberality of James Morton. He had a natural benevolence which gilds the accumulation of wealth. The farmers of the county of Frontenac, recognizing him as an old friend to their interests, selected him as their Parliamentary representative in preference to the old member, Sir Henry Smith, who was beaten in the election contest. He served in the short-lived Seventh Parliament, and on the dissolution of the House retired in favour of Mr. Wm. Ferguson, the sitting member.—*Kingston News*.

No. 35.—SAMUEL PETERS, ESQ.

Mr. Peters came to Canada in 1835, at once made London his future home, and shortly after became intimately associated with Wm. Balkwill, Esq., J. P., in business; both of which gentlemen carried on the trade of butchers for some considerable period afterwards. The business eventually was conducted by Mr. Peters himself, and sons, in which he amassed a handsome competency. Some years since, however, he retired from business, and settled down in his county residence, near Petersville, township of London. He was a jovial companion, a good neighbour and a person that commanded respect among his numerous acquaintances, many of whom will regret his death. He was about seventy-four years of age.—*London Prototype*.

No. 36.—THE REV. JOHN BEATTY.

We learn from the *Cobourg Sun* that this venerable, widely known and universally esteemed Minister, has passed away to his rest. Few names are more familiar to the old Methodists of Canada than his, or are remembered with greater pleasure. The *Sun* says:—"Another of those links which connect the present generation with the past has been severed, and we have now to chronicle the demise of a veteran, whose name has to a certain extent been long identified with the growth and history of Cobourg. On Thursday morning last, the 30th ultimo, the Reverend John Beatty, Wesleyan Minister, after a long illness which was borne with Christian resignation, breathed his last. Deceased was in the eighty second year of his age, and had for some time retired from the active duties of the Ministerial profession, though he occasionally, within the last year or two, filled temporary vacancies, by shewing his venerable and fragile form in the pulpit, where, however, his voice almost to the last retained that force and strength for which it was long noted. The Reverend Mr. Beatty was one of the early pioneers of the Wesleyan Methodist Church in Canada, and did a great deal to promote the interests of this church with which he was ever identified. During the protracted illness which he suffered, the venerable father received the most attentive care from his son, Dr. Beatty, who was unwearied in his attentions and counsel. The funeral took place on Saturday afternoon and was largely attended."—*Christian Guardian*.

No. 37.—LAST HOURS OF GEN. J. E. B. STUART.

From a long obituary of Gen. Stuart, in the *Richmond Examiner*, we take the following:—No incident of mortality, since the fall of the great Jackson, has occasioned more painful regret than this. Major-Gen. J. E. B. Stuart, the model of Virginian cavaliers and dashing chieftain, breathed out his gallant spirit resignedly, and in the full possession of all his remarkable faculties of mind and body. We learn from the physicians in attendance upon the General that his condition during the day was very changeable, with occasional delirium and other unmistakable symptoms of speedy dissolution. In the moments of delirium his faculties were busy with the details of his command. He reviewed in broken sentences all his glorious campaigns around McClellan's rear on the Peninsula, beyond the Potomac, and upon the Rapidan, quoting from his orders, and issuing new ones to his couriers, with a last injunction to "make haste." About noon, Thursday, President Davis visited his bedside, and spent some fifteen minutes in the dying chamber of his favorite chieftain. The President, taking his hand, said: "General, how do you feel?" He replied, "Easy, but willing to die, if God and my country think I have fulfilled my destiny and done my duty." As evening approached, the General's delirium increased, and his mind again wandered to the battle-fields over which he had fought, then off to wife and children, then off again to the front. As evening wore on the paroxysms of pain increased, and mortification set in rapidly. Though suffering the greatest agony at times, the General was calm, and applied to the wound, with his own hand, the ice intended to relieve the pain. During the evening he asked Dr. Brewer how long he thought he could live, and whether it was possible for him to survive through the night. The doctor, knowing that he did not desire to be buoyed by false hopes, told him frankly that death—the last enemy—was rapidly approaching. The General nodded, and said, "I am resigned if it be God's will; but I would like to live to see my wife. But God's will be done." Several times he roused up and asked if she had come. To the doctor who sat holding his wrist and counting the fleeting, weakening pulse, he remarked, "Doctor, I suppose I am going fast now. It will soon be over. But God's will be done. I hope I have fulfilled my duty to my country and my duty to my God." At 7½ o'clock it was evident to the physician that death was setting its clammy seal upon the brave, open brow of the General, and he told him so—asked if he had any last message to give. The General, with mind perfectly clear and possessed, then made disposition of his staff and personal effects. To Mrs. (Gen. R. E.) Lee he directed that the golden spurs be given as a dying memento of his love and esteem for her husband. To his staff officers he gave his horses. So particular was he in small things, even in the dying hour, that he emphatically exhibited and illustrated the ruling passion strong in death. To one of his staff, who was a heavy built man, he said, "You had better take the larger horse; he will carry you better." Other mementoes he disposed of in a similar manner. To his young son, he left his glorious sword. His worldly matters closed, the eternal interests of his soul engaged his mind. Turning to Rev. Mr. Peterkin, of the Episcopal Church, and of which he was an exemplary member, he asked him to sing the hymn commencing,

"Rock of ages cleft for me,
Let me hide myself in thee,"

he joining in with all the voice that his strength would permit. He then joined in prayer with the ministers. To the doctor he again said, "I am going fast now; I am resigned; God's will be done." Thus died Gen. J. E. B. Stuart.

No. 38.—WM. SMITH O'BRIEN, ESQ.

Mr. William Smith O'Brien, member of a most ancient and honourable family, and a man of generous, though sometimes mistaken impulses, died recently at Bangor, North Wales. He was the second son of the late Sir Edward O'Brien, Baronet of Bromsland, County Clare, and brother of Lord Inchiquin. The deceased gentleman was born in 1803, and received his education at Harrow and Trinity College, Cambridge. On his first entering into Parliament, in 1826, he represented Innis in the Liberal interest. He subsequently sat for County Limerick, during a continuous period of fourteen years; and, though a Protestant, he was an active supporter of Daniel O'Connell, in the agitation of the Repeal of the Union. In the year of continental troubles, 1848, when the shock of the French Revolution caused many thrones to totter, and many nations to heave and tremble, the name of Smith O'Brien attained a notoriety far short of glorious; and in 1849 it certainly did not improve its reputation. He was prompt to express his thorough sympathy with the French Provisional Government, and he visited Paris in the avowed hope of being able to obtain assistance in severing Ireland from British rule. It was in the summer of 1849

that Mr. Smith O'Brien took up arms against the Government of the Queen, and headed a band of violent repealers in the south of Ireland. The somewhat ludicrous circumstances of his arrest will be remembered, even at this lapse of time, though the worst features of his treasonable conduct have been long forgotten, and its desperate folly pardoned. He was, at the time, expelled from the House of Commons, on the ground of sedition; and, being tried for high treason, he was found guilty and condemned to death. This extreme sentence was mercifully commuted to one of banishment to a penal colony. As years rolled on, the spirit of rebellion subsided in Ireland, till, for all causes of dread or serious apprehension, it became extinct. In 1856 Smith O'Brien was permitted to return to Europe, the indulgence being in the first place limited to the Continent, and he resided for some time in Belgium. Soon, however, he was allowed to enter the United Kingdom, and he has since taken up his principal abode in Ireland, at his country seat in Limerick. Mr. Wm. Smith O'Brien could trace a clear descent for twelve centuries; and, as we have said, his family was one of the most honourable as well as one of the oldest in Ireland. The political extravagances which turned his brain did not affect the natural goodness of his heart: and there is not a man of any creed or opinion who would have preferred that those eight years of exile should have been doubled, and that the mistaken Irish gentleman—the comrade of Mitchell, Duffy, and Meagher—had ended his days in Van Dieman's Land, instead of in the country against which he raised so very harmless a weapon.—*Daily Telegraph*.

VII. Papers on Natural History.

1. THE PITCHER PLANT.

Early in the winter of 1860, a little coasting vessel landed her crew, nearly all ill of small-pox, at a fishing village a few miles from Halifax, the capital of Nova Scotia.—Full soon, the epidemic spread, from the sailors to the fisherman, and from the fisherman to the fish-dealer in the town of Halifax. Cases of variola becoming numerous in the civil and military hospitals, the attention of the medical profession was aroused, and a panic seized the population. When the alarm in the city was greatest, news arrived that the plague had burst out in the encampments of the Indians, destroying the red population as fire destroys the parched vegetation of the prairies. For, the Indians neglect vaccination, and deem the skill of white men "no good." But, when death was rife in the camps of the red people, and the plague was sweeping off whole families at a time, a Squaw, long renowned for her knowledge of roots and herbs, arrived among the suffering families, declaring she had an infallible remedy for the disease. And, strange to say, the epidemic variola, which is borne upon the wings of the wind to great distances—a veritable pestilence walking in darkness—and which had baffled and defied the highest medical skill, gave way before the remedy of the Red Squaw.

This remedy is a pitcher-plant. I have one of these wonder-working plants now lying before me. Many specimens have been sent to Europe for study and trial; and botanists, chemists, and medical men, have had their attention drawn to their qualities. Never has there been seen a plant better qualified to strike the imagination. Growing in morasses, it is an amphibious plant, constructed both for aquatic and aerial life. Most of its life is spent under water. During winter it is under water; and its fibrous roots and creeping branches remain in the mud when it makes its summer sojourn in the air. The roots are not like roots, but are like tendrils; and the branches are not like branches, but are like roots, being of the kind called rhizomes. As for the leaves and stalks, they have hitherto beat all the botanists in their attempts to say which is which; some calling them the one, and some the other. An omniscient critic might contradict you if you called the stalk the leaf, or the leaf the stalk. Some authors say the pitcher is made of the stalk (petiole), and others say the leaf; and both statements are right, and both are wrong. The mud-covered root-like branch is rather less than half an inch thick; and the stalk or leaf clasps it half round and then rises in a line of beauty, or graceful curve, bulging out into a pitcher of an elegant form, seven or eight inches high.

What part of the plant is it which becomes this pitcher, the leaf or the stalk? We must, to answer this question, bear in mind that a stalk is a support, and that a leaf is a breathing instrument or vegetal gill. Now, if one of these pitchers be examined carefully, it will be seen that what has been called vaguely the pitcher, consists of two parts, three-fourths of the circumference forming the pitcher, and one-fourth being the undivided stalk or support. The leaf is joined on to its stalk, sideways. Physiologists tell us that the curves of the human back describe the line adapted best for strength, and the curves of this plant are similar. The pitcher,

with its cover, forms a leaf or breathing organ of a very singular kind. If you cut it open from the bottom to the rim, you will be struck by three different portions of it; at the bottom and half way upward, the inside is brownish, and lined with long fine silky hairs; from the end of this part to the rim, the inside is perfectly smooth; above half the rim or lip, rises a blade (lamina) in the shape of a hood, which is lined with short rough hairs. When the bottom part of the pitcher is opened, it is found to be full of as miscellaneous a hoard of tiny things as ever filled a cornucopia—winged seeds and insects' eggs, morsels of twigs, and mosses, and flowers, heads, skins, and wings of flies, and quite a glittering heap of the blue chests and shields of beetles. I have found but one tolerably complete insect—an ichneumon fly of a kind I never saw before, only without a head. Five or six of these pitcher-like stalk leaves rise up in a group or row, and among them is the flower. The flower rests upon a stalk, which, like the leaves, clasps the branch, consisting of five sepals and five petals, all purple. An idea of its appearance might be formed by imagining a purple marigold.

The botanists are at their wits' end to explain and classify this plant. Known in England, it is said, since 1640, it was called *Sarracenia* by Tournefort, in the end of the seventeenth century, after a Dr. Sarrasin, who introduced it into France. The classifiers are puzzled where to put it. Its nearest connexions, according to Dr. Lindley, are the poppyworts,—*All the Year Round*.

2. QUEER TRADES WITH BUTCHER BIRDS, SPARROWS, AND TOADS.

Many years ago, when rice was dear in Eastern China, efforts were made to bring it from Luzon, where it was abundant. At Manila there was, however, passed a singular law, to the effect that no vessel for China should be allowed to load with rice unless it brought to Manila a certain number of cages full of the little "butcher birds," well known to ornithologists. The reason for this most eccentric regulation simply was that the rice in Luzon suffered much from locusts, and these locusts were destroyed in great numbers by butcher birds.

A somewhat similar business is carried on between England and Zealand. This latter country, at particular seasons, is invaded by armies of caterpillars, which clear off the grain crops as completely as if mowed down by a scythe. With the view of counteracting this plague, a novel importation has been made. It is thus noticed by the *Southern Cross*:—Mr. Brodie has shipped 300 sparrows on board the "Swordfish," carefully selected from the best hedgerows in England. The food alone, he informs us, put on board for them, cost £18. This sparrow question has been a long standing joke in Auckland, but the necessity to farmers of small birds to keep down the grubs is admitted on all sides. There is no security in New Zealand against the invasion of myriads of caterpillars which devastate the crops."

The most singular branch of such traffic is the toad trade. On some of the market gardens near London, as many as five crops are raised in one year, the principal object being, however, to raise the finest possible specimens for high prices. Under such a system of culture, slugs and other insects are very formidable foes, and to destroy them toads have been found so useful as to be purchased at high prices. As much as a dollar and a half a dozen is given for full grown lively toads, which are generally imported from France, where they have also been in use for a long time in an insectivorous way. Who can say but that Shakespeare, who knew everything, guessed everything, and foresaw everything, thought of this latent value when he said that the toad, though

"ugly and venomous,
Wears yet a precious jewel in his head."

3. TO CLEAR A ROOM OF MUSQUITOES.

Take of gum camphor a piece about half the size of an egg, and evaporate it by placing it in a tin vessel and holding it over a lamp or candle, taking care that it does not ignite. The smoke will soon fill the room and expel the musquitoes. One night a gentleman was terribly annoyed by them when he tried the above, after which he neither saw nor heard them that night, and next morning there was not one to be found in the room, though the window had been left open all night.

Difficulties dissolve before a cheerful spirit, like snow-drifts before the sun.

One might as well be out of the world as be loved by nobody in it.

VIII. Miscellaneous.

"WRITE ON A PIECE OF PAPER, MOTHER, THAT
WILLIE LOVES THE BIBLE."

A pleasant room, a half shut door,
A window doubled upon the floor
By the sunbeams bright, a scented breeze,
It hath kissed the rose of the crimson leaves,
Dallied a while with each gay flower,
And floated in with its soothing power.

Two sitting there, from the elder one,
Half of life's golden sands have run,
And the other half, ah! who can see
Into the dim futurity.
'Tis the hour when busy matrons rest
From stirring toil and with quiet zest,
Yet flying fingers the needle ply,
As marking the time ere it hurries by,
And the fair white work that lay unrolled,
Of sweet home comfort softly told;
The other a boy of earnest look,
Loose folded hands, an open book,
An open book, and eyes which seem
Deeply bathed in a waking dream,
Forgotten the top, that silent lay,
The painted drum the marbles gay,
Forgotten—the boy was far away,
"Mother,"—the face was questioning now,
Tho' a shadow slept on the thoughtful brow.
"Mother,—I read it time and again,
How Jesus lived and died with men,
And was God too. Explain to me
What is meant by the Holy Trinity."
And again the eyes grew soft and dim,
As he drank the quiet answer in.
"Mother," this time the face was bright,
The speaking orbs had a solemn light,
"Take pen and paper, and ink, and write
That Willie loves the Bible."
Wondering she wrote it word by word,
Folded it up and laid it by;
And the recording angel heard,
And chronicled it in the Book on high.

Another eve, the violets were shut,
The day had bloomed, and fainted and died,
And the sable night had lovingly tried
To pluck the sting from the bleeding heart,
And bid the clouds of care depart.
Lovingly tried, we rail at night,
As we think of the traveller benight;
But for every darksome shade it brings,
A thousand stars uplift its wings,
And the tired millions thankful bless
The deathlike calm of its caress;
And Willie lay on his little bed,
But slept not.
Then the angel of death came softly bent
And kissed his lips till his brow grew white.
And fled from his cheeks the hectic light,
The soul of the boy was away again.

Nothing left, but the words that tell
Of the Book he loved on earth so well.
Nothing left, save the hope that he
Is safe, O Lord, our Lord, with thee.

MONTREAL, MARY W.—

The above lines are based on truth, the subject of them died a short time ago in this city.—*Witness.*

2. WILLIE'S FAITH.*

Willie V. was the only son of his parents. When very young his mother began to teach him about God and heaven, and his mind seemed to drink in all the sweet things she told him, just as the flowers receive into their bosoms the drops of dew that give them

* We are assured by a responsible person of the literal truth of this statement, accompanied with a particular request that it should appear in the *S. S. World*.—*Note of the Editor of the "Sunday School World."*

strength and beauty. Before he was three years old, he would often sit gazing into the sky and would say:

"Willie's watching for the holy angels, and waiting to hear them sing!"

The lesson that his mother endeavoured to impress most deeply upon his young heart was that of *faith in God*. Faith in him for all things whatsoever, and that for Jesus' sake he would bestow upon him all necessary good.

When he was four years old a terrible shadow settled down upon him, and by the time Willie was seven, their home and everything was taken from them, and they were thrown upon the charity of friends. Soon Willie's clothes and boots began to wear out, but his mother was too poor to purchase new ones. On one occasion he came to her saying: "Mother, can't I have some new boots? My toes are all out of these. The snow gets in, and I'm so cold!"

A tear filled his mother's eye, when she answered: "Soon, Willie, I hope to give them to you."

He waited patiently several days, until one morning as he stood at the window watching the boys play with their sleds, he sobbed:

"Oh! mother, it is too hard! Can't I get some boots anywhere?"

"Yes, Willie, you can."

"I can!" he eagerly exclaimed, "Where? Where? Tell me quick!"

"Do you not know, my son?" replied his mother. "Think now."

Willie stood for a moment, as if in deep thought, then with a smile looked up into his mother's face, and said: "Oh, I know! God will give them to me, of course. Why didn't I think of that before? I'll go right off and ask Him."

He walked out of the parlour into his mother's room, she quietly following him, and standing concealed from his view, she saw him kneel down, and covering his face with his hands, he prayed: "Oh, God! father drinks; mother has no money; my feet get cold and wet. I want some boots. Please send me a pair for Jesus' sake. Amen."

This was all. He often repeated his pitiful little petition, and the best of all was, he *expected* an answer to his prayer.

"They'll come, mother!" he would often say encouragingly; "they'll come when God gets ready."

Within a week, a lady who dearly loved the child, came to take him out walking. He hesitated for a few moments, but soon determined to go, and they started off. At length the lady noticed his stockings peeping out at the toes of his boots, when she exclaimed:

"Why, Willie, look at your feet! They will freeze! Why didn't you put on a better pair?"

"These are all I have, ma'am."

"All you have! But why don't you have a new pair?" she inquired.

"I will, just as soon as God sends them," he confidently replied.

Tears filled the lady's eyes, and with a quivering lip, she led him into a shoe store near by, saying: "There, child, select any pair you please." The boots were soon selected, and a more happy, thankful boy never lived.

On his return, he walked to the centre of the room where his mother was sitting, and pulling his pants up until you could see his fat knees above the tops, he said:

"Look, mother! God has sent my boots! Mrs. Gray's money bought them, but God heard me ask for them, and I suppose he told Mrs. Gray to buy them for me."

Then he stood with an earnest, solemn light in his eye, as though he were receiving a new baptism of faith from heaven, then quietly added: "We must always remember how near God is to us," and kneeling at his mother's feet he said: "Jesus, I thank you very much for my boots. Please make me a good boy, and take care of mother. Amen."

Willie is now fourteen years of age, and is a consistent member of the church of Christ. In all things he trusts his Saviour, and every desire of his heart he carries directly to God, and patiently waits the answer, and it *always comes*.—*S. S. World.*

3. MOTHERS, SEEK OUT THE GENIAL SIDE OF
YOUR BOYS.

Hosts of selfish, thoughtless mothers shall send upon us another generation of listless, vapid sons, open to temptation. Years ago a son of my own was the object of pleasant theories and plans. An unerring teacher took him hence; yet have I learned through him to look with loving eyes on other women's sons, and think what I would do for them. O, mothers! hunt out the soft, tender, genial side of your boys' natures. Make the most of any gentle taste or comely propensity. Encourage them to love flowers, pictures, and all the beautiful things which God has made. Talk with them, read to them; go out with them into the fields and woods, and hallow pleasant fields with holy memories. A daily ministrations to their unfurnished hungry minds, a daily touch to their unformed taste,

shall make them more comely than costly garments. They will ever bear you witness in the character and conduct of your children; but your laces and embroideries will crumble to dust. Why don't mothers teach their children more, and dress them less.—*A Lady in Springfield Republican.*

4. FRUIT STEALING—ITS IMMORAL TENDENCY.

We do not expect that anything we can now say on this subject will awaken those who have grown grey in their indifference to other people's property; but we do hope to stir up the young, whose habits are not yet formed, to a sense of the rights of others. If you must pilfer, cut the buttons from our Sunday coat, or take our watch, or the money from our pockets, but touch not our fruit.

It is often a matter of surprise and regret that fruit should not have been more cultivated among us. There is unhappily a very serious objection to its cultivation in our town and village gardens. Fruit-stealing, we regret to say, is a common crime in most parts of this country, and the principle on such subjects is as low as it well can be in our rural communities. It is not an uncommon occurrence to have our melon patch invaded, and the fruit plundered by ruthless thievish bands. Property of this kind, as well as other fruits, is almost without protection among us; it is petty larceny, and there are laws on the subject, but these are seldom or never enforced, and of course people are not willing to throw away money, time, and thought, to raise fruit for those who might raise it easily for themselves, if they would take the trouble and pains to do so. There can be no doubt that this state of things is a serious obstacle to the cultivation of choice fruits in our towns and villages. Horticulture would be in a much higher condition were it not for this evil. But the impunity with which boys, and we might say men, too, are allowed to commit thefts of this kind, is really a painful picture, for it must invariably tend to excite a spirit of dishonesty throughout the country.—*N. Y. Evangelist.*

5. FORGIVENESS.

A beautiful gem of oriental literature is quoted by Sir William Jones, from the Persian poet Sadi:

The sandal tree perfumes, when riven,
The axe that laid it low:
Let man, who hopes to be forgiven,
Forgive and bless his foe.

6. A ROYAL PRAYER.

The death of the lovely Princess Amelia hastened the calamities of the royal household. In 1810, immediately after her death, Mr. Knight had the pleasant task of cataloguing and arranging her well-selected library, and he says: "It seemed like a voice from the tomb when I recently lighted upon a touching prayer which I had copied from a blank leaf of her Prayer Book. It will not be considered a violation of confidence if I print it.

"Gracious God, support Thy unworthy servant in this time of trial. Let not the least murmur escape my lips, nor any sentiment but of the deepest resignation enter my heart, and let me make the use Thou intendest of that affliction Thou hast laid upon me. It has convinced me of the vanity and emptiness of all things here; let it draw me to Thee as my support, and fill my heart with pious trust in Thee, and with the blessings of a redeeming Saviour, as the only consolations of a state of trial. Amen."—*Passages of a Working Life during Half a Century,* by Charles Knight.

IX. Educational Intelligence.

CANADA.

—UNIVERSITY OF TORONTO.—ANNUAL CONVOCATION.—The annual convocation of the Toronto University was held on the 8th inst., in the convocation hall of the University—Hon. Judge Morrison, Chancellor. The following gentleman were introduced to the Chancellor and admitted to degrees: M.D.—J. Henry, S. E. Shantz, presented by Dr. Barrett. M.A.—G. Cooper, E. Frisby, J. M. Gibson, J. Hubbard, J. Loudon, W. B. McMurrich, N. McNish, W. H. Farrow, S. Woods, presented by Mr. Blake, M.A. LL.B.—J. Idington, J. E. Farewell, G. Kennedy, J. Donaldson, J. F. Duggan, G. Y. Smith, J. F. McDonald, D. Lennox, presented by Mr. J. Roaf, M.A. M.B.—W. H. Bell, P. Constantinides, C. Douglass, A. Eby, J. Harley, M. J. Kelley, M. S. Langs, J. W. McLaughlin, J. B. Newman, H. Nichol, R. Potts, A. Sill, L. C. Sinclair, J. C. Thom, J. C. Tisdale, O. L. Vail, W. N. White-side, T. B. Whinn, presented by Dr. Barrett. B.A.—J. W. Bell, H. E. Buchan,

J. W. Connor, T. D. Craig, J. Fergusson, W. B. Fleming, T. Grover, R. Harbottle, R. Hill, W. N. Keefer, J. King, A. McCallum, J. McMillan, T. J. Robertson, J. Rosin, J. Rutledge, F. E. Seymour, W. Sharpe, E. F. Snider, H. B. Spotten, W. H. Vandersmissen, J. S. Wilson, presented by Mr. Blake, M.A. Dr. McCaul presented for *ad eundem* B.A., T. C. Patterson, (Oxonian), and J. A. Seath (Queen's University, Ireland). For *ad eundem* status, first year, W. Middleton, (Victoria College), was presented. The names of the matriculants in Law, Medicine, and Arts were then read. The gold and silver medals were then presented as follows: Mr. Idington in law, Messrs. Connor and Vandersmissen in classics, F. E. Seymour in modern languages, Messrs. T. D. Craig and McMillan in metaphysics and ethics, E. F. Snider and R. Harbottle in natural sciences, Messrs. T. J. Robertson, J. S. Wilson, and J. Rutledge in mathematics, and J. McLaughlin in medicine. *Scholarships* were presented to Messrs. Hill, Bell, and Connor; Messrs. Milloy, Patterson, and Galbraith, in mathematics; Messrs. Morgan and J. B. Thompson in natural sciences; Messrs. J. Campbell and F. D. Delamers in metaphysics; Messrs. J. Faulconbridge, J. Campbell, and W. W. Tamblin, in modern languages and history; Messrs. E. G. Patterson, W. H. Mewburn, E. H. Smythe, H. Yale, A. F. Campbell, W. Fitzgerald, and S. Foster. *Prizes* in books were presented to J. Campbell for English prose, W. W. Tamblin for French, W. N. Keefer for agriculture, W. B. McMurrich for the M. A. Thesis. J. McMillan received the Prince of Wales' prize of a silver inkstand. The Chancellor then rose and said that the institution had been gradually progressing within the past year. The University and University College had arrived at that stage that there was every prospect of seeing them resting on a sure foundation. They were institutions which were approved of throughout the country by men of all classes and creeds. During the past year, in all their departments, they had shewn a most satisfactory result. A comparison of the last year with the present had been furnished him by the Registrar, Mr. Moss, and he found that in 1863 the number admitted to degrees was 39. This year the number was 59. The matriculants in 1863 were 106; this year 139. He would now draw attention to the fact, that although it had been determined upon by the authorities to reduce the number of scholarships for the purpose of economy, during the past year, the number of matriculants as well as the number of graduates had increased this year. It should, he thought, be the desire on the part of those attending the University to go through a whole course. That was really their duty, and should be borne in mind by the parents or those who send their children there for instruction. Those who had advanced in years always regarded the advantages which had been afforded to them in youth, and it was incumbent on the students to use all the appliances in their power to take the whole course of study in the University. He thought it was almost unnecessary for him to refer to the great advantage to the youth of the country in having a University education. In conclusion, he took the liberty of saying to the gentlemen present, that he hoped they would never forget their *Alma Mater*, and they would find in their future career that the University had added an importance to their character. Three loud and lusty cheers were then given for the Queen, three for the Chancellor, and three for the ladies. The Chancellor having retired the large audience dispersed.

—UPPER CANADA COLLEGE.—The distribution of prizes for "marks of general proficiency," attained during the past year, as well as for the competitive examinations in the various branches of a Collegiate education, took place on the 10th inst. Mr. Cockburn, Principal of the College, occupied the chair, on the right of whom sat the Lord Bishop of Toronto. Mr. Cockburn, after distributing the prizes proceeded to say that it was to him particularly pleasing to remark every year the increasing interest manifested by the various parents and guardians in the progress of their sons and wards in intellectual development: and the large attendance on that occasion was a fresh proof that that interest continued unabated. He said he observed with peculiar pleasure the increasing interest in the progress of the boys, as the whole system of the College discipline depended to a large extent upon the hearty co-operation of every parent with the various masters; and nothing, he thought, ought to be more pleasing to every right-minded boy than to feel that a lively and intelligent interest was taken in his studies by those to whom by the natural ties of affection he was most deeply attached, and whose good opinion and love he was most anxious to secure and retain; and nothing could be more appropriate on the part of the parent and guardian than to come and witness the result of the various reports which he had received during the year regarding the conduct, the application and the consequent progress of his son. He did not believe that in any school the prizes had been more vigorously, and, at

the same time, more honorably contested. (Hear, hear.) The spirit of honorable rivalry never was higher, and so strong had been the spirit of competition that many of the boys had been separated in the class lists by a difference scarcely perceptible, and that in more than one of the forms the average place held by the head boy or *dux* is four or five—not one or two or three—as one might suppose; but so very active had been the competition, and so frequent the change of place, that the head boy, strange to say generally stood fifth, while the bottom boy in a class of thirty-five generally stood 24. To those who remembered anything of their public school days these simple facts were pregnant with meaning. (Hear, hear.) The extraordinary emulation manifested this year had no doubt been greatly fostered by the fact that the college had during the past year entered on a peculiar phase of its existence, and had passed happily through an experience seldom indeed accorded to any public school. He need scarcely say that he referred to what was virtually an amalgamation of the late Model Grammar School with the College; an amalgamation attended with the happiest results. For two years previously a vigorous and commendable competition in many games had been carried on with varying success between the two schools, and when that spirit of competition had been transferred to the class-rooms in the college he felt bound to say that he was proud of the amalgamation with the model school. He felt an equal pride in the spirit of old college for downright fair play, when he saw the good honest way in which the boys of the model grammar school were received. (Cheers.) And while they had a competition between these two schools, they had a wider competition, so to speak, between nationalities; as this year had witnessed the arrival in their midst of several sons of those brave men, who, under the burning sun of the South, and under unheard of hardships are still in this, the fourth year of their life struggle, resolved sooner to die than to yield to force what they consider to be their rights and liberties. (Applause.) These boys, in spite of their great disadvantages at starting, had in another and more peaceful struggle shown in their classroom the same qualities as their fathers and brothers were displaying in the gory battle-field. But at the same time an equal hearty welcome would be extended to the sons of Northern Americans who might desire to pursue their studies at the college. (Applause.) The speaker then proceeded to refer to the success of the college since its first establishment, and remarked that the largest number of pupils ever attending the college were there this year. His Lordship, Bishop Strachan, then pronounced the benediction, and the company separated.

—**MODEL SCHOOL.**—In consequence of the unavoidable absence of one of the female teachers, and of the illness of one of the male teachers of the Model School, the usual annual public examination did not take place.—Yesterday, however, all the pupils were assembled in their rooms, when Mr. Robertson, Head Master of the Normal School, addressed them, and presented to the successful pupils the prizes they had won at the private examinations.

—**SCHOOL FOR THE DEAF AND DUMB.**—On the 24th ult., the usual midsummer examination of the Deaf, Dumb and Blind pupils under the charge of Dr. Morris, took place at the institution in this city, and attracted many of the well-wishers of the school. The examination was highly creditable not only to the superintendent but also to Mr. Knight, the master, and the pupils themselves, the healthy and satisfied appearance of the little ones being a subject of universal remark. The blind were examined in geography, history, &c., by Miss Sefton, to whose zeal in instructing them they are much indebted. In music and singing also they have made much progress under the tuition of Mr. Sefton. Several appropriate prizes were then distributed, at which the recipients seemed much gratified. Strawberries and cream were liberally provided to all, and duly appreciated, after which the pupils engaged in games to a late hour.

—**THE HAMILTON FEMALE COLLEGE.**—The recent closing examinations of the Female College gave us, and many others, much satisfaction and increased confidence in the management and efficiency of that institution. The Female College has been so recently established that scarcely sufficient time has yet elapsed to afford opportunity to prove the excellency and efficiency of its system of instruction. But the number of graduates at the close of the last session, and the nature of the examinations in all the classes, presented ample evidence of the teachers to put the students in intelligent possession of the several branches of study. The curriculum is sufficiently extensive, and the aim is to make every step of the student's progress intelligible and satisfactory to her own mind. Professor Wright who has been so intimately acquainted with the system of teaching carried out by the Rev. Dr. Vannorman, and who is an enthusiastic student of the

Natural Sciences, and an experienced teacher of them, is eminently qualified to contribute an important share to the general efficiency of the College. The teacher of Music, who is an accomplished master in his own profession, excited the admiration of all, by the proficiency of his classes and the excellence of their performance. The teacher of French, which is now an essential part of a respectable female education, is said to be a most successful teacher, and thoroughly qualified to impart a knowledge of this language. Of the esteemed Principal it is scarcely necessary to speak. Her experience and success in directing and overseeing such institutions; her strictness, watchfulness, firmness, and unvarying kindness and sympathy, secure for her the profound esteem and strong affection of all the students who enjoy the benefit of her teachings and her counsels. All those who listened to the examination of her classes in Mental Philosophy, and of those also in Moral Philosophy, must have been convinced that it was well worth while for any young lady to come to the College, if only to enjoy the advantage of Miss Adams' instruction in those two important studies. No other studies do so much to exercise and develop the thinking powers or to furnish the mind with principles for the direction of the life. With the teachers in the other departments we are not so well acquainted, but we believe them all to be earnest in their work, and well qualified for their several positions. The Rev. S. D. Rice, the Moral Governor, every one who knows him will feel assured, devotes all his time and energies to make the finances, the order and discipline, and the influence and fame of the College all that the stockholders and patrons can wish. To the gentlemen who have assumed the responsibility of purchasing and furnishing this magnificent building for the purposes of a Female College, and who in the capacity of Directors still give earnest attention to its interests, the thanks of the public are abundantly due.—*Christian Guardian*.

—**BELLEVILLE SEMINARY.**—The examinations and exhibition of this institution previous to the summer vacation, took place this week. The exhibition took place on Wednesday afternoon, and was one of the most interesting and successful that has been held in the institution. The chapel was tastefully decorated with evergreens, and with various mottoes and designs. The exhibition consisted of recitations, reading original essays, and music. Some of the recitations exhibited considerable rhetorical ability, and several of the original pieces reflected great credit upon the authors. The music was well rendered, and was received with deserved approbation. The exercises were concluded by conferring the degree of "Mistress of Liberal Arts" upon Miss V. Shepard, who had completed the six years' course of instruction. Miss Shepard is the first graduate of the institution, and Principal Carman, in conferring the degree, spoke in high terms of her attainments. During the exercises the chapel was crowded to its utmost capacity, and all seemed highly pleased with the proceedings.—*Intelligencer*.

—**THE CANADIAN LITERARY INSTITUTE.**—The examination of the pupils attending this institution commenced on the 8th inst. Several clerical gentlemen from a distance, together with those of the vicinity attended as examiners, and at the close expressed themselves gratified with the assiduity and perseverance evinced by the students. On the evening of Tuesday a public meeting of the Adelpian Society and Ladies' Literary Association was held in the spacious lecture room. Rich and varied in their character, the different performances elicited repeated applause. The President's address was deservedly applauded. Seeing that the object of the meeting was laudable, we are glad to learn that the handsome sum of \$55 was realized. On Wednesday morning, the members of the Senior Theological Class made their graduating speeches, at the conclusion of which the Principal, the Rev. Dr. Fyfe, delivered to them his final address. We had almost neglected to notice two pleasing episodes, namely, the presentation of a purse containing a handsome sum in gold and silver to the Matron, Mrs. S. T. Cooke; and a fine collection of books to the Mathematical Tutor, Mr. C. B. Hankinson.—*Woodstock News*.

NORFOLK COUNTY SCHOOL PIC-NIC.—Came off on Friday last, 1st July, with great *colat*. Notwithstanding the extreme heat of the weather and the dustiness of the roads, between two and three thousand persons were present, and seemed to enjoy themselves to their heart's content. Rev. E. Ryerson, D.D., Chief Superintendent of Education, delivered an eloquent and forcible address to the school children, which was listened to with marked attention; he was followed by the Rev. Mr. Stevenson, of this town, who delivered a brief but impressive address. Great credit is due to the committee of management in their untiring efforts to make the picnic what it was—a complete success.—*Messenger*.

—**QUEEN'S COLLEGE, KINGSTON.**—We learn from the *Kingston News* that the Board of Trustees of Queen's College, have made the following changes in the Medical Faculty:—Dr. Horatio Yates, Professor of the Principles and Practice of Medicine, is made Dean of the Faculty, vice Dr. Dickson. Dr. Octavius Yates has been promoted from the chair of the Institutes of Medicine to that of Surgery, vacated by the resignation of Dr. Dickson. Dr. McLean, of Belleville, has been appointed to the chair of Institutes of Medicine. Dr. Fowler, Professor of Materia Medica, has been appointed Secretary of the Faculty. Owing to the service of an injunction by the Court of Chancery, made on the application of the Rev. George Weir, restraining the Board from the appointment of a Professor to the position from which the trustees had dismissed him, no appointment was made to the chair of Classical Literature.

—**REGIOPOLIS COLLEGE.**—We notice with pleasure that at the examination of this college, which took place at Kingston on the 30th ult. The first prize was awarded to Mr. John F. Leonard, of Peterboro', in Philosophy and Mathematics. A correspondent furnishes the *Kingston Whig* with an account of the examination, in which we find the following:—"I have been present at most of the examinations held in Regiopolis College for the last nine years, and I must in justice say that I never witnessed one without deriving the greatest pleasure and satisfaction. The examination which closed the scholastic year just past was in no respect inferior to former ones; on the contrary, it was decidedly the best that I have ever attended.—*Peterborough Review.*"

—**A BAND OF BOYS.**—The train from the eastward brought up yesterday a large band of well-trained musicians, all boys, from Montreal, who are to take part in the present examinations at Regiopolis and the Brothers' School. The band numbered about forty performers on brass and reed instruments, and their music was particularly good. They were met at the city depot by a large number of their friends, and marched along Ontario street into Brock street, keeping admirable time, and playing with all the ease and confidence of older performers. They were marshalled to Regiopolis College, headed by their sergeant-major, a boy, with a large silver headed cane, and preceded by a green banner, with the Harp of Erin surrounded by Shamrocks in the centre, naturally attracting no small share of attention.—*Kingslon News.*

—**ST. MICHAEL'S COLLEGE.**—On the 5th inst., the Scholastic Year at the above College was terminated, by a literary entertainment, on the part of the students, followed by a distribution of Prizes. The recreation hall was tastefully arranged and decorated for the occasion, and was crowded with the numerous parents and friends of the students, besides many others specially invited. Precisely at two o'clock, the *séance* opened with an address by M. Edward O'Flynn, who, on the part of the students, thanked the audience for their kind and encouraging presence at this close of their scholastic labours. On the close of the literary entertainment of the day, the Rev. Mr. Ferguson then proceeded to the distribution of prizes which had been awarded to each student; before doing which he addressed the audience on the progress of the College since its foundation—he pointed out the apparently slow but beneficial effects of the working of education upon a community; that learning was a tree of tedious, though stately growth; and that it was only when the boys they had heard that day were making their voices audible, and their influence felt in society—when in fact those boys became the men who constitute society—then only would the influence of the principles and the piety it had been the labour of himself and the other Reverend Professors of the College to instil into their minds and impress upon their characters, become perceptible. The reverend gentleman's discourse was a very able disquisition on the duties of society in the education of youth, and the immense advantage with which the boon, when properly conferred, is paid back.—We are glad to perceive that the reputation of the college is attracting so many students from American cities. Amongst the audience were numerous parents of the students from Boston, Brooklyn, and New York. The unbridled license which infects every condition of life in the neighbouring Republic is calculated to impair the authority of parents over children—and Catholics naturally seek out a sphere where a spirit of subordination is taught, and boys learn respect for age, and talent, and authority. The number of resident boarders in the College during this last year was seventy-five. The College has already been enlarged to double its original size, and it is in contemplation to add another wing to it, to render accommodation for the increasing number of students still more complete. We earnestly recommend to the Catholics of Upper Canada, who can at all afford it, to give their sons the benefit even of a year's course at St. Michael's College.

It is lamentable to think how many wealthy Catholic parents suffer their sons to grow up in ignorance, utterly regardless of the injury they thereby entail upon them. We trust sincerely that those who have erred in this particular thus far, will take measures before it becomes too late, to repair the evil. There are few objects of greater pride that the Catholics of Upper Canada can point to than the growth and success of St. Michael's College—from very small beginnings it has, within a very few years, risen to a position of great usefulness. It boasts of a staff of able and competent Professors, and has sent forth students who, in the first educational establishments in England and the United States, have borne off the highest honours. That it may long continue its career of usefulness, and be a blessing to the community to which its labours are consecrated, is the ardent wish of every Catholic heart.—*Mirror.*

—**LORETTO CONVENT.**—The midsummer examination of pupils and distribution of prizes took place on the 15th inst., at Loretto Convent. On this as upon previous occasions this educational establishment maintained its reputation as a first class seminary for young ladies. The young ladies went through their various recitations, songs and pieces with that grace, ease and promptness that showed them to be refined, proficient and self-possessed, without exhibiting any signs of forwardness. The premiums and crowns were distributed by his Lordship, Bishop Lynch and the parents and friends of the pupils. The audience was most respectable, and all appeared well pleased and delighted, the parents of the pupils particularly so.—*Leader.*

—**DISTRIBUTION OF PRIZES AT VILLA-MARIA.**—The annual distribution of prizes to the pupils of the *Pensionnat de la Congregation de Notre Dame* at Villa-Maria (Monklands) took place on the 5th inst. in the grand hall of the institution. The pleasing exercises usually attending the closing of term at Villa-Maria were rendered still more interesting by the presence of the Governor General and staff, Viscountess Monck, Miss Monck and Miss Louisa Monck; Lieut.-Gen. Sir W. F. Williams, K.C.B., and staff; Major-Gen. the Hon. J. Lindsay, M.P., and staff; and a large number of the officers of the garrison; His Worship the Mayor; Hon. G. E. Cartier; Hon. T. D. McGee; Hon. A. A. Dorion; Hon. John Young, and other prominent gentlemen of the country; Msgr. Bourget, the Roman Catholic Bishop of Montreal, and a large number of the clergy of this city, together with numerous relatives and friends of the pupils, consisting chiefly of ladies, completely filling the large apartment. The usual preparations had been made. The young ladies, dressed in white, had taken their seats, when Mayor Beaudry conducted Lady Monck to a seat on a dais in front of the elevated part of the hall occupied by the pupils. Seats had also been placed on this dais for the daughters of the Governor, to which they were conducted by the Hon. Messrs. McGee and Cartier. The Governor General followed, and was conducted to a central seat on the dais, supported on the right by the Roman Catholic Bishop. As the Governor and family entered, a very brilliant overture was performed by eleven young ladies, on a harmonium, two harps, and four pianos. A poetic welcome, in English, to Lord and Lady Monck, was then read by Miss Pinsonneault. This was succeeded by a complimentary fantasia, on harps, pianos, and harmonium. A dialogue in French ensued, sustained by eight young ladies, on the subject *Les Femmes Célèbres de la France*, each of the ladies assuming the name and speaking in the character of some one of the distinguished women of France in the time of the Revolution. Some exquisite piano-forte effects were produced in the succeeding piece by sixteen hands, eight young ladies contributing the hands in question. A dialogue of a semi-musical character followed, to illustrate the condition of education in this country in the 17th century, in which one young lady appeared in the costume of one of the aboriginal tribes of this country, and two others in the white dresses of the pupils. The distribution of prizes and the honourable mention of pupils was commenced, His Excellency and Lady Monck assisting in the former by bestowing the prizes on the successful competitors. Gold medals and white crowns were presented to a number of young ladies for excellent conduct, Lady Monck placing the crowns upon their heads. Gold medals and diplomas were then conferred on the graduating class. Prizes for domestic economy, culinary accomplishments, and *la science de maitresse de maison* were likewise distributed to a number of incipient housewives by his Excellency. A white rose was then given to the young ladies of the superior class, an honour second only to the gold medal of the graduates; these are the graduating class of 1865. His Excellency arose at the conclusion and said, that before bidding the young ladies good bye, he had been deputed by Lady Monck to express to them the great pleasure she

experienced from her visit to their villa; and he also expressed the feeling of pleasure with which he revisited the beautiful place, and found evidences of the continued prosperity of the institution. There was one circumstance which marred the pleasure that it gave him, in bringing Lady Monck to visit them, and that was that he had not the capacity to express in verse a suitable reply to the charming address of the young ladies; he was unable to give expression to his thanks except in weak prose; but he hoped they would accept it as the best he could offer. When he regarded the power of women in influencing the affairs of the world, and when he beheld the harmonious union in this school of young ladies of different nations and religions, and some even from our nearest, and what ought to be our best, neighbour, the United States, he could not but express the hope that they would carry into their future lives the feeling of friendship engendered here towards those with whom they sustained relations, and thus soften national and religious asperity. Society owed much to those who had produced these desirable results. His Excellency concluded by again tendering his and Lady Monck's best wishes for the future prosperity of the institution and its pupils. He then took his seat amidst great applause.—*Montreal Gazette.*

MCGILL NORMAL SCHOOL.—The 7th session of the Normal School closed on the 30th inst., with the distribution of the diplomas to the successful candidates. The proceedings having been opened by prayer, the Chief Superintendent of Education, the Hon. Mr. Chauveau, made a few introductory remarks. He drew attention to the fact that a slight change had been made in the law, by which graduates of the University after undergoing a course of training in the art of teaching, would become eligible for academy diplomas. The Principal then made the following statement:—The total number of pupils entered in the school had been 74; but an unusual number had been prevented by illness from going to the examinations. In the final examinations 40 had passed for diplomas, two for the Academy diplomas, 14 for the Model School diplomas, and 24 for the Elementary School diplomas. This raises the total number of diplomas granted since the commencement of the school to 318, and the total number of persons who have received diplomas to 216. Of these he had reason to believe that by far the largest part are usefully employed in the schools of this Province. The Hon. Mr. Chauveau proceeded to hand the diplomas to the graduates. This interesting proceeding being terminated, Miss Merry was called upon by the Principal to read the valedictory address. Professor Darey, M.A., then read a kind and affectionate address to the pupils in French, filled with good advice, especially with reference to the French works they should read;—after which, Dr. Wilkes gave an account of the religious training of the pupils, which, he said, was exceedingly satisfactory as far as they were concerned, but some change was required in the manner of administering it. The Principal then made a few closing remarks. During the afternoon Mr. Fowler's pupils gave some nice vocal music. The meeting closed with the benediction by Dr. Wilkes.—*Witness.*

—**MCGILL MODEL SCHOOL.—EXAMINATION AND DISTRIBUTION OF PRIZES.**—The annual public examination and distribution of prizes to the scholars of the McGill Model School took place on the 5th inst. The examination occupied the morning and a portion of the afternoon, and was exceedingly creditable, alike to teachers and scholars. The boys, under direction of their drill instructor, Sergeant-Major Smith, Scots Fusilier Guards, were put through their drill exercise on the play ground behind the Normal School in presence of the visitors. This part of the programme seemed to be enjoyed greatly by the boys. The scholars of both sexes then ascended to the hall, which was soon filled by themselves, their parents and friends. In the centre of the platform, at the farther end of the room, was a table covered with beautifully bound books, intended as prizes for the diligent and apt scholars; and at the opposite extremity were tables covered with specimens of the handwriting, drawing, &c., of the pupils. The prizes were then delivered by Dr. Dawson. Mr. J. Dougall then addressed the scholars. He said, the poet Tupper advised every young man to look on every young woman with respect, since he did not know which was to be his wife, so he, Mr. Dougall, now looked with respect upon each boy before him, since he did not know but that one of them might be their future Governor or Mayor. He advised them not to be content to pass through life as might a smooth unknotted thread pass through the eye of a needle, but resolve to make their mark in the world, and be known hereafter to have done some good in it. It had been remarked to him, that those families who depended on their father's wealth seldom effected much; it was from amongst those youths that had to make their own way in the

world that came our merchants, our ministers, our statesmen and others of note. Let them then, all begin now those efforts which would make them efficient and useful in their course through life. Whilst listening to the reading of the formidable list of prizes won by them, he thought the scholars must have been very busy indeed, and, with such an amount of study, he was rather surprised at their healthful appearance. He inferred that they had mingled recreation with their hard work, and had duly enjoyed the necessary fresh air.—He impressed upon the scholars the importance of having some speciality of study, of aiming at some particular object in the field of knowledge, mentioning the names of gentlemen with whom they were familiar, who had done so, and hence had excelled and become celebrated. But this they could not do, nor attain to any good, if they did not avoid the snares which would lie in their path; and above all he exhorted them to shun the use of intoxicating drinks, and the entering into those places for their sale, the frequenting of which led to the destruction of so many of the young and promising. He hoped that none of them would become the victims of this most ruinous habit. Dr. Dawson next addressed himself to the parents and friends of the pupils. He remarked that the McGill Model School was now well known to the people of Montreal, yet he would say that its primary object was to furnish a school wherein teachers who were training in the Normal School could practise, in order to fit them to be sent out into the country. With regard to Mr. Dougall's remark on the healthy appearance of the children, he (Dr. Dawson) attributed much of that appearance to the judicious manner in which the work of the scholars was arranged, also to the ventilation of the school, the abundance of fresh air and exercise allowed to the children. Let the pupils ever keep in remembrance that all the good things they enjoyed, good schools, able and kind teachers, &c., came from God, and should be received and improved with gratitude. He wished them all the enjoyment of a pleasant holiday. They, especially the younger portion of them, had yet very many steps to go up the ladder of learning before they reached the top, and he hoped they would all come back again at the re-opening of the school in September, and take some more steps, and so become wise and learned men.—*Witness.*

—**TEACHERS' ASSOCIATION OF UPPER CANADA.**—We desire to recall attention to the meeting of the Upper Canada Teachers' Association, in the Temperance Hall, Toronto, on Tuesday, the 2nd of August next, at 11 a.m.

—**TOWNSEND TEACHERS' ASSOCIATION.**—We are requested to state that a meeting of the Teachers' Association of the Township of Townsend, will be held at the Town Hall, Waterford, on Saturday, the 20th of August, at 2 o'clock p.m. The Rev J. Van Loon, local superintendent, will deliver an address. Mr. Peg will read an essay, and Mr. Roché will make an oration on botany.

X. Departmental Notices.

NORMAL SCHOOL.

The next Session of the Normal School will commence on Monday, the 8th of August. Candidates for admission will require to be in attendance during the first week of the Session.

MCGILL UNIVERSITY, MONTREAL.

THE CALENDAR for the Educational Year 1864-65 is just published, and affords all necessary information respecting

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W. C. BAYNES, B.A., Sec., Registrar, &c.
Sim—jas—up.

July, 1864

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