

## Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

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

# JOURNAL OF



# EDUCATION,

Province of

Ontario.

VOL. XXI.

TORONTO: MARCH, 1868.

No. 3.

### CONTENTS OF THIS NUMBER:

I. <b>ÆSTHETICS IN SCHOOLS; MORALS, MANNERS, &amp;c.</b> .....	PAGE 35
II. <b>PAPERS ON PRACTICAL EDUCATION.</b> —(1) Evils of Routine in Schools. (2) Pupils' Confessions. (3) School Visitation by Parents. (4) A Plan for Spelling. (5) A Method of Spelling.....	36
III. <b>EDUCATION IN VARIOUS COUNTRIES.</b> —(1) Educational Conference in Russia. (2) Education of Girls in France. (3) Scientific Lectures for Ladies in England. (4) An Uneducated Nation. (5) Compulsory Education. (6) Education in Lower Canada. (7) Education in Britain and Canada. (8) Advantages of the Township System. (9) Educational Memorials to Bishop Strachan. ....	36
IV. <b>BIOGRAPHICAL SKETCHES.</b> —(1) Judge William Salmon. (2) The Hon. Robert Spence. (3) Lieut. Col. Dunn. (4) Vicar General Dollard. (5) Sir Edmund Head. (6) Sir David Brewster.....	38
V. <b>PAPERS ON SCIENTIFIC SUBJECTS.</b> —(1) Science in the Common School (2) Marvels of the Microscope. (3) New Method of Preparing Diagrams. (4) The Health of Boys and Girls. (5) Short-Sighted Children .....	39
VI. <b>PAPER ON METEOROLOGY.</b> —(1) Abstract of Monthly Meteorological Results. (2) The Meteoric Shower of November last .....	41
VII. <b>MISCELLANEOUS FRIDAY READINGS.</b> —(1) Amusements of Childhood (2) Potency of Home Influence. (3) True Christian Life. (4) Self-Made Men. (5) The Life of the Duke of Kent in Canada. (6) The Wonders of Ancient Rome. (7) The New Postage Law and the Department of Public Instruction.....	42
VIII. <b>EDUCATIONAL INTELLIGENCE</b> .....	45
IX. <b>DEPARTMENTAL NOTICES</b> .....	47

character, which close observation can alone in any degree perfect. Although it may be beyond the province of the teacher to initiate his pupils in the conventionalities of life, the inculcation of those first principles on which they are based, is no less a duty than is the training of the youthful mind to observe the beautiful, to reflect on its features, and receive those impressions from external regularity of form, consistency of parts, and conformity to surroundings, which so powerfully tend to ennoble man.

The present enquiry embraces:—

1st, The extent to which the æsthetics of matter may be taught in school.

2d, The extent to which the æsthetics of morals may be taught in school.

3d, The extent to which the æsthetics of manners may be taught in school.

#### ÆSTHETICS OF FORM AND COLOUR.

It requires little, if any, training to impress the mind of a child with the idea of beauty in symmetry and proportion. The eye no sooner rests on a symmetrical arrangement of parts, than the mind is pleased. A writer in *Good Words*, describing the employments of little children in a Belgian institution styled the Creche, mentions the cutting of paper as a favourite one. "It may be described thus:—Take a square of soft pliant paper, a leaf of a cast-off copy-book for example, if not too thick, double it into a triangle, then double it again two or three times, and then, with the thumb and finger-nail, snip out pieces in such shapes and directions as the fancy may suggest. On unfolding the paper the child is delighted at finding that he has turned out a little mat of paper, often of very intricate pattern, and always captivating his eye by the necessary symmetry of its form. One or two experiments cannot fail to open out new ideas to the child."

#### ÆSTHETICS IN SCHOOL MANNERS.

The master is the first and highest object of interest to the pupil. He must be a dull youth who returns home, after spending his first day at school, without being able to describe the "maister," from the top of his head to the sole of his foot; his coat, vest and trowsers; shoes, shirt, and necktie; mouth, teeth, nose and eyes; and it would be well if the observant child should find nothing inconsistent with his anticipations of the teacher's perfections. The teacher should exact, as far as possible, the utmost regard to externals in dress and cleanliness; and the more effectually to secure this object, he must set the example in his

### I. ÆSTHETICS IN SCHOOLS: MORALS, MANNERS, &c.

Æsthetics, the science of the beautiful, has been a favourite study in all ages. The names of Plato and Aristotle, Schiller and Schelling, Burke and Jeffrey, attest its importance, and unmistakably demonstrate, that the love of the beautiful is an instinct of humanity, and that the nobility of man's nature never more strikingly manifests itself than under the influence of a cultivated and refined sense of the beautiful, in matter, morals, and manners.

Manners being naturally based on morals, kindness, compassion, and sympathy, are necessarily as universal as the moral code, and as little liable to local modification. There is a beauty in the delicacy of manner, with which kindness is exercised by one individual, that contrasts very forcibly with the conduct of another, equally anxious to do a generous act, but less capable of accommodating his manner to the feelings of others. As there is no department of the beautiful so conventional, there is none so fluctuating in its form, none more essentially a branch of juvenile education than good manners: for while based on a natural desire to contribute to the pleasures of those around us, if need be, at the expense of our own convenience or pleasure, it requires a certain acquaintance with conventional forms, and some aptitude to detect individual

own person. Many, however, are shamefully indifferent to appearances. You may find them wearing dirty beards of a week's growth, "tossy" heads, innocent of pomatum, and evidently not too familiar with the comb, dirty hands and jagged nails are equally familiar, while a clothes brush seems to be avoided even more than soap. The general scuffiness of a snuffy dominie,—and a large proportion of the older ones snuff,—is sometimes absolutely loathsome; and genteel children are apt to shrink from contact with him. Nor is such slovenliness confined to poor uneducated men. Mr. Sloven, a licentiate of the church, a graduate in arts, schoolmaster, inspector of poor, and registrar, never wears a necktie in school during summer; while Mr. Stock has his throat, in all weathers, swathed in a sheet of yellow cotton, even more ungainly than his cotton umbrella. These observations were certainly more applicable to the last generation of country teachers than to the present; still it is matter of regret, that they are even now more applicable than could be wished. When the teacher pays scrupulous attention to his personal appearance, the pupils follow his example to a greater or less extent; habits of neatness and cleanliness are thus fostered in their minds, and when they leave school, the desire to emulate even the master's perfection of attire, cannot fail to lead to a careful guardianship of earnings, and perhaps to encourage the budding ambition to rise into a sphere of genuine broad-cloth and kalydor. At all events, to have implanted in the mind a dislike to rags and dirt, is a lesson of inestimable value to those whose home associations tend to familiarize them with both.

Female teachers have great advantages in familiarising children with the æsthetics of dress and cleanliness. They can direct attention to these matters more readily than men; and they can help the young to effect those transformations on inartistic articles of clothing, which may serve to make them more in keeping with advanced ideas of taste. Moreover, female teachers can rarely be taxed with inattention to personal appearance. As a class, they are characterised by neatness of attire, without any displays of gaudy tawdriness. The pleasing neatness that marks the appearance of the children under their training, proves that, to this extent at any rate, they are at least equal to the best masters.

#### ÆSTHETICS OF THE SCHOOL HOUSE.

The schoolroom could and should be made to serve the same purpose in training the mind to a perception of beauty in domestic arrangements, that the personal example of the teacher should exercise in the matter of dress. The homes of the majority of children attending common elementary schools bear few traces of a refined taste in their arrangements. Too often the most violent contrasts of colour constitute the highest ideal of beauty prevalent amongst them; and a row of alternate red and blue prints hanging against a whitewashed wall is deemed the perfection of art. The vitiated tastes resulting from such home associations should find a correction in the form, proportions, colouring, furniture, and general arrangements of the school-room.

The contrast of a neat school to the dingy home, strikes a child at once, even when he fancies he could improve the general effect of the former, by painting the walls blue, the doors and tables red, and the floor a bright yellow. By degrees, however, the artistic arrangements of the school—supposing them to be so—unconsciously captivate his mind. His taste for glaring colours insensibly disappears, and his appreciation of beauty receives a new bent that must render older associations anything but agreeable. Nothing tends more than this to produce those impressions which give rise to a desire for good comfortable homes. It is, however, a means of cultivating taste that rests more with managers than teachers to carry into effect, though the latter, if thoroughly in earnest, can do much with comparatively scant materials. It is to be regretted that managers are, too often, either entirely ignorant of the training influences with which lath, plaster and paint may be invested, or are unable or unwilling to give effect to their knowledge. At all events, the hovels in which many excellent teachers are compelled to exercise their functions, so far from having any claims to beauty, contrast unfavourably with the homes of many of the children. Broken windows, clammy walls, uneven floors, rickety desks, and lame forms, constitute a sum total little calculated to exercise an elevating influence on the minds of old or young; yet this is by no means an ideal picture of a rural school-room.

A well appointed school-room not only fosters taste, it produces cheerfulness in the minds of children that must render them peculiarly susceptible to the ordinary instructions of the teacher. There can be no doubt that the rapid progress of children in first class institutions, is in a great measure owing to this circumstance.

Cheerful, pleasant, well appointed rooms, have a most powerful effect on both teachers and taught, which must tell very effectively on the work of instruction. Considering the innumerable educational advantages derived from the right sort of school, it is strange

that one so seldom meets with it. Churches, shops, warehouses, &c., are in general well suited to their respective purposes. Not so with schools. The bulk of the common class have been designed by country masons and carpenters, whose guiding principle was the parsimony of managers. Even in schools of a more pretentious character, there appears to be no fixed style of architecture. The consequence is, that architects, left to themselves, or worse still, directed by incapable guides, turn out the most varied and fantastic structures. Were a fixed style once settled, it would continually be improved upon, until ultimately something like perfection might be attained. Cheerfulness outside and inside would be attained: at present, if a building be handsome externally, it seems to follow as a matter of course, that it is more or less gloomy within: though a gloomy room, however complete in other respects, neutralises, to a very considerable extent, the teacher's exertions, while it renders him less active and energetic than he might otherwise be.

#### ÆSTHETICS OF MORALS IN SCHOOL.

One of the most difficult tasks which the teacher of an ordinary elementary school has to accomplish, is to impress the minds of a considerable section of his pupils, with some conception of what may be termed the beauty of goodness. It is not enough to point out the distinction between right and wrong, as the blunted moral perceptions of the children of immoral and careless parents are little affected by such a method. Though the beauty of goodness is as much a quality of the object as that of a rose or a thistle, it is by no means so patent to ordinary juvenile comprehension.

Thousands of City Arabs are practically ignorant of the nature of goodness and morality. The right and wrong exemplified in "honour among thieves," may be well enough understood, but the species of justice that demands self-sacrifice for the benefit of a stranger or an enemy, is absolutely unintelligible to their minds. The perfection of the art of teaching can never be attained, nor our methods entitled to be regarded as a science, until *mind* becomes a necessary subject of systematic study to every teacher of youth. "There is another art, however, to which knowledge of the intellectual and moral nature of man is still more important—that noble heart which has the charge of training the ignorance and imbecility of infancy into all the virtue, and power, and wisdom of mature manhood. . . . The art which performs a transformation so wonderful, cannot but be wonderful in itself; and it is from observation of the laws of mind that all which is most admirable in it is derived. These laws we must follow since they exist not by our contrivance, but by the contrivance of that nobler wisdom from which the very existence of the mind has flowed; yet if we know them well we can lead them in a great measure, even while we follow them. . . . It (the art of education) is, in short, the philosophy of the mind applied practically to the human mind."

The eye is not the only organ through which the mind may derive pleasure from the beauty of external phenomena. Music, perhaps more than anything else, stirs up the emotions, and prepares the mind for the reception of ennobling sentiments:—

"And ever against eating cares,  
Lap me in soft Lydian airs;  
In notes with many a winding bout  
Of linked sweetness long drawn out;  
With wanton heed and giddy cunning,  
The melting voice through mazes running;  
Untwisting all the chains that tie  
The hidden soul of harmony."

Music, as a branch of study, is far from being so extensively cultivated in our schools as it deserves; and instead of making progress it is fast losing ground. The demands of the Revised Code are so urgent and pressing, that whatever has a tendency to interfere with the claims of the three "Rs," must be ruthlessly suppressed, as if the chief end of man was to spell: for spelling is really the bugbear of the Code. Yet effective music is a means by which the teacher can at any moment produce a susceptibility of mind in the majority of his pupils fitting them to receive noble impressions. Even the serpent can be charmed by its bewitching influence, and made to forget for a time its treacherous nature.

"Hear how Timotheus' varied lays surprise,  
And bid alternate passions fall and rise;  
While at each change, the son of Lybian Jove  
Now burns with glory, and then melts with love.  
Persians and Greeks like turns of nature found,  
And the world's victor stood subdued—by sound."

The grand object of education is to refine and elevate humanity, to fill the mind with noble thoughts and aspirations, to make men good citizens and consistent Christians, state interference with the education of a country, should be exercised mainly with this view, and that the distribution of the public funds would be made de-

pendent on satisfactory evidence of this result having been attained, or at any rate, of the exercise of the approved expedients.

*Lying* is a fault painfully prevalent in common elementary schools. Yes and no are often practically used as expediency may suggest, not as truth dictates; and when the teacher is morally certain of a boy's criminality, the accused might, not unfrequently, sit for a picture of *injured innocence*. It is sometimes difficult to cope with this fault, yet there is an undoubted tendency in the human mind to speak the truth, and a corresponding tendency to believe what is asserted, though motives of interest lead to falsehood, and experience of falsehood leads to unbelief. Few can tell a lie without a conscious effort, and as few are disposed to be always doubting. Whether this be the result of instinct, or springs from moral repugnance to what is unjust to others, the fact of an innate tendency to shun falsehood is on either supposition beyond doubt; and the teacher who combats this vice, has the satisfaction of reflecting, that his efforts are powerfully seconded by the natural bias of the mind towards truth. The natural use of language is to express our thoughts, not to misrepresent them; and he who indulges in the distortion of truth, does violence to his nature. Habitual indulgence in this vice, will no doubt deaden the force of inherent restraining influences in the mind, and lead to a fatal facility in the practice of lying; still, if the teacher's vigilance leave no hope of falsehood passing undetected, while his precepts lead the mind into the path of truth, the best results may safely be counted upon. Truth is so natural, so congenial to the mind, that it never doubts until it is deceived. It is indigenous to the soil, and only requires the action of influences favourable to its growth, to spring up a living principle in the soul, and a preparation for the reception of every other virtue; and when the mind again recovers a truthful tone, the moral beauty of veracity will strike it with all the greater force, from the contrast of truth to falsehood, which its own experience can so readily suggest.

Our social nature has been so constituted, that the idea of justice is inseparable from it; it is the power that holds together the elements of society, and is as essential to its stability as cohesion to the particles of a solid body. In the playground no less than the market-place does it exercise its sway, and there is nothing that boys so readily resent as any attempt at its violation. It generally requires great caution on the part of the teacher to avoid the appearance of injustice, as children can hardly comprehend the justice of meting out different punishments to different boys for the same fault, though the teacher, from his knowledge of characters and circumstances, may sometimes view with comparative leniency in one, what would be highly criminal in another, and would therefore be unfairly visited by similar punishment.

The expedient of exposing the unloveliness of a child's actions under figurative guise, is one of the most effective means at the teacher's disposal for leading the mind to reflect on the repulsive character of actions it may have regarded with indifference or approbation. The bulk of our school books are well furnished with lessons inculcating morality, and did the forced attempt to "point a moral," less frequently involve the employment of silly or unnatural narrative, much good could be derived from this source.

The term *justice* is so comprehensive that it may be said to comprise all the moral duties which our relations with our fellow-men involve; and he who honestly strives to be just, must practise every virtue. What is true of justice is consequently true of every moral duty. It will therefore be unnecessary further to discuss this part of our subject. There is, however, another and a higher aspect of morality which it will be impossible to pass over in silence. The duty we owe the Being that created us, while it comprehends the donest discharge of our obligations to our fellow-creatures, involves a higher significance, a more mysterious relationship. How far it is the duty of the teacher to initiate his pupils in the mysteries of another world, is a disputed point. We are however, disposed to think that he should lead the child, step by step, from the contemplation of the beautiful in matter to that of morals, and thence to the attributes of the Author of such infinite beauty, wisdom, and goodness, who must be so infinitely wise and good. To go further would be to enter the arena of ecclesiastical differences and controversies; and as these are matters with which the teacher ought to have nothing to do, he should stop short at the threshold of the church.

#### ESTHETICS IN MORALS AND MANNERS.

Among the majority of children attending elementary schools, there is little regard or consideration paid to what is popularly known as the feelings, even in cases where substantial kindness is ungrudgingly conferred. There is, in consequence, a perceptible degree of blinded feeling very much to be deprecated. "You're a liar" is considered to be satisfactorily settled by "You're another," and "You stole a pear" as comfortably compromised by "So did you." Even when retaliation cannot so readily make amends for wounded feelings, a disagreeable nickname, or an unpleasant remin-

der, will unhesitatingly be hurled by a boy who would the next moment share his worldly goods with his victim.

There is no child, however unfavourable the circumstances of his home, whose better feelings cannot be reached through some avenue, or to whom the only ill of life is physical discomfort. All are more or less liable to mental pain. The most callous and indifferent have sore points. The points on which a boy is liable to feel sore may be few, but the fact that he is at all capable of recognising the existence of sources of mental pain, on which others may operate on at pleasure, must prepare him for apprehending the possibility of a larger catalogue of assailable points than his own experience may suggest. He is thus in a fair way for being moulded by the judicious teacher, who will be careful to regulate his intercourse with his pupils by as much gentlemanly courtesy and politeness as may be consistent with the due exercise of discipline.

It is much to be regretted that many teachers practically forget their duty in this respect. A practice, formerly very common, and even now more prevalent than polite, was to address the most offensive epithets to their pupils. "Blockhead," "ass," "dunce," "goose," were the stock compliments of the school, and great occasions were marked by correspondingly significant additions to the complimentary titles. "You are the biggest dunce that ever lived," and "You stupid cork-head," are forms of expression better calculated to expose the teacher's inability to instruct, than to demonstrate the child's stupidity, or teach him good manners. Nothing can be less in harmony with the proper objects of a well regulated school, than the use of such language. It familiarises the children with habits repugnant to politeness; it blunts their feelings, and thereby incapacitates them for sympathising with the feelings of others; in a word, it trains them into a use of language forbidden in good society, and disagreeable to any society.

The personal habits and peculiarities of a teacher are so liable to be copied by the pupils, that he requires constantly to guard against furnishing obnoxious patterns of conduct. This is the more essential, since the presence of mere children is too often supposed to demand no special attention to the usual amenities of society, and imposes no particular restraint on peculiar proclivities. One of H. M. Inspectors reported of a certain school, that "the master indulges in excessive expectation, a practice in which the children appear too generally to follow his example."

Most schools furnish special evidence of the teacher's example, and in nothing more than in personal habits. It is surely then incumbent on those who aim at imparting the best impressions to the young, constantly to guard against those peculiarities which men sometimes so unconsciously display, and which may prove so detrimental to the plastic minds of children. The teacher should never sink the gentleman in the pedagogue, any more than the pedagogue in the gentleman. Both characters are essential to the perfection of his art, and those who, on the one hand, sink to the level of their pupils, or on the other hand, assume an air of unapproachable refinement, are equally censurable. A judicious medium must be struck, so that the children may be encouraged to look upwards, without being chilled by fashionable frigidity.

#### ESTHETICS OF SCHOOL DISCIPLINE.

Order, the first essential to successful teaching, is of itself an invaluable training to children. It implies conformity to conditions naturally repugnant to the young, and which, from the very outset of the school career, are curbs on the lawless propensities of book-hating urchins. They gradually reconcile them to uncongenial restraints, which in time become a second nature. If for no other purpose than its civilizing effects, strict order should be a primary feature of every school. Discipline, to be really effective, must be kindly but firm, and above all, sustained, for it is laxity in this last essential that renders the good intentions of many parents, and not a few teachers, so ineffective. The following extract from the report of Messrs. Sellar and Maxwell, to the Scotch Education Commission, very strikingly illustrates consequence of laxity in discipline:—"We found a large number of schools where it was impossible to carry on the work of examination until half of the children were dismissed. And in school they were constantly disorderly and careless in their appearance and manner. They lolled about the benches, sat and stood with their caps on their heads, and their hands in their pockets, talking to each other, and playing tricks on their neighbours. In the play-ground they were rough and unmannerly, and not unfrequently indecent, and all these minor immoralities were unchecked by the teachers, who seemed to consider they had nothing to do with the civilization of the children or the formation of their characters, but that their work was done when they heard them say their daily lessons in the school-room." The practices here described, are exactly those that would be checked and gradually removed by strict discipline. There are circumstances, however, in which it is extremely difficult to exercise the necessary authority, and where it would be unjust to

hold the teacher wholly responsible for the want of order. Bad discipline almost invariably characterizes schools held in wretched rooms. True, good teachers are not partial to such places, but he who has failed to maintain respectable discipline in a miserable hovel, not unfrequently succeeds in establishing perfect order under more favourable auspices. It is undoubted that the amenities and appliances of a well appointed school-room, aid mightily in preserving order and discipline. The perfection of the appointments, inspire them with a feeling that improper behaviour would be altogether inconsistent with the character of such a place. Perhaps the schools referred to by Messrs. Sellar and Maxwell, laboured under some of the infirmities ascribed to a parliamentary school mentioned in the Statistical Report of the Commissioners, as being "almost *seatless, deskless, paneless, and floorless.*" Perhaps, indeed, this school formed one of the group. Habits of order and propriety could hardly be inculcated with success in such a place, where everything was so suggestive of the opposite qualities.

The prevailing characteristic of universal nature is beauty, and the prevailing characteristic of humanity is a love of the beautiful. Beauty is therefore the first and ought to be the most influential agency exerted on the mind. The power of perceiving the beauty of morality, is a higher gift, but one that inevitably springs from the constant contemplations of physical beauty, while the perception of the beauty of manners as inevitably springs from the antecedent culture in the aesthetics of matter and morals.

Here, then, we have the real circumstances that result in that perfection of character which every teacher of youth should assiduously aim at. True, he has little power to provide many of the influences essential to this result, while counteracting influences are ever exerting their baneful influence to neutralize his efforts. Nevertheless, perseverance, under the most unfavorable circumstances, will in the long run be able to note a decided improvement, and to reap the reward of an unmistakable measure of success.—*Museum.*

## II. Papers on Practical Education.

### 1. EVILS OF ROUTINE IN SCHOOLS.

Routine is one of the greatest evils in school management. Children especially love variety, and without it they cannot make a healthful progress. The surest way, too, of banishing the spirit of mischief which will sometimes possess a school, is to make an unexpected and pleasant change in the programme. There are many ways of doing this, as by reading or telling a pleasant story, singing a cheerful song, or by introducing some little experiment in chemistry or philosophy. We now have in mind diversions of the latter sort. Let simple experiments be selected, such as can be easily performed. For example, throw a bit of burning paper into a tumbler and invert it over a saucer full of water. The water will instantly rise in the tumbler.

Let a small cork float in a saucer of water. Upon this place a bit of phosphorus, and as soon as lighted place a tumbler over it. The space in the tumbler unoccupied by water shows the proportion of nitrogen in the air.

### 2. PUPILS' CONFESSIONS.

One of the most fruitful sources of trouble in school is the attempt made by teachers to extort "confessions" from their pupils. In many cases the teacher dictates what must be "confessed," and the consequence is that, very often, the pupil is reduced to the necessity of lying, or of being punished. It may sometimes answer a good purpose to require a pupil to acknowledge the commission of a fault and promise amendment, but only in cases where the proof is positive, and even then as a substitute for other punishment. It is usually better to punish the pupil, and let the matter rest.

### 3. SCHOOL VISITATION BY PARENTS.

Parents ought often to visit the schools which their children attend. Children are imitators, and they are likely to be interested in whatever their parents are interested in; and could their parents not only shew an interest in their advancement at home, but also go to the school-room to encourage both child and teacher, the children would imbibe a like earnest spirit and seek to become good scholars. And is it not right that they should do so? What though they entrust their children to competent teachers, ought they not also to look after them? Were a father to build a house would he be satisfied to hire a master-mason and carpenter to do the work, and then let them do it without the least inspection? No: he would visit his house often to see that it was well built, from foundation-stone to ridge-pole. His confidence in the builders would not satisfy him. He must insure good material and good

work by constant inspection. And were it not so, his interest in his new house would lead his steps often to it to see it.

It is a duty also of the officers of the schools to visit them frequently. They cannot well manage the schools under their charge without seeing for themselves what their teachers are doing, whether they are competent and faithful or not. Their influence, too, in the school, by way of suggestions, is potent with teachers and scholars alike. It would seem to be a part of their official duty to become acquainted with every department and grade, that they may see the working of each part and of the whole, and thus wisely alter and amend till the whole machinery is complete and works harmoniously from beginning to end. By frequent visitation, also, they become acquainted with the real condition of the schools, their relative forwardness or backwardness, and cannot devise methods for improvement. Indeed, it is difficult to understand how officers can discharge their duties efficiently, when they do not know from personal examination the real condition of what they manage.—*From Rev. A. H. Ross's Address.*

### 4. A PLAN FOR SPELLING.

Let each pupil be provided with paper and pencil. Pronounce distinctly the words to be spelled, the pupils writing them down.

Let these words be examined and corrected during the day, and copied into a small blank-book provided for that purpose.

Appoint two pupils each week to examine each list of words, and to report at each lesson the words missed by each pupil; these two persons should present their lists to the teacher before inspecting the others.

**ADVANTAGES.**—1st. It encourages the habit of going to the Dictionary.

2nd. The examination of each word fixes the spelling.

3rd. It is a saving of time.

**SUGGESTIONS.**—It is a good plan to select words by topic; for example, select the names of objects in the room, allowing the pupils to name them. This may occupy several days. Kinds of fruit, of trees, flowers, vegetables, etc.; names of metals, articles of furniture, names of persons, of cities, islands, rivers, etc., *ad in.* You may also select the names of qualities, or such words as describe certain nouns. Then the names of acts, or verbs. In this way you may teach the elements of *Grammar.*

Have an occasional oral review—lesson composed of words missed during the week or month.

### 5. A METHOD OF TEACHING SPELLING.

The teacher should supply himself with a spelling-book that he may feel free to make in it any dots, symbols, or remarks that he may choose to make and retain it for reference at all times. At the hour for spelling, the class is called upon the floor and arranged in position convenient for "going up," as in other cases. The teacher takes his position in front, book and pencil in hand. He brings the word pronounced and the pencil in such a relative position that a dot, mark or symbol can be made without being noticed by the closest observer in the class.

The spelling begins at the head of the class, and passes down. When a word is "missed," the teacher pronounces the next as though no mistake had been made, simply "dotting" the word misspelled. If the next speller notices the mistake, he takes up the word, and if he spells it correctly, is entitled to the "misser's" place, and his word is repronounced to the next speller. If number two does not notice the mistake, and spells the word pronounced to him, the misspelled word is passed until it is taken up by some pupil below who, if he spells it correctly, is entitled to the place of the one who missed it. Should the word be missed at or near the foot of the class and pass by the head, and thence down, the person taking it up is entitled to the place at the head of the class as in other cases. Should any words remain at the close of the lesson, not having been taken up, they can be pronounced to the class as missed words and attention called particularly to them, or a word having passed round the class can be repronounced to the one who missed it, or to any other.—*JAMES P. MILLS, in Ohio Educational Monthly.*

## III. Education in Various Countries.

### 1. EDUCATIONAL CONFERENCE IN RUSSIA.

One of the pleasant signs of progress in Russia is the attention now generally given to educational subjects. A conference of delegates from all the Universities of the empire was held at St. Petersburg in January, at which there were in attendance representatives from Moscow, Warsaw, Kazan, Dorpat, and other places; the cost of travel and lodging being defrayed by the government. Speeches

were made and papers were read, showing what changes and reforms are needed, instituting comparisons between the methods pursued at the respective seats of learning, and offering suggestions for further guidance, M. Kessler, rector of the University of St. Petersburg, presiding.

A letter from St. Petersburg, describing this conference, contains the following statements:—"It is true, the ordinary Russian gentleman appears to advantage in a *salon* as an accomplished cavalier, and will converse fluently in four languages; but often he cannot write a letter correctly in his mother tongue, and his French, which he knows better, and uses more commonly than Russian, is, in composition at least, bald and limited, and not unfrequently ill spelt. He is a literary Jack of all languages, and master of none. The outcry at present is against classical learning; and there is a tendency to exalt unduly mathematics, chemistry, and the exact sciences. Great stress is laid upon the supposed decline of good scholarship in the University of Oxford since the examination statute was reformed, or rather remodelled, in 1850, and the new schools of natural science, law, and modern history established; and this decline they hail with enthusiasm, as a proof England is beginning to abandon the old vehicles of education." The same letter says:—"Fired by the arguments of Mr. Mill, and animated by the bright example set by Dr. Walker and Lily Maxwell, the women of St. Petersburg are now claiming the right of admission to the public lectures of the professors; and the proposal seems to have been received with favor and cordiality."

## 2. EDUCATION OF GIRLS IN FRANCE.

A remarkable movement has recently sprung up in Paris and other parts of France for the improvement of the education of the girls of the higher and middle classes. Some time ago a number of parents, dissatisfied with the quality of the instruction given to their daughters in convents, began to send them to attend the lectures of a few able men, who taught various subjects as a matter of private enterprise. Of course the Government soon stepped in, not to put down the proceedings, but to direct and extend them; and M Dury lost no time in effecting a connection between these teachers of young ladies and the University of Paris. A regular course of instruction was fixed upon, including mathematical natural history, French history, &c.; and the first course was commenced at the Sorbonne itself on the 1st December. Crowds of young ladies were present, including two nieces of the Empress Eugenie. A similar system is already at work in thirty or forty provincial towns, and several thousand girls are already receiving this new and more thorough kind of teaching.

## 3. SCIENTIFIC LECTURES FOR LADIES IN ENGLAND.

A lady in England writes to me that Miss Clough, a relative of the late Arthur Clough, the poet, is devoting considerable time and labor to getting up weekly lectures in various cities of the north of England, for girls who have left school, but who wish to continue the work of self-education. She has nominally the assistance of a committee of arrangements, but has hitherto done most of the work herself.

Liverpool, Manchester, Leeds, and Sheffield have each formed, under her auspices, a Ladies' Educational Society. Lecturers are to be engaged to deliver, each his own course in the same week, in each of the four cities.

The first course was one of eight lectures on Astronomy by a Fellow of Trinity College, Cambridge. The class began with 120, and ended with nearly 200 ladies. The lecturer gave, each time, a series of nine or ten questions, any or all of which he wished the young ladies to answer in writing; he looked over and corrected the papers. About one-fourth of the Liverpool ladies wrote, and "wrote well," he said. The proportion was larger in other towns.

Miss Clough is, of course, much delighted with the success of the lectures; but she is not satisfied to stop there; she has started a Schoolmistress's Association. They will have a reading-room, to be open twice a week, where they can hold occasional meetings to discuss educational matters and enjoy a little friendly intercourse.

The course of Astronomy is to be followed by one of twelve lectures on English History from the Norman Conquest to the epoch of Magna Charta. The lecturer will describe the physical geography of England in mediæval times, the structure of Anglo-Saxon society, the condition of the English nobility in the 12th century, &c.

How much of that plan could we hope successfully to engraft on our so very different social system?—*T. E. S. in Ohio Educational Monthly.*

## 4. AN UNEDUCATED NATION.

Mr. Disraeli, the new premier, lately said that he is prepared to admit that "the British nation generally is an uneducated nation." This is an humiliating truth to fall from the lips of the leader of the government. Those who know the condition of the people at home, must feel that the fact has not been overstated by Mr. Disraeli. England has lagged behind in the race for learning, while her colonies, and the nations that have sprung from her, have pushed ahead nobly. It must be admitted, too, that this backwardness has not arisen so much from any lack of appreciation of the condition of things on the part of the statesmen, as on account of sectarian differences. These feuds have kept the primer, and, consequently, the Bible, from the people. But a better state of things is coming on. That intelligent and influential body, the Independents, have expressed themselves ready to accept a sound national system of education. And Mr. Disraeli, with an instinct truly his own, intends to seize upon the occasion to present at the coming session of Parliament an Education Bill, which will provide for the instruction of the rising generation. This is a good omen. To deal with the question of Reform and of Education in a single year shows that the government—call it by what name you will—is alive to the necessities of the times, and gives assurance that while such conduct is exhibited by the leading men, Great Britain will not fall behind in that great race of nations, the intensity of which is growing more profound with each succeeding year.—*Free Press.*

## 5. COMPULSORY EDUCATION.

*Conversation between a German and an Englishman.*

G. You English, I am told, object to our compulsory system of education, as an infringement on the poor man's liberty. What is your substitute?

E. At present our Government grant a subsidy or bounty, wherever sufficient local efforts have been made.

G. Such bounty being irrespective of any claim on the score of destitution?

E. Entirely so; we reward successful results.

G. Men in the wealthier parishes, where education is appreciated and benefactors abound, where there is a plethora of all the elements of success, in short where no assistance is needed, there you probably subsidize the most liberally?

E. Such is the natural course of things.

G. And in districts of aggravated poverty, where the parson works singlehanded, where employers and parents and children are slowly and laboriously learning the very need of education, where every stimulus is of paramount importance: there you render success doubly hopeless by requiring it as a preliminary?

E. I can only answer as before.

G. In fact, you proportion your grants inversely to the existing need of them.

E. That is the present system, and there is this point at least in its favour—an alternative plan is threatened which is to throw the expense upon the rates. One of the least objections to such a scheme that it would about double the fiscal injustice you complain of. Funded and floating capital which contribute on the large area of national taxation would for the present purpose be wholly unburdened; and in needy parishes the contributions of needy clergy would be supplemented by those of needy ratepayers.

—T. W., in *Am. J.*

## 6. EDUCATION IN LOWER CANADA.

M. Chauveau, the Minister of Education in Lower Canada has made his annual report for the year 1867.

He gives an account of a visit to Europe which he paid in pursuance of the desire of the Council of Public Instruction, with a view of giving him an opportunity of studying the educational systems adopted in other countries. M. Chauveau visited Ireland, Scotland, England, France, Belgium, Italy, and Germany, collecting considerable number of documents, and conferring with persons whose special mission is the advancement of education. In the course of his travels he visited forty-five educational establishments in the United Kingdom, eighteen in Italy, fifty-two in France, twenty-nine in Belgium and forty-two in Germany. In the course of a future report M. Chauveau proposes to lay before the Government of Quebec the various suggestions as to the educational system of the Province which have resulted from his visit and researches.

The statistical summary of the year shows that there are 3,829 schools in the Province, with 4,829 teachers and 206,820 pupils.

This shows an increase over the previous year of 120 institutions and 4,172 pupils. The total amount of money levied in the Province during the year was \$649,067.—*Hamilton Spectator.*

## 7. EDUCATION IN BRITAIN AND CANADA.

One of the members of the British House of Commons lately secured returns of all the children on the books of schools in England and Scotland, actually visited by any of her Majesty's inspectors in the course of the year ending 31st August, 1867.

It appears by these returns that the number of pupils in England was 1,376,882, and in Scotland, 216,030. This of course, does not give us nearly all who are there receiving instruction, still, so far as any national system of education is provided, it affords a fair approximation.

When we compare these statements with the last we have in reference to our own country, we have no reason to be ashamed. The population of Ontario is less than one half of that of Scotland it is a new country where the labour of children very speedily come to be valuable, and it has been settled by persons of the very humblest class, who might naturally not care for being at much expense for the education of their children, seeing that they had so little of it themselves. Notwithstanding all this the number of children attending schools in Ontario, for nearly the same period as that referred to, was 369,768, or one-half more than all the pupils in schools visited by Government Inspectors in Scotland, for that year.

Now, surely, inspectors ought to be in each schools at least once every year, unless their inspection is to be regarded as a farce. If so, it follows that a far larger proportion of children are under instruction in Ontario than in Scotland, even after making all allowance for the larger number attending private schools in that country than with us. The same thing is still more noticeably true when the comparison is made with England.—*Globe*.

## 8. ADVANTAGES OF THE TOWNSHIP SYSTEM.

The advantages of the township plan are chiefly these—

1st. The more equitable distribution of school privileges throughout the township which would be effected by the township board having the entire field to provide for.

2nd. The employment of better teachers. The township board would have more candidates to select from, and could better distribute the teachers employed, according to the character and wants of the several schools.

3rd. The equitable apportionment of school funds, almost impossible under our present system, would be comparatively easy, as the whole amount would come into the hands of the township board and be expended by them for the general good.

4th. A more steady management and more stable support of the schools by a board so much weightier in influence and so remote from petty neighborhood quarrels.

5th. The more effective supervision of schools possible under this plan.

6th. The convenience of organizing, when needed, one or more central high schools for the township and the introduction thus of the graded system in the rural districts; and

7th. The securing of a uniformity of text-books and teaching throughout the township.—*Hon. John M. Gregory, Ex-Superintendent of Michigan*.

## 9. EDUCATIONAL MEMORIALS TO BISHOP STRACHAN.

It is proposed to erect two memorials to the late Bishop Strachan. One, a memorial Church at Cornwall, where the late Bishop commenced his ministerial labors, in the year 1803, and where he established his fame as an instructor of youth. Under his headmastership the Cornwall Grammar School acquired a Provincial reputation, and from it went forth those who afterwards became the foremost men of their time in western Canada.

The other memorial proposed, is the erection of a Convocation Hall and Library for Trinity College. From a resolution on the subject passed at a recent meeting, we learn that the Bishop bequeathed to the College his Library, consisting of about three thousand volumes, while the room, which at present contains the College Library, is filled almost to its utmost capacity, by the four thousand six hundred volumes, which it already possesses, independently of the bequest.—[Ed. J. or Ed.]

## IV. Biographical Sketches.

### 1. JUDGE WILLIAM SALMON.

It is our painful duty to announce the death of the Hon. William Salmon, Esq., Judge of the County Court of this County, which event took place on Saturday the 8th Feb. Although for the past four years he had been seriously indisposed and unable to discharge the duties of his office, his decease was not apprehended until a few days prior to his death. The deceased was born at Alverton, near Bristol, on the 2nd June 1802, and was consequently in the 66th year

of his age at the time of his lamented decease. He was the second and youngest son of the late Colonel George Salmon, and came to this country with his parents in the year 1809—the father and family of the present Dr. Rolph emigrating with them. They resided for two years at Queenston; but, shortly before the war of 1812, removed to the Township of Woodhouse. Mr. Salmon was educated by the Rev. R. Leeming at Dundas, and entered the study of the Law in the office of Dr. Rolph, near Vittoria. He practised his profession in London for a short time, but a few years previous to the division of the London District, came to Simcoe, where he continued his practice until his elevation to the Bench, by Lord Metcalf, in 1845. The late Judge was married twice; his first wife was a sister of Dr. Rolph, and his widow is a daughter of the late James Fraser, Esq., of Nova Scotia. His career, as a Judge, was marked by a strict and undeviating integrity. His judgments were universally received as sound and equitable; and we believe that no suitors could be found disposed to question his wisdom, or complain of his partiality. He held for many years the commission of Major in the Militia, and took an active part with his company in suppressing the disturbances of 1837; and shortly afterwards represented the County for one session in the House of Assembly. He lived in the fear of God, and his life presented an edifying example. While health and strength were afforded him he was never absent from his place in Church, and took an active part in all efforts that were made for the advancement of religion. His end was perfect peace. His faculties continued unimpaired to the last. While therefore the County of Norfolk will deplore the loss of an able and upright Judge, and the community at large a most amiable and estimable member of society, we are encouraged to indulge the sure and certain hope of his everlasting happiness in that kingdom where sorrowing and sighing shall be no more.

The funeral took place on Wednesday 13th, the remains being interred in St. John's Church-yard, Woodhouse. Two Rifle Companies of the Battalion were present, and a very large number of the inhabitants testified, by their attendance, their appreciation of departed worth.—*Communicated*.

### No. 2.—THE HON. ROBERT SPENCE.

The deceased gentleman has been more or less associated with the political history of Canada for upwards of thirty years. He was born in Dublin in the year 1810, and emigrated to this country in the year 1837, just before the commencement of the rebellion. He first settled in this city, where he remained for a short time and then removed to West Flamboro', where he discharged the duties of school-master in a very efficient manner. In the year 1846 he started a newspaper called the *Dundas Warder*, which he published until 1850. At that time he abandoned literary pursuits and went into business as a Paper Manufacturer, at the Gore Mills, where he remained until 1854, occupying during those years the position of Warden of the County of Wentworth. He was in 1854 selected by a Convention that met at Dundas, to contest the County in the Reform interest. His opponent was Mr. W. Miller, and Mr. Spence was elected by a handsome majority. When Parliament assembled the government of the Hon. Francis Hincks was defeated and Mr. Spence accepted the position of Post Master General in the Coalition Government, which was then formed by Sir Allan MacNab. On taking office he again appealed to his constituents, and was reelected by a large majority, being opposed by the Hon. W. Macdougall. He held office as Postmaster General under Sir Allan MacNab, and served in the same capacity in the Administration formed by Sir John A. Macdonald until the year 1857, when he was defeated by the late Mr. Nottman and resigned his office in the Cabinet. Mr. Spence was shortly afterwards appointed Collector of the Port of Toronto, which position he has filled with credit to himself and much advantage to the public ever since that time. Mr. Spence worked his way upwards by the sheer force of talents and unremitting industry. He owed the position he occupied to no fortitious circumstances of birth or position, but to his own unremitting energy and force of character.—*Hamilton Spectator*.

### 3. LIEUT. COL. DUNN.

Recent papers from England contain the melancholy intelligence that Colonel Dunn, of H. M. 33rd Regiment, accidentally shot himself in Abyssinia a few weeks ago. The particulars will be found below. Col. Dunn, though the youngest Colonel in the army, was one of the most distinguished. He was a Canadian, son of the late Hon. J. H. Dunn, who for more than twenty years held the important office of Receiver General in this country. He was educated at Upper Canada College, joined the army when a mere lad served through the Crimea, was in the glorious charge of the Six Hundred at Balaklava, for which he received the Victoria Cross from the hands of the Queen herself. He subsequently took a prominent

part in the formation of the 100th Royal Canadian Regiment, of which he became major, and afterwards colonel. On the occasion of his joining that corps he was presented with a magnificent sword by the people of this city. He remained with the 100th for several years and then was appointed commanding officer of the 33rd in which capacity he was serving in Abyssinia at the time of his death.—*Daily Telegraph*.

#### 4. VICAR GENERAL DOLLARD.

It is with profound regret we record the death of the Very Rev. P. Dollard, V G. He was a truly good and pious Priest, and dies deeply lamented by all classes of the community. Father Dollard was born in Glanmore, County Kilkenny, Ireland, March 1804, and was therefore in his 64th year. He was educated at an ecclesiastical seminary in Waterford. After finishing his collegiate course, he came to this country, and having from an early period of his life, devoted himself to the church, began and completed his theological studies in Montreal, where he was ordained Priest by the late Bishop Lantique, on the Feast of the Ascension, 1836; and appointed to the diocese of Kingston, where he has been in active duty for the past 32 years. How many varied acts of kindness he performed in that long period are known only to those for whom they were done. During the trying scenes of the Rebellion—the epidemics of cholera, and typhus fever, he laboured unceasingly for the benefit of his people, and nobly performed the part of a zealous priest, a loyal subject, and a good and charitable citizen. He was entrusted with the entire management of the building of the Cathedral, a task, it is needless to say, he performed with singular prudence and economy.

He also laboured strenuously in the struggle of the Roman Catholics of Upper Canada for their educational rights begun in 1841. He took the liveliest interest in the working of the schools, and for the last year, and several years previous, was chairman of the Roman Catholic School Board.—*Chronicle and News*.

#### 5. SIR EDMUND HEAD.

Sir Edmund was son of the Rev. Sir John Head, Bart. He was educated at Winchester and Oriel Colleges, Oxford, graduating at the age of 22 as a first-class in classics, and being subsequently elected a Fellow of Merton College. His experience of public affairs before coming to Canada was chiefly in connection with the Poor-Law Board, Assistant Poor-Law Commissioner in 1838, he was subsequently made Commissioner. He resigned this office in 1847 to take the Lieutenant-Governorship of New Brunswick, which he held till 1854, when he was elevated to the post of Governor General of British North America. He remained in this office until 1861, when he returned to England. From that time to his death he was Chairman of the Hudson Bay Company. They were stormy days during which Sir Edmund Head filled the gubernatorial chair in Canada. Party strife ran high. It was no easy task to steer clear between the opposing forces and hold evenly the scales of power. A man possessed of but little self-will or determination might avoid drawing upon himself the hostility of either side. Sir Edmund did not consider that his position required that he should be altogether a nonentity in politics. When the Brown Dorian Government came into power, in 1858, he refused to grant them a dissolution, on the ground that as a general election had taken place but a few months before he would not be justified in throwing the country so soon after into the turmoil of another contest. For having taken this stand he was fiercely denounced in the Reform newspapers of the day, but he had the satisfaction of seeing his course approved in England by the subsequent renewal of his term of office. He was a painstaking man, very often giving more attention to the details of departmental work than some of his ministers thought was quite the thing for the representative of the Sovereign. He never put his signature to a public document without reading it through, and finding out all the particulars relating to it. Quiet and unobtrusive, he was not well adapted for the rough-and-tumble of political life, his natural leanings being rather in the direction of quiet literary pursuits. In this line his name is not unknown. He obtained considerable reputation by his work on *The Handbook of Spanish Painters*, and he was the author of a small book, better known in Canada, entitled *Two Chapters on Shall and Will*.—*Leader*.

#### 6. SIR DAVID BREWSTER.

Sir David Brewster, who died in England on the 10th instant at the age of eighty-seven years, was born in Scotland; studied divinity; became editor of the *Edinburgh Encyclopædia* in 1808, and was elected a fellow of the Royal Society of Edinburgh. During the next ten years he studied optics, publishing his work on "New Philosophical Instruments" in 1813, and making several useful discoveries. In 1819 he assisted in establishing the *Edinburgh Philosophical Journal*, and, some time after, the *Edinburgh Journal of*

*Science*. During the latter year of his life he was one of the editors of the *London and Edinburgh Philosophical Magazine*. He also contributed many articles to the reviews and to the "transactions" of scientific societies. His best known works are the treatise on "the Kaleidoscope" and on "Optics," the "Letters on Natural Magic" and the "Life of Sir Isaac Newton." His books were not, however, his only contributions to science. He invented the kaleidoscope and a lens which has proved very useful in lighthouses, and also made valuable discoveries in the polarization of light. Sir David certainly had no reason to complain of the ingratitude of the world to men of science. In 1807 he was made a doctor of laws by the University of Aberdeen; the next year obtained his Fellowship in the Royal Society of Edinburgh; received the Copley Medal of the Royal Society in 1815, and soon after became a Fellow of that august body; in 1816 received a grand prize from the French Institute, of which body he became a Foreign Associate in 1849; in 1819 received the Rumford Medals from the Royal Society; in 1831 he received a decoration from the King of Hanover, and the next year was knighted by William IV. At the time of his death he was a correspondent of the Royal Academies of Russia, Prussia, Sweden and other countries, and a member of every scientific society of any importance in Great Britain.

### V. Papers on Scientific Subjects.

#### 1. SCIENCE IN THE COMMON SCHOOL.

The recent great exhibition at Paris has opened the eyes of many leading Englishmen in science and the industrial arts, to the fact which has already been well known on the continent, that in very many respects the supremacy of English industry is gone. The papers of England are still filled with discussions in regard to the causes of this fact, which is not so much due to a decline in England as to a much more rapid progress on the continent, and particularly in Germany.

Dr. Angus Smith, F. R. S., addressed the Manchester Philosophical Society on this subject on November 12, last. He has visited the continent and also attended the exhibition itself. Although he nowhere loses sight of any of the advantages of Old England, he nevertheless is free enough from national prejudice to make remarks like the following:—

"Within the last thirty or forty years, the attempts to teach the people by schools, mechanics' institutes, and lectures given or promoted by benevolent persons attaching themselves to various societies, have wearied the souls of all who have co-operated or even looked on with interest. In Germany, without any commotion, calmly and pleasantly, the youths have been trained in schools and colleges without number, and so thoroughly that they are able to supply foremen and managers to their own manufacturing establishments, and to send a supply also to foreign countries, without diminishing the supply of that higher order of men of learning that have so long made Germany famous. In other words, whilst we have failed after the most violent efforts and much noise to teach our own, they have succeeded not only to teach their own citizens, but to assist in educating the rest of the world. \* \* \* \* \*

"The exhibition shows how much may be done for the active minds of nations by a government fostering education, and the state of the same countries shows that intelligence, comfort, and wealth, have been promoted also. \* \* \* \* \*

"We require education in the fundamental principles of physical science; the moral principles and the teachings found in Literature are not, when alone, sufficient either for the higher cultivation of every mind or the pursuits of the useful art."

Now, we believe that the fundamental principles of physical science are as important to Americans, as they are to Englishmen; and when Englishmen complain that these principles are not taught at all, or that this instruction is confided to persons entirely unqualified, I am afraid that we have as good reason to complain, as they have in England.

While it is peculiar to notice that the English advocate the teaching of science in schools because the *material interest* of the Nation imperatively demand it, the votary of science does not find reason for censure; for if science only first is cultivated because of the manifest material benefits of such culture, the much higher intellectual results will not be slow in exhibiting themselves; it is true enough, we often cultivate only for the sake of the *fruit*—but the flower is sure to show itself as well! And if we, by excessively "practical" measures too exclusively direct our attention to the material results; if we try to establish strictly *industrial* or *trade* schools (so-called universities!) and confide the instruction to persons having only a smattering knowledge themselves, we may be sure that the "flower" of a higher intellectual culture will never become visible—but we may be equally sure, that the practical



results will be vainly looked for; and until the people, in disgust, will close the doors of the fruitless school.

Democracies have as yet never equalled the monarchical governments in providing properly for the higher education; but the impossibility of raising the standard of our common schools without provision for raising the standard of the teachers, will sooner or later arouse the people to its duty in this respect.

We are justly proud of the fact that almost every citizen can read his newspaper. But even in France attempts are being made to bring the education of the masses up to this level. We can only be sure of keeping in the front rank among the nations, if we liberally cultivate all talents in the nation; and no neglect will be more sure of speedy retribution than that of persistently withholding the rudiments of physical science from the common school, and a higher culture of science from our institutions of learning.—*Jour. Instruction.*

## 2. MARVELS OF THE MICROSCOPE.

The microscope is a *practical* educator of the most interesting and amusing character, and should be in every school. Miracles, instead of marvels, we are almost warranted in calling the wonders of creation, animate and inanimate—mites made monsters by the magic microscope! Once Sir Isaac Newton expressed an opinion that the utmost limit of magnifying power would be twenty-five diameters. How far behind realized facts fall the predictions of England's profound philosopher! To-day we have microscopic power capable of enlarging objects to our vision more than a billion times, and more distinct than they appear to the naked eye! But microscopic instruments of power so vast are adapted only to the wants of scientific savans. What we every-day people need is a microscope magnifying from twenty-five to one hundred diameters. For all every-day practical purposes the lower power is most useful and entertaining. With it, if it be a good one, a boy or girl of ten years may seize upon a fly, flea, bed-bug, mote or mite, clap it under the glass, and lo! what a marvel is presented! What a magic revelation of God's creative power comes instantaneously under the observant eye! What to the unaided vision was but a mere spec, or uninteresting insect, stands there hundreds of times enlarged, every feature distinctly visible, its entire organism revealed. An hour's study of insects under the microscope is worth more to any man, woman or child, than one month's reading of etomological books, because under the glass you have the object presented to the eye enlarged, and exactly as it really is, while in reading a description of the same object, the writer's meaning may be obscure, or he may be telling us what he has only read of himself. In short the microscope reveals

"Contrivance intricate, expressed with ease,  
Where unassisted sight no beauty sees;  
The shapely limb and lubricated joint  
Within the small dimensions of a point;  
Muscles and nerve miraculously spun,  
His mighty work who speaks and it is done!"

The objects suitable for microscopic examination are innumerable. Take, for illustration, the foot of a common house-fly. We have all noticed the ease with which he walks on the ceiling with his feet up, and perhaps we have wondered at this; but the microscope reveals two small, sharp claws, by which he lays hold of protuberances, and on further examination we find that he has two pads, or spongy bodies, between his claws, which enable him to adhere to smooth surfaces. Remove his proboscis and place it beneath the lens, and it will be found to be a wonderful and beautiful object. Shave off the front part of one of his eyes, wash it in a drop of water, and then examine it, and you will find a multitude of small eyes through which the insect looks in different directions; for his eyes are stationary.—*Microscopist in Illinois Teacher.*

## 3. NEW METHOD OF PREPARING DIAGRAMS.

On Friday evening last Mr. Gilbert delivered an interesting and instructive lecture before the students of Victoria College, Yorkville, on a new method of preparing diagrams, for the illustration of lectures given before public assemblies. The process is an ingenious but easily acquired one. We describe it, believing it to be of considerable importance to those who are engaged in public education.

Take a sheet of tissue paper, varnish it with a weak solution of pale copal about two drops of the varnish to half an ounce of turpentine, allow it to dry, cut the paper to size required, trace the subject with a very fine sable brush and some thin lamp-black paint, either oil or water colour. (If the latter, add a very minute portion of ox-gall and gum water. The ordinary prepared tracings paper and pencilled outline may serve the purpose without the varnish.) Allow the tracings to dry, when any colour can be laid over the surface by the mode usually adopted with the slides of magic lanterns—which

however must be laid on the paper with very thin transparent varnish and colours. Place the subject thus prepared between two plates of glass and submit it to the same operation as common magic lantern slides—projecting the figure upon a sheet of white paper, secured by drawing pins either upon a board or a wall. Take a brush charged with lamp-black or tracing ink and proceed to trace the subject upon the paper which can be increased or diminished at pleasure.

Thus diagrams which would cost much labour and expense can be executed in two or three hours without any previous knowledge of drawing, and at very trifling cost. During the lecture, which was very happily delivered, the students warmly applauded Mr. Gilbert. At its close the Hon. John Rolph and Dr. Berryman complimented him upon the successful and useful exhibition he had given them, and urged upon the students the prosecution of means thus offered them of extending their spheres of interesting and practical utility.—*Globe.*

## 4. THE HEALTH OF BOYS AND GIRLS.

A boy romps and laughs, plays at athletic games, whips tops, runs races, climbs trees, leaps and jumps, and exercises all his muscles in turn. He lolls in his chair, and assumes any attitude he pleases at his desk. He has from his game a sufficient appetite to eat heartily, and out of school hours he feels no restraint. The girl on the contrary, never romps, runs races, whips tops, &c. She only sits upright and walks, thus developing, and sometimes all but destroying, only one set of muscles. She cannot shake off for a moment the feeling of constraint, and she naturally loses appetite, becomes languid, faint and low. The boy comes into rude contact with those above, below, and around him. He has to endure "chaffing," to learn to hold his own, to fight if need be. Even in his games his mind has to be active. He has to think about the most judicious way of fielding when Tom is at the wickets, or for looking out when Dick kicks the football. This develops his intellect, and teaches him his place in his own world. The girl, on the contrary, is so hedged in with protection, that she has no power of her own, and she cannot learn life, for the book is kept closed to her. Let us at this moment pause awhile, for memory recalls to our mind the name and nature of many a blooming woman whom we have admired for their loveliness, their good sense, their genuine worth, and speaking professionally, for their thorough healthfulness. How have they been brought up? Why almost invariably in the country, living with their brothers, and sharing their sports in a feminine way—riding or walking, irrespective of dirty lanes; boating, playing bowls, or croquet, swinging, lolling under the greenwood tree, eating as much as they liked, and only under the restraint during the period when they were with Miss Tuteur or Professor Guitarro. They have had perhaps, a single year at a finishing school to enable them to break off naturally a few objectionable habits, and to part with a few undesirable acquaintances, and to pass with ease from the girl to the woman. When such a one leaves school she does not think of it as a place of punishment to be avoided. She has most probably acquired a fondness for her music, or painting, or found sufficient interest in German or Italian to continue its study. Her mind, with its healthy tone unspoiled by the incessant worry of school, seeks for occupation rather than for inglorious repose. To such a one brothers will tell their little adventures, and whether she have beauty of face, or elegance of form, or be in reality somewhat plain, she is voted "a brick," and as such takes an honored place in the domestic architecture. The conclusion to be drawn from the foregoing remarks is inevitable—viz., that if we wish to preserve the health of our daughters we must not overwork them. The horseman does not put a filly to labor at a period when he would allow her brother, of the same age, to be idle in the field.—*Lancet.*

## 5. SHORT-SIGHTED CHILDREN.

Dr. Hermann Cohn, of Breslau, Prussian-Poland, has brought out a curious volume detailing the results attending the examination of the eyes of 10,060 school children: "The proportion of short-sighted children was 17.1 per cent, or 1,730 among 10,060. No village children were found so defective until they had been some time at school—at least half a year. There were in proportion four times as many short-sighted children in the town (Breslau) as in the country, and short-sightedness increased generally with the demands made upon the children. Dr. Cohn attributes the evil in a great measure to the bad construction of school benches, which forces the children to read with their books close before their eyes, and with their heads held downward. The obstinate adherence to the ancient Gothic character in printing and writing, to which Englishmen are generally inclined to attribute the prevailing near-sightedness of Germans, is not alluded to by Dr. Cohn."

VI. Paper on Meteorology.

1. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations for JANUARY, 1868.

Geography.—Barrie—Rev. W. F. Checkley, B.A.; Belleville—A. Purdon, Esq.; Cornwall—W. Taylor Friggs, Esq., B.A.; Goderich—John Haldan, Jr., Esq.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—J. W. Connor, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. G. Mulholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—A. McSween, Esq., M.A.

Table with columns: STATION, North Latitude, West Longitude, Barometer at temperature of 32° Fahrenheit, HIGHEST, LOWEST, RANGE, MONTHLY MEANS, DAILY RANGE, HIGH-EST, LOWEST, MONTHLY RANGE, WARM-EST DAY, COLD-EST DAY, Tension of Vapour, MONTHLY MEANS, 7 A.M., 1 P.M., 9 P.M., MEAN.

\* Approximation. c On Lake Simcoe. # On St. Lawrence. f Near Lake Ontario (on Bay of Quinte). g On Lake Ontario. h On Lake Huron. i On the Ottawa River. l Close to Lake Erie. m On the Detroit River. n Inland Towns. \* 48 hours (Sunday), 39.3, 8th. \* 18th, 14th, 27th, 28th.

Table with columns: STATION, Humidity of Air, WINDS, SURFACE CURRENT, MOTION OF CLOUDS, ESTIMATED VELOCITY OF WIND, Amount of Cloudiness, RAIN, SNOW, A U R O R A S, WIND OBSERVED.

Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. Where the clouds have contrary motions, the higher current is entered here. CORNWALL.—On 1st, hail. Storm of wind NW on 25th. Fogs on 27th, 28th. Snow on 1st, 2nd, 4th, 9th, 10th, 15th, 16th, 17th, 20th, 23rd, 24th, 29th, 31st. Minimum temp. 6th, -7.7°; 7th, 13th, 14th, 27th, 28th, -11.0°. GORRICH.—On 4th and 7th at 1 p.m., wet and dry bulb thermometers alike after repeated trials. 5th, halo round moon. Storms of wind 9th and 10th. Snow on each day 1st, 3rd, 4th, 8th to 11th, 13th, 14th, 15th, 16th, 17th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st. Minimum temp. 9th, 3.09°; 27th, 3.09°; 28th, -5.5°. HAMILTON.—Storms of wind on 1st, 6th, 9th, 10th, 13th, 14th, 15th, 17th, 18th, 25th, 26th. Rain on 4th, 7th, 23rd. Hail on 4th, 21st, 22nd, 23rd, 24th, 25th, 26th. Remarkable for steady cold weather. The rain storm of 23rd fell at Albany two days previously in form of snow, at Hamilton it came

from SW, and the weather turned cold and hard frost set in without any shifting of the wind from that quarter. Minimum temp. 9th,  $-3.0^{\circ}$ ; 10th,  $-9.9^{\circ}$ ; 11th,  $-8.6^{\circ}$ ; 13th,  $-3.1^{\circ}$ ; 27th,  $-7.9^{\circ}$ ; 28th,  $-11.6^{\circ}$ ; 29th,  $-5.9^{\circ}$ ; 30th,  $-5.9^{\circ}$ .

**PEMBROKE.**—On 27th, falling star to NW. Snow on 1st, 2nd, 3rd, 6th, 7th, 23rd, 29th, 30th, 31st. An inappreciable quantity of rain on 24th. Typhoid fever on Alumette Island. Minimum temp. 10th,  $-23.5^{\circ}$ ; 11th,  $-25^{\circ}$ ; 13th,  $-28^{\circ}$ ; 14th,  $-17^{\circ}$ ; 15th,  $-11^{\circ}$ ; 18th,  $-15.5^{\circ}$ ; 20th,  $-17.5^{\circ}$ ; 22nd,  $-13^{\circ}$ ; 25th,  $-9^{\circ}$ ; 27th,  $-36.5^{\circ}$ ; 28th,  $-35^{\circ}$ ; 29th,  $-17^{\circ}$ ; 30th,  $11.5^{\circ}$ .

**PETERBORO'.**—Fogs on 22nd, 27th, 28th. Snow on 1st, 4th, 8th, 9th, 15th, 16th, 19th, 20th, 23rd, 24th, 25th, 26th, 30th. Weather very steady. Snow reported very deep in townships to north, in some places 3 feet deep in the woods, so that lumbering was suspended. River unusually low, and mills stopped. Minimum temp. 6th,  $-15.3^{\circ}$ ; 10th,  $-12.1^{\circ}$ ; 13th,  $-10.3^{\circ}$ ; 20th,  $-6.4^{\circ}$ ; 22nd,  $-5.8^{\circ}$ ; 27th,  $-15.3^{\circ}$ ; 28th,  $-22.6^{\circ}$ ; 29th,  $-3.6^{\circ}$ .

**SIMCOE.**—On 15th, 16th, and 17th large numbers of crows in the neighborhood. 20th, the Moon, Jupiter and Venus in a direct line and but a few degrees apart. Storm of wind on 23rd. Snow on 1st, 3rd, 4th, 8th, 10th to 18th, 20th, 21st, 24th to 28th, 30th, 31st. Rain on 7th, 23rd, 25th. Month remarkable for cloudiness, the sky only clear (at the hours of observation) on six occasions. Minimum temp. 13th,  $-7.1^{\circ}$ ; 20th,  $-3.1^{\circ}$ ; 22nd,  $-5.1^{\circ}$ ; 27th,  $-1.4^{\circ}$ ; 28th,  $-10.1^{\circ}$ ; 29th,  $-5.1^{\circ}$ .

**STRATFORD.**—On 6th, a robin seen, and remained for three days in observer's orchard. Storms of wind 8th, 9th, 10th, 23rd, 24th. Fog on 7th. Snow on 1st, 3rd, 4th, 8th to 12th, 14th, 16th, 17th, 24th to 26th, 30th, 31st.

**WINDSOR.**—On 3rd, hail. Severe wind storm on the 8th, began at 2 p.m. and continued till sunset of the 10th. Wind storms also on 23rd and 24th; wind in both instances from SW changing occasionally to W. Month unusually cloudy; barometer variable; considerable wind, principally from SW. Meteor on 13th at 11 p.m. from Z to N. Storms of wind on 8th, 9th, 10th, 15th, 23rd, 24th. Fogs 3rd and 28th. Snow on 1st, 4th, 8th, 14th, 18th, 25th, 26th. Rain on 3rd, 6th, 22nd.

**Sr. JOHN, N. B.**—N. Lat.  $45.17^{\circ}$ . W. Long.  $66.4^{\circ}$ . Height above sea, 135 feet. For the month of January, the corrected mean readings of the *Barometer* were at 8 a.m. 29.883, at 2 p.m. 29.837, at 10 p.m. 29.844. Mean 29.856. Highest, 30.487 on 23rd, lowest, 29.2 on 2nd, range, 1.287. Greatest range 24 hours, .750 on 1st and 2nd. *Temperature.*—Mean at 6 a.m. 10.20, 10 a.m. 13.45, 2 p.m. 19.77, 6 p.m. 18.71, 10 p.m. 14.61. Highest,  $36^{\circ}$  on 24th. Lowest,  $-11^{\circ}$  on 5th. Range  $47^{\circ}$ . Mean daily range, 12.26. Warmest day, 24th, mean,  $31.9^{\circ}$ , coldest day, 4th, mean  $1.3^{\circ}$ . *Tension of Vapour.*—Mean at 8 a.m. .070, 2 p.m. .080, 10 p.m. .070, mean .073. *Humidity.*—Mean at 8 a.m. 74, 2 p.m. 84, 10 p.m. 75, mean 76. Wind E to SW 5 days, W to NE 26 days. Average force for 8 a.m. 2.0, 2 p.m. 2.5, 10 p.m. 2.0. Most prevalent, NW; only one day of southerly weather. *Rain or Snow.*—5 days and 8 nights. 21.8 inches of snow fell, and 1.125 of rain. *Sky.*—clear on 12 days and 18 nights, and wholly clouded on 14 days and 8 nights at 2 and 10 p.m.; estimated day clouding 5.7, and night 4.0. Aurora seen 1 night, and Nova Scotia coast 1 day. Month dry, clear and cold, but great daily changes of temperature.

We are indebted to the Quebec *Journal of Education* for the following information: at MONTREAL—Dr. Smallwood's observations show the mean temperature for January, 1868,  $10.80^{\circ}$ ; there were only three readings above  $32^{\circ}$ . Month characterized for a continuance of low readings of thermometer, and the absence of the usual "cold terms." Snow 12.64 inches, rain inappreciable. At QUEBEC—230 feet above St. Lawrence. W. Lat.  $46.48^{\circ}$ . W. Long.  $71.912^{\circ}$ . Sergeant Phurling's, A. H. C. observations show *Barometer*: Mean, 29.703. Highest, 30.206. Lowest, 29.076. Range, 1.130. *Thermometer*: Highest,  $38.2^{\circ}$ . Lowest,  $-20^{\circ}$ . Range, 58.2. Mean max.  $21.9^{\circ}$ . Mean min.  $-0.7^{\circ}$ . Mean range  $22.6^{\circ}$ . Mean for month  $10.6^{\circ}$ . *Dew Point*:  $4.7^{\circ}$ . *Humidity*: 80. *Wind*: general direction W. Cloud 6. at 9 p.m., and 6.1 at 8 p.m.

## 2. THE METEORIC SHOWER OF NOVEMBER LAST.

The Secretary of the Scottish Meteorological Society has received a letter from Governor Rawson, of the Bahamas, West Indies, giving an account of the meteoric shower which was seen at Nassau, lat.  $25.5^{\circ}$  N., long.  $77.22^{\circ}$  W., on the morning of the 14th November last. Captain Stuart, Deputy-inspector of lighthouses, counted 1,040 meteors from 1.32 a.m., (when the first meteor was observed) to 5.34 a.m. The greatest number were observed between 4 and 4.30 a.m. during which time 487 were counted; and in the five minutes ending 4.15 a.m. 102 were counted. The proportion of the sky visible to Captain Stuart, who was only a few feet above the level of the sea, was six-tenths. Two other observers, who were in a position commanding a more extensive view of the sky, counted 1,100 between 2.30 and 4.45 a.m., up to which time Captain Stuart had only counted 800. They were observed all round the heavens, from N. W. to S., and some were seen overhead. From 4 a.m. the meteors appeared to radiate, principally from the centre, a little to the S.E. of the zenith, from which they shot out in all directions. The moon shone very brightly from 3.45 a.m. till daylight; its position about thirty degrees W. of that part of the heavens where the meteors were chiefly seen. No atmospheric or magnetic disturbance was caused by the meteors while falling.

## VII. Miscellaneous Friday Readings.\*

### 1. AMUSEMENTS OF CHILDHOOD.

Drawing pictures on the slate,  
Making houses out of cards,  
Solving riddles all elate,  
Peeping in the neighbor's yards,  
Such is part of childhood's game,  
Innocent of wealth or fame.

Blowing pencil dust away,  
Some perchance may meet the eye;  
Looking out for market day,  
When comes home an extra pie,  
Such is part of childhood's fun,  
Ere the growing time is done.

On all fours about the room,  
Personating cats and mice;  
Saying of the weaver's loom,  
Don't it match the carpet nice!  
Fairy weavers, still themselves,  
Dancing like the ancient elves.

Nodding when the prayer is long,  
And the eyes are rubbed in vain;  
In the morning up with song,  
Holding hands to catch the rain;  
Tom! come in! you rogish Will!  
Go to school! and there be still!

Life a holiday of sweets,  
Care a blue-beard not yet known;  
Every day its joy repeats,  
Rapture in one even tone.  
Who that morn would wish to cloud?  
Who that fairy land would shroud?

Hard their destiny who creep,  
Through a childhood full of gloom,  
Sad awake and sad asleep,  
Buried in a living tomb,  
Old before their Spring is shed,  
Grey at heart ere morn has fled.

### 2. POTENCY OF HOME INFLUENCES.

Lord Brougham gives it as his opinion in one of his learned papers contributed to the publications of the Society for the Diffusion of Useful Knowledge, that the child receives its unchangeable "bent" of character before its fifth year. If this be so, how important are home influences! It is at home, rather than at school, that the earliest and most lasting effect is produced on mind and heart. Nay, always, during childhood, the domestic influences are the most powerful.

### 3. TRUE CHRISTIAN LIFE.

True Christian life is made up of small things. Little words, not eloquent speeches or sermons; little deeds, not miracles, nor battles, nor one great heroic act or mighty martyrdom, make up the true Christian life. The little constant sunbeam, not the lightning; the waters of Siloah, "that goes softly" in their meek mission of refreshment, not the waters of torrent, noise and force, are the true symbols of a holy life.

The avoidance of little evils, little sins, little inconsistencies, little follies, little indiscretions and imprudences, little foibles, little indulgences of self and of the flesh, little acts of indolence or indelicacy, or slovenliness or cowardice, little equivocations or aberrations from high integrity, little touches of shabbiness and meanness, little bit of covetousness and penuriousness, little exhibitions of worldliness and gaiety, little indifferences to the feelings or wishes of others, little outbreaks of temper, or crossness, or selfishness, or vanity; the avoidance of such little things as these goes far to make up at least the negative beauty of holy life. And then attention to the little duties of the day and hour, in public transactions, or private dealings, or family arrangements; to little words, and looks, and tones; little self-denials and self-restraints, and self-forgetfulness; little plans of quiet kindness and thoughtful consideration for others; to punctuality, and method and true aim, in

the ordering of each day—these are the active developments of a holy life, the divine mosaics of which it is composed.

What makes yon green hill so beautiful?—Not the outstanding peak or stately elm, but the bright sward which clothes its slopes, composed of innumerable blades of slender grass. It is of small things that a great life is made up; and he who will acknowledge no life great, save that which is built up of great things, will find little in Bible characters to admire or copy.—*Dr. Bonar.*

#### 4. SELF-MADE MEN.

At a lecture delivered before the Mechanics' Institute, Brampton, on Tuesday last, Mr. Kenneth Mackenzie, Q.C., Toronto, made the following reference to self-made men:—"Here I would remark on a truth which is not as generally asserted or insisted upon as it ought to be, that many of the brightest intellects, some of the profoundest thinkers, some of the wisest heads, and many of the greatest master-spirits of the human race were self-made men—sons of the people. Homer, the Prince of Poets, it is said, was a beggar; Æsop, the immortal author of the Fables which bear his name, was a Phrygian slave; Virgil, the first of Roman Poets, was a baker's son; Cervantes, the author of Don Quixote, was a common soldier; Christopher Columbus, the discoverer of the New World, was a weaver; Shakespeare, the glory of the British drama, was a wool-stapler at Avon; Sir Francis Drake was a shepherd's son; Ben Johnson was a bricklayer; Captain Cook was a cabin boy; the celebrated Cardinal Wolsey was the son of a butcher, and the more celebrated Oliver Cromwell was the son of a brewer; the immortal John Milton was a school master, so (coming down to our own time), was Martin Van Buren, a late President of the United States; Bunyan, the author of "The Pilgrim's Progress," was a tinker; Daniel Defoe, the author of Robinson Crusoe, served his time as a hosier at Cornhill; Alexander Pope was the son of a merchant; Watt, the inventor of the steam-engine, was an instrument maker at Greenock; Burns, the sweetest bard that ever breathed the soothing strain, was a ploughman; Sir Richard Arkwright, the most ingenious of mechanical inventors, was a barber; Halley, the illustrious astronomer, was the son of a soap-boiler; Ferguson and Hogg were shepherds; Rollin, the historian of the Ancient World, was a cutler's son; Sir Thos. Lawrence was the son of an inn-keeper; Sir Wm. Herschell, the eminent Astronomer, was the son of a musician; Sir Humphrey Davy, the inventor of the safety lamp, was a carpenter's son; John Hunter, the greatest Anatomist the world has ever seen, was a carpenter; Pollock, the author of "The Course of Time," was the son of a carpenter; Adam Clarke, the eminent scholar and divine, was a poor Irish boy, and was sent by Wesley to Kingswood school, and while working in the garden is said to have found half a guinea with which he bought a Hebrew Testament; Hogarth was an engraver of pewter pots; Gifford, the critic, and Bloomfield the poet, were shoemakers; the learned Prideau, the Biographer of Mahomet, was employed to sweep Exeter College; Curran, the Demosthenes of Ireland, was the son of a County of Cork seneschal; Samuel Lee, a charity boy and a carpenter, occupied the Chair of Oriental Languages in the University of Cambridge; William Cobbett, the most correct writer of the English language, was at first a field labourer, and then a common soldier; Hugh Miller, the eminent-geologist, and one of the most powerful writers of the present century, and whose mournful death lately caused so much sorrow throughout the world, was a stone-cutter or a mason; Sir William Blackstone, the learned commentator of the laws of England, was the son of a linen draper; Lord St. Leonards, one of the greatest Common Law Lawyers England has produced, and a Lord Chancellor, was the son of a cutler; Lord Tenterden, a late Chief Justice of England, and one of England's greatest and most enlightened Judges, was the son of Charles Abbott, a Canterbury barber or hair-dresser, and when a boy the great Chief Justice himself helped his father in this humble trade; the late Lord Lyndhurst, eminent as a Lord Chancellor, as an orator, statesman, lawyer, and judge, was the son of a Boston painter; Lord Campbell, so well known as a great judge, lawyer, and author, was the son of a Presbyterian minister and a reporter of the press; George Stephenson, the illustrious author of the locomotive railway system which now prevails throughout the civilized world, commenced life as a labouring man, and the first penny he ever earned was as a cow-herd to the widow Grace Ainslie, of the farm house of Dewly in Northumberland; Abraham Lincoln, the late sagacious President of the United States—so atrociously murdered—was at one time a raftsmen, and Andrew Johnson, the present eccentric President of that country, was a tailor, and (as he himself boasts,) no better tailor could be found in all Tennessee;

"Rank is but the guinea stamp,  
But man 's the gowd  
For a' that, and a' that!"

—*Globe.*

#### 5. THE LIFE OF THE DUKE OF KENT IN CANADA.

In noticing recently, the essay read by Dr. W. Anderson, in the rooms of the Literary and Historical Society, we omitted some of the most interesting concluding remarks of the honorable President of the Society—that is some striking points of resemblance between the De Salaberry's of France and those of Canada:—"About this time last year, said M. Chauveau, I was visiting the country parts of France. I had accepted an invitation from the young Count De Salaberry, who resides at his Chateau near Blois, Blois renowned for having contained within its limits the royal Court of France in times by gone—for which reason, its inhabitants, like those of other royal cities, are supposed to speak the elegant language of Bossuet and Fenelon, in its purest accent. My pleasant host took me to visit some of his tenants. The De Salaberry family of France, divided into two branches, retains the name of De Salaberry the other that their surname of D'Irumberry. On reviewing the family pictures, I was struck with the resemblance between the French members and the descendants of Captain De Salaberry, the grandfather of the hero of Chateauguay, who had emigrated to Canada in 1735, and married Miss Duchesnay, the daughter of the old *Seigneur* of Beauport. Nay, there was more than an ordinary resemblance. I could even detect in them the two distinct types, so striking in the De Salaberry family of Canada, such as depicted in the late Col. De Salaberry—he of the massive and handsome blonde *physique*, and his brother Charles, dark and swarthy, athletic withal—but more southern in his nature. There were many other points of analogy between the neighborhood of Blois and my own Canada. The territory adjoining was called Beauce. The peasants greeted us with the identical salutations which I hear every day in Canada: *Bon jour et la compagnie*, I could add several other observations showing how French our peasantry are in their ways and idiom, and how many expressions they use which to some appear *patois* and are, as Professor Larue, recently, so elegantly expressed it, of the very purest French."—*Quebec Chronicle.*

#### 6. THE WONDERS OF ANCIENT ROME.

Modern writers, taking London and Paris for their measure of material civilization, seem unwilling to admit that Rome could have reached such a pitch of glory, and wealth, and power. To him who stands within the narrow limits of the Forum, as it now appears, it seems incredible that it could have been the centre of a much larger city than Europe can now boast of. Grave historians are loth to compromise their dignity and character for truth by admitting statements which seem, to men of limited views, to be fabulous, and which transcend modern experience. But we should remember that most of the monuments of Ancient Rome have entirely disappeared. Nothing remains of the Palace of the Cæsars, which nearly covered the Palatine Hill; little of the fora which connected together, covered a space twice as large as that inclosed by the palaces of the Louvre and Tulleries, with all their galleries and courts; almost nothing of the glories of the Capitoline Hill; and little comparatively of those *Thermæ* which were a mile in circuit. But what does remain attests an unparalleled grandeur—the broken pillars of the Forum; the lofty columns of Trajan and Marcus Aurelius; the Pantheon, lifting its spacious dome 200 feet in the air; the mere vestibule of the Baths of Agrippa; the triumphal arches of Titus and Trajan and Constantine; the bridges which span the Tiber; the aqueducts which cross the Campagna; the Cloaca Maxima, which drained the marshes and lakes of the infant city; but above all, the Colosseum. What glory and shame are associated with that single edifice! That alone, if nothing else remained of pagan antiquity, would indicate a grandeur and folly such as cannot now be seen on earth. It reveals a wonderful skill in masonry, and great architectural strength; it shows the wealth and resources of rulers who must have had the treasures of the world at their command; it indicates an enormous population, since it would seat all the male adults of the city of New York; it shows the restless passions of the people for excitement, and the necessity on the part of their rulers of yielding to this taste. What leisure and indolence marked a city which could afford to give so much time to the demoralizing sports! What facilities for transportation were afforded, when so many wild beasts could be brought to the capital from the central parts of Africa, without calling out unusual comment! How imperious a populace that compelled the government to provide such expensive pleasures!—*Hours at Home.*

#### 7. THE NEW POSTAGE LAW, AND THE DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

For the information of all parties concerned, we give the following information in regard to the New Postage Law:—

##### 1. PREPAYMENT OF POSTAGE ON LETTERS REQUIRED BY LAW.

As several parties in correspondence with the Educational Depart-

ment neglect to comply with the postage law in regard to the pre-payment of postage on letters, (thereby increasing the postage charge by nearly *fifty per cent.*.) the effect has been to unduly swell this item of the contingencies of the Department. It may be that this omission arises from the impression that the official correspondence of the Educational branch of the public service, like those of the Dominion Executive Departments, goes free. But this is a mistake. We have to request, therefore, that all correspondence be pre-paid, (as is on letters, &c., going from the Department,) and that thinner paper be used in all cases. Several letters occupying but one page, or less, have from time to time been received written on large, thick paper, and embracing four pages. Foolscap paper should be used where practicable; and only so much of it sent as may be written on. The rest has to be cut off when the letter is filed in the Department.

2. COMMUNICATIONS TO THE EDUCATIONAL DEPARTMENT FOR ONTARIO.

1. *Appeals to the Chief Superintendent of Education.*—All parties concerned in the operations of the Grammar and Common School Laws have the right of appeal to the Chief Superintendent of Education; and he is authorized to decide such questions as are not otherwise provided for by law. But for the ends of justice,—to prevent delay, and save expense,—it will be necessary for any party thus appealing: 1. To furnish the party against whom the appeal may be made with a correct copy of their communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer deemed expedient.

2. To state expressly, in the appeal, that the opposite party has been thus notified, as it must not be supposed that the Chief Superintendent will decide, or form an opinion on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such hearing. Application for advice in Township Common School matters, should, in all cases, be *first* made to the local Superintendent having jurisdiction in the Municipalities.

3. The *Journal of Education* having been constituted by His Excellency the Governor in Council, the official medium of communicating all Departmental intelligence and information, parties should refer to its pages on matters relating to the apportionment, blank reports, Depository, Normal School, &c.

4. *Communications generally.*—The parties concerned are left to their own discretion as to the forms of all communications relating to Schools, for which specific instructions are not furnished by the Department; but they are requested to use large sized, or foolscap paper, and to keep copies of their letters. In all communications, however, the *number of the School section*, and the *name of the Township and Post Office*, with the *Official Title* of the writer, should be given: and also, the *numbers and dates* of any previous correspondence on the same subject.

5. *Communications with the Government relating to Schools*, should be made through the Educational Department, Toronto; as all such communications, not so made, are referred to the Chief Superintendent of Education, to be brought before His Excellency through the proper Department—which occasions unnecessary delay and expense.

6. *Communications relating to the Journal of Education; to the Educational Depository; to Public Libraries; or to the Superannuated Teachers' Fund, School Accounts, Poor Schools, &c.*, should be written on *separate sheets* from letters of appeal, or on legal questions, in order that they may be separated and classified in the Department.

3. PRE-PAYMENT OF POSTAGE ON BOOKS REQUIRED BY LAW.

From a synopsis of the postage law on the next page, it will be seen that the postage on all *books*, printed circulars, &c., sent through the post *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books, merit cards, object lesson sheets, &c., from the Educational Depository will therefore please send such an additional sum for the payment of this postage, at the rate specified, as may be necessary.

4. REGULATION IN REGARD TO SCHOOL RETURNS.

All official returns to the Chief Superintendent or to Local Superintendents which are made upon the printed blank forms furnished by the Educational Department *should be pre-paid, and open at both ends*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. See the following notice:

5. POSTAGE REDUCED ON TRUSTEES' RETURNS.

The Honourable the Postmaster General has issued the following circular notice to Postmasters in Ontario: "The Half-Yearly School

Returns made by School Trustees to the Local Superintendents of Schools, may, though the printed form be partly filled up with the names of the pupils and the days of attendance, in writing, be transmitted by post, in Canada, as printed papers, at one cent each, *to be prepaid by Stamps.*" These returns, when sent through the post, should be in wrappers open at both ends.

6. DELIVERY OF THE JOURNAL OF EDUCATION.—SUGGESTIONS TO LOCAL SUPERINTENDENTS.

Numerous complaints having reached this Department of the non-receipt at various Post Offices of the *Journal of Education*, application has been made to the Postmaster General's Department to have the evil remedied. The Post Office authorities express their willingness to co-operate in the matter, and a circular notice has been issued on the subject. As several Postmasters are at a loss how best to facilitate the delivery of the *Journal* to the School Corporations to which they are addressed, we would suggest to the various Local Superintendents that it might be well for them to confer with the several Postmasters in their neighbourhood, and afford them every information in their power as to the proper localities and parties to whom the *Journal* should be delivered. By law it is free of postage.

PREPAYMENT OF POSTAGE ON BOOKS.—INDISTINCT POST MARKS.

In the course of the year, a number of letters are received on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.

SYNOPSIS OF THE NEW POSTAGE LAW OF CANADA.

2. On *Letters* passing between any two places within the Dominion of Canada, a uniform rate (irrespective of distance) of 3 cents per  $\frac{1}{2}$  oz., if prepaid; and 5 cents per  $\frac{1}{2}$  oz., if posted unpaid.

3. On *Letters* between any place in the Dominion and any place in the United States—6 cents per  $\frac{1}{2}$  oz., if prepaid; and 10 cents per oz., if posted unpaid.

4. On *letters to or from the United Kingdom, in Mails by Canada Packets, to or from Quebec in summer, or Portland in winter; or by Mail Packet to or from Halifax*—12 $\frac{1}{2}$  cents per  $\frac{1}{2}$  oz.

On *do. in Mails via New York Packets*.....15 cents *do.*

On *Letters to Prince Edward Island, if prepaid, 3 cents per  $\frac{1}{2}$  oz.; if posted unpaid, 5 cents per  $\frac{1}{2}$  oz.*

On *Letters to Newfoundland, 12 $\frac{1}{2}$  cents per  $\frac{1}{2}$  oz.; to be in all cases prepaid.*

On *Letters to British Columbia and Vancouver Island*—10 cents per  $\frac{1}{2}$  oz. }  
On *Letters to Red River*—6 cents per  $\frac{1}{2}$  oz. } to be in all cases prepaid.

5. *Newspapers* printed and published in Canada may be sent by Post from the office of publication to any place in Canada, at the following rates, if paid quarterly in advance, either by the Publisher at the Post Office where the papers are posted, or by the Subscriber, at the Post Office where the papers are delivered:

For a Paper published once a week..... 5 cents per qr. of a year.

Do.	twice	"	.....10	"	"	"
Do.	three times	"	.....15	"	"	"
Do.	six times	"	.....30	"	"	"

If the above rates are prepaid by the Publisher, the Postmaster receiving payment must be careful to have the papers so prepaid, separately put up, and marked, distinctly as prepaid.

When the above rates are not paid in advance, by either the Publisher at the Office of posting, or by the Subscriber at the Office of delivery, the papers are to be charged one cent each on delivery.

6. Canadian Newspapers, addressed from the office of publication to Subscribers in the United Kingdom, the United States, Prince Edward Island or Newfoundland, may be forwarded, on prepayment at the Office in Canada where posted, at the above commuted rates, applicable to such papers within the Dominion.

7. Exchange papers passing between Publishers in Canada, and between Publishers in Canada and Publishers in the United States, Prince Edward Island or Newfoundland, are to pass free—one copy of each paper to each Publisher.

8. Transient Newspapers include all Newspapers posted in Canada, other than *Canada Newspapers*, sent from the Office of publication, and when addressed to any place within the Dominion, to the United Kingdom, to the United States, Prince Edward Island or Newfoundland, must be prepaid *two cents* each by Postage Stamp.

9. Newspapers coming into Canada will be subject to the following charges on delivery:

If from the United Kingdom, by Mail Packet to Quebec, Halifax or Portland—Free on delivery.

By Mails *via* the United States (New York)—Two cents each.

If from the United States, two cents each, to be rated at the Canada Frontier or Exchange Office receiving Mails from the United States.

If from Prince Edward Island or Newfoundland, when received by regular Subscribers in Canada from the office of publication, the ordinary commuted rates applicable to Canada Newspapers.

Transient Papers—two cents each.

10. The Canada postage rates on Newspapers coming from or going to the United Kingdom and United States, will thus be the same as those charged in the United Kingdom and the United States on Newspapers there received from or sent to Canada.

11. Canada News Agents may post to regular subscribers in Canada, British Newspapers *free*, and the United States Newspapers *unpaid*, such papers in the latter case must be duly rated two cents each for collection on delivery.

12. The rate on Printed Papers, Circulars, Prices Current, Hand Bills, Books, Pamphlets, posted in Canada, and addressed to any place in Canada, Prince Edward Island, Newfoundland or United States, will be one cent per ounce, to be prepaid by Postage Stamp; and a like rate will be payable on delivery, when received from the United States, Prince Edward Island or Newfoundland.

13. Periodical Publications when posted in Canada for any place in Canada, Prince Edward Island, Newfoundland or United States, the rate will be one cent per four ounces.

14. A like rate will be payable on delivery in Canada, when received from the United States, Prince Edward Island or Newfoundland.

15. Periodicals weighing less than one ounce per number, when posted in Canada for any place within the Dominion, Prince Edward Island, Newfoundland or the United States, may, when put up singly, pass for one-half cent per number, to be prepaid by postage stamp.

16. As the Postage rates on Periodicals, other than Newspapers, will be payable in advance, and as certain classes of such Periodicals, printed and published in Canada, and sent from the office of publication to regular subscribers, have for some time past been exempted from postage, where exclusively devoted to the education of youth, to temperance, agriculture and science, or for other reasons, it is ordered, that with respect to Periodicals which do now enjoy this privilege of exemption, the exemption shall continue until the expiration of the current year—that is until the 31st December, 1868, and that from the 1st January, 1869, all such special exemptions and privileges shall cease.

17. The rate on *Parcels*, by Parcel Post, will be twelve and a half cents per 8oz., that is to say:—

On a Parcel weighing not exceeding 8oz. .... 12½ cents.

Over 8oz., and not exceeding 1lb ..... 25 "

Over 1lb., and not exceeding 24oz. .... 37½ "

And so on, to the limit of three pounds.

18. On *Book and Newspaper Manuscript* (meaning written articles intended for insertion in a Newspaper or Periodical, and addressed to the Editor or Publisher thereof, for insertion,) *Printers' Proof-sheets*, whether corrected or not, *Maps, Prints, Drawings, Engravings, Music*, whether printed or written, *packages of Seeds, Cuttings, Roots, Scions or Grafts*, and *Botanical Specimens*, the rate will be one cent per ounce, when posted for any place in Canada or the United States, and prepaid by Postage stamp.

19. *Postage Stamps*.—To enable the Public to prepay conveniently by Postage Stamp the foregoing rates, the following denominations of *Postage Stamps for use throughout the Dominion*, have been prepared, and will be supplied to the Postmasters for sale:—

Half cent Stamps, one cent Stamps, two cent Stamps, three cent Stamps, six cent Stamps, twelve and a half cent Stamps, fifteen cent Stamps. All bearing, as a device, the effigy of Her Majesty.

20. The *Postage Stamps* now in use in the several Provinces may be accepted, as at present, in prepayment of Letters, &c., for a reasonable time after the 1st of April; but from and after that date all issues and sales to the public will be of the new denomination.

*Franking and Free Matter*.—The following matter is exempt from *Canadian Postage*:

21. All Letters and other mailable matter addressed to or sent by the Governor of Canada.

22. All Letters or other mailable matter addressed to or sent by any Department of the Government, at the Seat of Government at Ottawa, under such regulations as may from time to time be made by the Governor in Council.

23. All Letters and other mailable matter addressed to or sent by the Speaker or Chief Clerk of the Senate or of the House of Commons, or to or by any Member of either House, at the Seat of

Government, during any Session of Parliament,—or addressed to any of the Members or Officers in this section mentioned at the Seat of Government as aforesaid, during the ten days next before the meeting of Parliament.

24. All public documents and printed papers sent by the Speaker Chief Clerk of the Senate or of the House of Commons to any Member of either House during the recess of Parliament.

25. All papers printed by order of either House sent by Members of either House during the recess of Parliament.

26. Petitions and Addresses to either of the Provincial Legislatures of Ontario, Quebec, New Brunswick and Nova Scotia, or to any branch thereof; and votes, proceedings and other papers, printed by order of any such Legislature, or any branch thereof, during any Session thereof,—provided such petitions and addresses, votes, proceedings and other papers, are sent without covers, or in covers open at the ends or sides, and contain no Letter or written communication to serve the purpose of a Letter.

27. Letters and other mailable matters (except that provided for as above) addressed to or sent by the Provincial Governments or Legislatures of Ontario, Quebec, New Brunswick and Nova Scotia, will be liable to the ordinary rates of Postage.

28. Public documents and printed papers sent under the foregoing clauses should bear, as part of the address, the *bona fide* superscription of the Speaker, Chief Clerk, or officer specially deputed for this purpose to act for those functionaries, or of the Member sending the same.

29. The privilege of free transmission, as above described, has effect only as respects *Canada Postage rates*.

30. No change is made in the Way or Sub-Office system of Nova Scotia and New Brunswick, Quebec or Ontario.

31. No change is made in the Money Order system.

32. A system of Post Office Savings Banks will be instituted on the 1st April, and will be extended as quickly as practicable to all the principal cities, towns and places throughout the Dominion.

## VIII. Educational Intelligence.

— SCHOOL LEGISLATION IN ONTARIO.—The Chief Superintendent has addressed the following letter to the Toronto papers: I observe in your report in this day's paper of the Parliamentary proceedings of yesterday that in reply to a question of Mr. McLeod's, whether the government intended to introduce any measures this session respecting grammar or common schools, the Premier remarked, "that legislation on matters of this description generally proceeded from reports of the Chief Superintendent of Education, and as no report had been submitted on the subject by him, ministers were not prepared to take action in the matter." I beg to remark, that my annual school report for 1866 was sent to Ottawa some months since and printed. The clerk of the printing committee of the House of Commons reserved 800 copies for the members of the several Provincial Legislatures; and I supposed that each member of the Ontario Legislative Assembly had received a copy. I have this day caused a sufficient number of copies for the supply of members to be sent to the Legislative Assembly. I hope it may be satisfactory to all inquiring parties for me to say that, having been permitted by the government to make an educational tour the last year, in some of the neighboring states and several countries of Europe, and having been directed to inquire into the establishment and working of institutions for the deaf and dumb and blind, I trust to be able, in the course of two or three weeks, to lay before government and legislature a special report containing the results of my observations and inquiries. Besides what I may say in regard to institutions for the deaf and dumb and blind, my report will contain short accounts of the systems of public instruction in France, Prussia, Holland and Switzerland, and the elementary school system of Great Britain and Ireland, with references to other states, both of Europe and America, and including an argumentative review of the questions of *compulsory education*, with the actual working of the law on the subject in several European countries, (monarchical and democratic), translated from the last report of the French Minister of Public Instruction. I trust my report on these subjects will be sufficiently brief to be readable, and sufficiently minute to be practical and suggestive. In the conclusion of my report, will be presented such suggestions as I have to offer to the government, legislature and public, for the improvement of our own public school system. To prevent any needless apprehension, I may say at once, that I have no theoretical changes to propose in our school law; that as the result of my observations and reflections, I believe, in our common school

law, we have the advantage of any country or state I have yet visited. But, I believe, in some of the practical details of the working of the law important improvements can be made, especially in the more efficient inspection of schools, and in means to prevent the best teachers from early leaving their profession. The examples of Holland and Switzerland on these and several other subjects, will be very suggestive to us. The system of elementary instruction in the former was established when Holland was the Batavian Republic; that system has survived three revolutions—exists, with slight modifications, yet still non-denominational, after half a century's trial, in its entire integrity—receives small appropriations from the state (which yet oversees everything) and places Holland at the head of popularly educating countries. In some of its largest cities, there is reported not to be a child ten years of age, of sound mind, that cannot read and write. In Switzerland—a country hardly one-twelfth the size of Upper Canada, though with twice our population—there are no less than twenty-five republics, each with its own educational system—presenting, in many instances, very remarkable results—the whole affording an interesting and suggestive study for the educationalist, and even statesman, in a country like our. I do not see any pressing necessity for immediate school legislation. But if it be thought otherwise, I am prepared to offer the government, or submit to any committee of the Legislative Assembly, all the suggestions I have to make to improve some of the details of our school system, and which require the aid of legislative enactment. However, my own impression is, that the more satisfactory and efficient mode of proceeding will be, for the press to discuss (as far as it may think proper) and the country consider the facts and suggestions of my special report until the next session of the legislature, when all parties will be prepared for a (what to me will be a final) revision and consolidation of our whole school system.

— DR. RYERSON'S SPECIAL REPORT ON EDUCATION.—The day before the close of the Session, the Hon. M. C. Cameron, Provincial Secretary, presented to the Legislative Assembly, "a Special Report," from the Rev. Dr. Ryerson, "on the Systems and State of Popular Education, in several countries of Europe and the United States of America; with practical suggestions for the Improvement of Public Instruction in Upper Canada." On the outside of the backs of the report is a summary table of contents, as follows:—"Brief account (with comparative views and practical remarks) of the Systems and State of Popular Education in France, Holland, Belgium, Prussia, Switzerland, Baden, Wurtemberg, Bavaria, Austria, Saxony, Denmark, Norway, Sweden, Ireland, Scotland, England, Massachusetts, Connecticut, New York, Pennsylvania, and Ohio. Practical suggestions for the improvement of Public Instruction in Upper Canada." At the close of his note to Mr. Cameron, transmitting his Special Report, Dr. Ryerson intimates his intention to make a separate Report on Institutions for the Deaf and Dumb and Blind, with suggestions.

HELLMUTH COLLEGE.—The valuable services of the Very Rev. Dean Hellmuth, in connection with the establishment of theological and secular educational institutions in this city, and other works of public benefit, were publicly acknowledged on Friday last, by the formal presentation to the Dean, by the Mayor, in presence of a large number of ladies and prominent citizens, the masters of the college and the students, of a massive piece of silver plate, in the form of a salver, and the deed creating the "Hellmuth scholarship," of the yearly value of \$100. The presentation took place in the large dining-hall of the college, where the address accompanying the testimonial was read by his Worship, Mayor Smith, on behalf of the subscribers, and the presentation formally made. The Dean replied in a feeling manner, reviewing the rise and progress of the college, and the facilities and advantages it possesses for the scholastic training of the youth of the Province, based upon the soundest Christian principles. The knowledge that his efforts in connection with the establishment of this great work were appreciated by the public, and acknowledged in so generous a way, deeply affected the Rev. Dean, as was evident by the touching manner in which he delivered his reply. That the testimonial is fully deserved, there is but one opinion, and the citizens of London, with unanimous accord acknowledge the extraordinary enterprise, energy, and liberality with which the Dean has applied himself to the work of improvement within the city. His first step on arriving here from Quebec, in 1862, was the establishment of Huron College, a theological institution for the preparation of young men desirous of entering the church. As Principal of the College, Dr. Hellmuth was indefatigable in his efforts to advance the welfare of the institution, and sought by all

means in his power to surround it with every facility for the promotion of its special objects. A neat chapel was soon built in close proximity to it, which has proved a great accommodation to the residents in the northern part of the city, who, previous to its erection, had to travel a long distance to reach a place of worship. His active mind next turned in the direction of a secular institution, which should rank as high as any in the Province. To carry out his plans no less a sum than \$80,000 was requisite, and by his own princely munificence, and the aid of friends whom he succeeded in interesting in the enterprise, the amount was speedily raised. The corner stone of the magnificent pile of buildings, now known as "Hellmuth College" (formerly Collegiate Institute) was laid on the 17th of October, 1864, and on the first of September, 1865 the Institute was opened with an able staff of masters, and 93 boys in attendance. The following year the demand for admission necessitated additional accommodation, which was provided, and one hundred and fifty-five scholars entered. Last year the number was one hundred and fifty-nine. There are thirteen masters engaged in the work of tuition—Rev. Arthur Sweetman as head master. The most of them are graduates of Trinity College, Dublin; University of Edinburgh, and Toronto University. As a proof of the efficiency of the course pursued, it may be mentioned that the three pupils sent up to compete in the examination of senior matriculants at University College, Toronto, last September, all obtained "honours," and one the "classical scholarship." Success has therefore in a high degree rewarded the efforts of the Dean in this respect, and the public concede every praise to him for his energy, foresight and liberality in founding so valuable an institution. Early last summer the idea of giving public expression to the admiration felt on all sides for the success of the work he had so spiritedly undertaken, first manifested itself, and in a short time a subscription list was opened and signed by one hundred and seventy gentlemen, representing a sum of \$881.20. The Dean, on receiving intimation of the proposed testimonial, desired that it should take the form of a scholarship, to be added to the four already offered for competition. This request was complied with, and a portion of the subscriptions, sufficient to return \$100 annually, was invested with that object; the balance of the fund was expended in a solid silver salver, from the establishment of J. G. Joseph, Toronto, with the following inscription neatly engraved upon it:—"Presented with the deed creating the 'Hellmuth Scholarship,' of the yearly value of one hundred dollars in Hellmuth College, for the benefit of the pupils, to the Rev. Isaac Hellmuth, D.D., Dean of Huron, by the inhabitants of London and others, as a testimonial of their appreciation of his labour in founding the College, and of the benefit promised the youth of Canada from its teachings. This salver is also to evidence the esteem and respect of the donors for Dr. Hellmuth, and to record the fact that their offering took its shape for the benefit of the pupils at his own request. London, Ontario, March, 1868." Before the interesting proceedings at the College were brought to a close, the head master, Rev. A. Sweetman, announced that a holiday would be granted on Monday, in commemoration of the change of the name of the College.

TOSSORONTO—TOWNSHIP EXAMINATION.—On the 20th of December last another Township Examination was held in Tossoronto. There were present sixty children, a considerable numbers of parents, Ladies and others—all, evidently, deeply interested in the important and hopeful work of the day. The Examination was principally conducted by the L. Superintendent and the three Clergymen, Mr. McLeary, Mr. Addison, and Mr. Hislop, acted as judges. They thus occupied a responsible position; and one which is capable of being turned to a *bad*, as well as a *good* account, and they spared no efforts that the *former* might be shunned, and the *latter* secured. Their work embraced all the subjects taught during 1867, in the different schools represented—extending from the first of the First Book, to Mathematics and Equations in Algebra, and continued from 10 a.m. till 9 p.m.; and about one hundred valuable prizes were distributed—some carried away several, and few none. We regard the general distribution of Books as very desirable; and feel confident, that, when we secure it, we have obtained a serviceable object. It was the experience of the Examiners, Judges, Candidates, and Spectators, that the work done then and there, in ten hours, was too much in one day. In addition to the amount of labour performed, all were so crowded, and some sometimes so puzzled—in one case it was impossible to decide who were entitled to prizes, so all were treated as equally deserving—that it was very wearisome. But there was at hand, for both body and mind, ready and acceptable relief, which was thankfully and vig-

ously enjoyed; and not the less gratefully in that it was quite unexpected it consisted of a very reasonable and welcome entertainment, provided by the kind and liberal hospitality of Mr. and Mrs. Shephard. They did more than their share of the days work, and well too—they merited the first prize. Every one who is practically acquainted with the important work of Examinations and distribution of prizes, knows well how difficult a thing it is to make them really useful, which cannot be done without securing general satisfaction. What formidable, and stubborn, and destructive obstacles, are sometimes thrown in the way, by those who would be chiefly benefitted by their removal or absence: as, for instance, when little children, who know no better, are influenced and encouraged by blind and selfish fathers, and mothers, and others, who would very reasonably be expected to have some sense and prudence, and to show the same, bitterly and loudly complain, that they did not get justice—when perhaps they get too much—and thus scatter serious charges against Examiners and Judges. Such conduct, presents, not only some hinderance to the advancement of important work—and when there is much need of its benefits, but also a strange and inconsistent sight. Individuals frowning and angry, at ignorance and partiality, representing them as objects of hatred, shame, and disgrace, and discovering them with their pure and eagle-sighted eye, when they do not exist, and there is no place for them, and wonderful to relate! with all their hatred towards such, they cherish them in their hearts, feed them from their lips and diligently sustain them by their hands, and many other means; and with all their apparent keenness of sense and sight, they are perfectly blind, when their hideous forms, deadly movements, and withering breathing, might be painfully discerned by a little true perception. They surpass the most powerful telescope, as they can bring to view what does not exist; and they are like it, in that they cannot discern themselves. These detestable objects are so near that they cannot get at them; and they are so sensible of their existence, somewhere, that they must ascribe them to others. I think it may be safely stated that our last Examination was but slightly hindered, and darkened, and tainted, and poisoned by such; and we trust the day is not far distant when the children of this Township—we should say the parents: for they do the mischief and can prevent it—will feel confident, and with reason, that their Examiners and Judges are competent and honorable; and that all, whether their expectations be reasonable or unreasonable, disappointed or realized, will return cheerfully to their homes, and to their school rooms, with increased efforts, and renewed vigor and success. Before leaving it was publicly expressed that it was the unanimous impression, that the days work was both satisfactory and profitable—that the continuation of Township Examinations and prizes are very desirable, and that they are the means of securing benefits which cannot be otherwise attained. Parents and Trustees who are truly interested in their Schools, and are capable of observing and do it, cannot fail to notice, and not unfrequently with deep regret, that if the important work of our C. S. Teachers were in one respect like that of the husbandman's servant, labouring in the field—visible—and who cannot have the "face" to affirm boastfully that he ploughed or sowed or harrowed ten ridges, when only two; that he did it well when only half finished; or that he was hindered by stumps and roots and stones and rocks, when there is not even one of either in sight; then School Examination prizes would not be as profitable and necessary as they are now. There is no doubt but some teachers do their work as faithfully as if its quantity and quality could be accurately ascertained at any time by any one, but unfortunately these are exceptions—some who, if there is no probability of detection, will do comparatively nothing but secure firmly the promised pay; while the promised work is neglected. Some of such cannot surely be so hopeless, that the certainty of their *fraud* being brought to light—which School Examinations are well fitted to do—will fail to urge them to some faithfulness—besides the worthy teacher will be encouraged. There is thus a two-fold advantage. If parents should see well to it, that their work in the field is done properly, how much more should they see to it, that their work be done properly within the school room, especially as it is so apt to be neglected and improperly done. Let Township Examinations be carried on prudently with such improvements, as time, experience, and circumstances will suggest, and the noble cause of education will be advanced. The parting moment arrives. Children, parents, friends and all, notwithstanding the late hour, a crowded house, and a busy day, leave cheerfully and well they may. In addition to the past benefits of this Examination, they have encouragements and stimulants on their minds, and rich treasures in their hands. These, on the part of some, were presented with

the hope that the treasures might be sought and found, and save many from ignorance, weakness, poverty and misery, and impart knowledge power, wealth and happiness. Rosemount, 4th March, 1868.—*Com.*

— COLONIAL CHURCH AND SCHOOL SOCIETY.—At the annual meeting of this society held in Montreal, on Thursday evening, the Rev. Canon Bancroft took the chair. The report among other things stated the gratification of the Committee in observing the increased interest in education, especially education in the back woods; and they have been anxious to aid such localities, as far as possible, without crippling other parts of their work. Mr. W. P. Johnston's donation had enabled the committee to open two schools in the Upper Ottawa, requiring external assistance—whilst the efficient working of the model schools has been in no degree impaired. The committee are watching the action of the local government on education, without misgivings, as they have found that such men as the Honorables Messrs. Chauveau and Cartier were desirous of dealing fairly with the Protestant minority and they know that the minority have a firm and able friend in the Hon. C. Dunkin.

## IX. Departmental Notices.

### ERRATA.

1. *Provincial Certificates.*—The certificates, Nos. 1645 to 1657, granted at the close of the 29th Session of the Normal School, were of the Second Class, *Grade B.*, not *Grade A.*, as printed in our January number.

2. *Gilchrist Scholarship.*—The Examination for the Gilchrist Scholarship will take place on the *last Monday in June* instead of the *first Monday*, as stated in the Circular published in the *Journal of Education* for last month.

### CIRCULAR TO TEACHERS' ASSOCIATIONS.

TORONTO, March 4th 1868.

[We cordially commend the following circular to the attention of the various Teachers' Associations throughout Ontario.—ED. JOURNAL.]

SIR,

The "Teachers' Association of Ontario," at its last meeting, passed the following resolution:

"That in view of the great services rendered to the cause of education by the late lamented Head Master of the Normal School, T. J. ROBERTSON, Esq., M.A., it is the opinion of this Convention, that some public recognition of his valuable labors should be made, and that for carrying out such a purpose the following gentlemen be the committee appointed:—Rev. Dr. McCaul, *Chairman*: Dr. Sangster, Head Master Normal School, *Treasurer*; Dr. Carlyle and Mr. McAllister, *Secretaries*; with Rev. Dr. Ryerson, Rev. Dr. Jennings, Rev. Dr. Wickson, Very Rev. H. J. Grasett, and J. George Hodgins, Esq."

At a meeting of this Committee it was unanimously agreed that the most suitable recognition of the late Mr. Robertson's services, would be a Portrait, to be placed in the Normal School, the scene of his late labours, and a Memorial, in stone or marble, to be erected at his grave.

Permit us to request that you will bring the subject before the Association of which you are President, and urge that the necessary steps be taken for collecting subscriptions and transmitting the same to the Treasurer, Dr. Sangster, Head Master, Normal School.

As it is believed that a very large number will be desirous of participating in this tribute of respect and regret for the late Mr. Robertson, the subscription has been limited to One Dollar.

The Committee trusts that your Association will give their aid in carrying out the adopted plan, and by a prompt response to the call, enable it to complete the work before the next Annual Meeting of the "Teachers' Association of Ontario."

We beg to enclose herewith a Subscription List, which you



will be kind enough to send to the Treasurer as soon as you have finished your Collections.

We have the honour to be, Sir, your obedient Servants,  
 JAMES CARLYLE, M.D., } Secretaries.  
 S. McALLISTER, }

JOHN McCAUL, LL.D.,  
 Chairman.

### SUNDAY SCHOOL BOOKS AND REQUISITES.

Application having been frequently made to the Department for the supply from its Depository of Sunday School Library and Prize Books, Maps and other requisites, it is deemed advisable to insert the following information on the subject.

1. The Department has no authority to grant the one hundred per cent. upon any remittance for Library or Prize Books, Maps or Requisites, except on such as are received from Municipal or Public School Corporations in Upper Canada. — Books, Maps and other Requisites suitable for Sunday Schools, or for Library or other similar Associations, can however, on receipt of the necessary amount, be supplied from the Depository at the net prices, that is about twenty-five or thirty per cent. less than the usual current retail prices.

2. The admirable books published in England by the Society for Promoting Christian Knowledge, and by the London Religious Tract Society, are furnished from the Societies' catalogues at currency for sterling prices (i. e. a shilling sterling book is furnished for twenty cents Canadian currency, and so on in proportion.) These two catalogues will, as far as possible, be furnished to parties applying for them. Books suitable for Sunday Schools are received from the other large religious societies, Presbyterian and Methodist, and from the various extensive publishers in Britain and the United States, but the list would be too extensive to publish separately.

3. On receiving the necessary instructions, a suitable selection can be made at the Department, subject to the approval of the parties sending the order. Any books, maps, &c, not desired, which may be sent from the Depository, will be exchanged for others, if returned promptly and in good order.

### COMMON SCHOOL MANUAL FOR UPPER CANADA.

A copy of the last edition of the Common School Manual for Upper Canada, is supplied gratuitously to all new School Sections in Upper Canada. To other Sections the price is thirty-five (35) cents, inclusive of postage, which is now payable in advance.

All Local Superintendents retiring from office, are required by law to hand over to their successors the copies of the School Manual furnished to them by the Department, and all other official school documents in their possession. Extra copies of the Local Superintendent's Manual can be furnished for fifty (50) cents, including postage.

### SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department.

### GRAMMAR SCHOOL REGISTERS.

A new edition of the Grammar School Register is now ready for distribution. Copies of it (and of the Common School Register) will be sent to county clerks on their application—from whom Grammar School Trustees can obtain them.

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

The Chief Superintendent will add one hundred per cent, to any sum or sums, not less than five dollars, transmitted to the

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

☞ Catalogues and forms of Application furnished to School authorities on their application.

\*. \*If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN five dollars additional for each class of books, &c., with the proper forms of application for each class.

☞ The one hundred per cent. will not be allowed on any sum less than five dollars. Text books cannot be furnished on the terms mentioned above; they must be paid for at the net catalogue prices.

### FOUR KINDS OF LIBRARIES WHICH MAY BE ESTABLISHED UNDER THE DEPARTMENTAL REGULATIONS.

Under the regulations of the Department, each County Council can establish four classes of libraries in their Municipality, as follows. City, Town, Village, and Township Councils can establish the first three classes, and school trustees either of the first and third classes.

1. An ordinary *Common School Library* in each school house for the use of the children and rate payers.

2. A *General Public Lending Library*, available to all the rate payers of the Municipality.

3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone.

4. A Library in any *Public Institution*, under control of the Municipality, for the use of the inmates, or in the *County Jail* for the use of the prisoners.

We cannot too strongly urge upon School Trustees the importance and even necessity of providing, (especially during the autumn and winter months,) suitable reading books for the pupils in their school, either as prizes or in libraries. Having given the pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

### NEW POSTAGE STAMPS.

We direct attention to the article on the *New Postage Law and the Educational Department*, page 48. In future none but Postage Stamps of the present legal denominations can be received in letters, (in sums less than a dollar,) at the Educational Department.

### CONFEDERATION MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; showing at one view (without any dividing boundaries,) the Provinces embraced in the proposed new Dominion of Canada, &c., with a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and lately published under the supervision of the Educational Department for Upper Canada. Price \$6.

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

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

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