

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

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

JOURNAL OF



EDUCATION,

Upper

Canada.

VOL. XIX.

TORONTO: JULY, 1866.

No. 7.

CONTENTS OF THIS NUMBER:

	PAGE
I. PAPERS ON PRACTICAL EDUCATION—(1) Learning by Rote. (2) The Teacher's Preparation for Conducting Recitations. (3) Habit of Excitation. (4) Sleep that Boy	97
II. PAPERS ON SCIENTIFIC SUBJECTS—(1) Greenwich Observatory (2) Meteorological Station, Lake Winnipeg. (3) Abstract of Monthly Meteorological Results	99
III. PAPERS ON FEMALE EDUCATION—(1) Female Education in Germany. (2) Education of Girls in the Sandwich Islands. (3) Industrial Employment of Girls in France	101
IV. FRENCH AND ENGLISH STATISTICS—(1) The French Census. (2) Curiosities of French State Statistics. (3) Statistics of French Colonies. (4) Statistics of Railways in France. (5) The French Post Office (6) English Official Salaries and Allowances	101
V. PAPERS ON LITERARY SUBJECTS—(1) Origin of the "Marseillaise." (2) Dios Ives (3) Books in Olden Times. (4) Everybody's W's (5) Printer's Mistakes. (6) Public Men and the Press of the Provinces	102
VI. MISCELLANEOUS—(1) Father, Take my Hand. (2) The Queen and Mr. Peabody (3) George Peabody—The Record of a Noble Life. (4) The Empress Eugenie and an Artist's Widow. (5) An Anecdote of the Empress Eugenie. (6) Napoleon and the Flower Girl. (7) The Canadian Flag	104
VII. BIOGRAPHICAL SKETCHES—No. 38. Thomas Scott, Esq. No. 39. General Cass. No. 40. Prince Paul Esterhazy. No. 41. The Marquis of Lansdowne. K.G	108
VIII. SHORT CRITICAL NOTICES OF BOOKS	107
IX. EDUCATIONAL INTELLIGENCE	107
X. DEPARTMENTAL NOTICES	111

I. Papers on Practical Education.

1. LEARNING BY ROTE.

[We have here thrown together some extracts on the evil effects of "cramming," on the brain and nervous system of children—an old subject, but one on which there is still unhappily but too much need to repeat the lesson. The first extract is from the "Chapters in Physiology" of that eminent London physician and man of science Sir Henry Holland; the second from a very able paper on the physical influence of certain methods of teaching, in the English Social Science Transactions for 1857, by Surgeon R. B. Carter; the third, from the able work of Mr. Bain on the Senses and the Intellect.]

The whole art of education as respects the memory consists in regulating the reception of first impressions, so as to give them firmest hold on the mind; and in furnishing methods by which the power of recollection in dependence on the will may be best guided and maintained. But, though thus simple in its outline, the education of the memory is in reality rendered a very difficult problem by the numerous natural diversities already mentioned, and one much less capable of being determined by general rules than is commonly believed. There are, however, various points in which its efficiency may be greatly increased by experience and good sense directed toward the result. And these are precisely the instances where physiology and medical knowledge afford suggestions of much value with reference both to particular cases and to the more general methods employed.

Upon this topic, however, I cannot enter beyond one remark which bears directly on the subject before us. This is the fact well attested by experience, that the memory may be seriously, sometimes lastingly injured by pressing upon it too hardily and continuously in early life. Whatever theory we hold as to this great function of our nature, it is certain that its powers are only gradually developed, and that if forced into premature exercise they are impaired by the effort. This is a maxim indeed of general import, applying to the condition and culture of every faculty of body and mind; but singularly to the one we are now considering, which forms in one sense the foundation of our intellectual life. A regulated exercise, short of actual fatigue, enlarges its capacity both as to reception and retention, and gives promptitude as well as clearness to its action. But we are bound to refrain from goading it by constant and laborious efforts in early life, and before the instrument has been strengthened to its work, or it decays on our hands. We lose its present power and often enfeeble it for all future use.

Even when by technical contrivances the youthful memory has been crowded by facts and figures, injury is often done thereby to the growth of that higher part of the faculty which recollects and combines its materials for intellectual purposes. And this is especially true when the subjects pressed on the mind are those not naturally congenial to it,—a distinction very real in itself, and partially recognized by all, yet often unduly neglected in our systems of education. The necessity must be admitted in practice of adopting certain average rules under which the majority of cases may be included. But special instances are ever before us where the mind by its constitution is so unfitted for particular objects that the attempt to force the memory or other faculties upon them is not merely fruitless but hazardous in result. It is tersely said by Hippocrates, *Φυσίως ἀντιπρατούσης, κίενα πάντα**—a maxim requiring some qualification, yet never to be disregarded in our dealings either with the mental or bodily condition of man. . . . In the course of my practice, I have seen some striking and melancholy instances of the exhaustion of the youthful mind by this over exercise of its faculties. In two of these unattended with paralytic affection or other obvious bodily disorder than a certain sluggishness in the natural functions, the torpor of mind approached almost to imbecility. Yet here there had before been acute intellect with great sensibility; but these qualities

* When nature opposes, our labor is lost.

had been forced by emulation into excess of exercise without due intervals of respite and with habitual deficiency of sleep. Of the importance of the latter point I have spoken in a preceding chapter.—*Sir H. Holland.*

The pupil whose intellect has been aroused cannot help striving to understand, partially at least, what he hears or learns, and cannot fasten his attention upon sounds that are unintelligible to him. The pupil whose intellect has slumbered while his senses have been active remembers sounds with facility and is content to attach no meaning to them. He substitutes the appearance of knowledge for the reality—the sign for the thing signified—words for ideas—answers for information. His verbal knowledge is often so accurate as to prevent the slightest suspicion of the utter mental darkness that it veils. At a school examination he is asked (say) to enumerate the properties of iron; and he has malleability, fusibility, ductility, and so forth at his fingers' ends. Some one possibly, doubtful of the depth of his attainments, may ask what he means by a "property," but the reply that it is a quality will seldom fail to satisfy the querist. Few would suspect what is certainly often the case, namely, that none of these words represent or have ever represented any glimmering of knowledge, any sort of intellectual idea. The children who repeat them often not only do not understand or wish to understand them, but positively do not know that they can be understood; remembering and imitating what they have heard just as a little savage would the cry of a wild animal or the call of a bird to its mate.

The effect produced upon the pupils by this sensational learning may be briefly regarded in a twofold manner. In the first place the period of school life is wasted partially or wholly according to the degree of the evil. In the second the mind is absolutely weakened. The sensorium which might be left to nature is called into activity; and the intellect which should be cultivated by art is left dormant. The child is trained towards the mental state suited to savagism, instead of that required by civilization; and in a greater or less degree the kind of mental weakness observed in the savage is the result. It would be difficult to devise a process which should predispose more powerfully than this to mental alienation under the trials of life; and I believe that the prevalence and the increase of insanity are due in great measure to the faultiness of common methods of instruction.

The cause chiefly concerned in the production of sensational learning is perhaps the absolute non-recognition by schoolmasters of the frequency or even the possibility, to say nothing of the undesirableness, of this distinct form of mental activity. Physiology has not long revealed the fact, and the fact has never been brought under their attention. In ignorance of it they take the children of the poor and stimulate their sense-perceptions, heedless of the faculties that lie dormant beneath. Or they take the children of the better classes in whom favorable domestic circumstances have produced some degree of intellectual life, and this they crush under an excess of tasks. The lessons are too long, or too difficult, or too numerous—the growing mind gives up in despair, and delegates its work to the sensorium. The pupil, in perpetual disgrace as long as his learning was retarded by efforts to comprehend, reaches the head of his class as soon as he surrenders himself to the guidance of sound. The master rejoices over a pattern boy produced from a dunce; the physiologist would mourn over a possible philosopher extinguished at school.

The remedy, theoretically speaking, must be sought in a distinct recognition of the fact that the purposive excitation of the higher faculties of the mind should be the first step in education, as it forms the only foundation upon which an enduring superstructure can be laid. When this first step has been made at home the duty of the schoolmaster is easy: it being chiefly necessary to arrange that the lessons should stimulate but not outstrip or baffle the comprehension. When the first step has been wholly neglected, as is too often the case with children attending elementary schools, the duty of the master is very difficult, requiring that he should exercise his pupils in the rudiments of thinking, comparing, judging,—that he should use lessons as instruments for piercing through their sense-perceptions so as to reach minds already rendered sluggish by neglect. Practically this result is obtained at present in some of the best elementary schools, (seldom or never, I fear, through a clear knowledge of what to strive for,) but by reason of the animation and liveliness of the master, or of his quick and ready sympathy with the children, intuitively prompting him to the use of words which appeal to their intelligence. Where this is the case we commonly see that the parents appreciate the improvement of their children, and are induced to make self-denying efforts to keep them longer at school. In inferior schools, where sensational teaching prevails, I suspect not only that the children do not receive the smallest benefit, but that their parents and themselves feel that they do not; and that this is at least one among the

causes of their early removal. Under a better system, even if the work of the master were prematurely stopped, the pupil would still carry away a capacity for self-education and a possibility of deriving pleasure from the attempt.—*R. B. Carter.*

The system of *cramping* is a scheme for making temporary acquisitions regardless of the endurance of them. Excitable brains that can command a very great concentration of force upon a subject, will be proportionably impressed for the time being. By drawing upon the strength of the future we are able to fix temporarily a great variety of impressions during the exaltation of cerebral power that the excitement gives. The occasion past, the brain must lie idle for a corresponding length of time while a large portion of the excited impressions will gradually perish away. This system is extremely unfavorable to permanent acquisitions; for these the force of the brain should be carefully husbanded and temperately drawn upon. Every period of undue excitement and feverish susceptibility is a time of great waste for the plastic energy of the mind on the whole.—*Bain.—Massachusetts Teacher.*

2. THE TEACHER'S PREPARATION FOR CONDUCTING RECITATIONS.

Why should the teacher make special preparation for conducting each recitation? What should such special preparation include? Why should it include the method of conducting the recitation? Why should the teacher's knowledge go beyond the text-book used by his class? To what extent should the teacher use a text-book in hearing a lesson? What directions can you give respecting the assigning of lessons?—*Questions on the Theory and Practice of Teaching.*

The recitation is largely the measure of the teacher's success. Skill here insures success in every direction, while a failure here is a failure throughout. Prompt, thorough and inspiring recitations create in the pupil a love for study, secure vigorous application, and promote good order. If, on the contrary, the test to which the pupil is subjected in the recitation, be haphazard, superficial, and lifeless, his preparation will be quite sure to have the same characteristics. In other words, the study of the pupil, both in extent and thoroughness, will not rise, as a general rule, above the requirements of the recitation. It is, therefore, of the highest importance that the teacher come before his classes prepared to do his work skilfully; and this preparation must extend to every recitation and to every exercise. The teacher's preparation must be as wide as his duties. He can not afford to fail anywhere, and without careful preparation he is almost sure to fail somewhere.

The teacher's preparation for the duties of the recitation should include:

1. *A familiar acquaintance with the subject matter of the lesson.* He should have the whole subject in his mind, not in dim and shadowy outline, but in bold relief, with every essential fact and principle clear and distinct. His knowledge of the subject he teaches must be systematic, fresh, ready—at hand. In the presence of his class, he has no opportunity to recall the half-forgotten results of past study, or to pursue some new idea or casual inquiry to see whether it be substance or shadow. Every power and energy of his mind are required to search through the minds of his pupils; to test the results of their study; to arouse a dormant faculty here and to energize a feeble power there; and so to order the entire work of the recitation that the pupil's knowledge may be clarified, his impressions deepened, and his view of the subject as a whole made more distinct and permanent. All this requires special previous preparation—a preparation wider than the particular text-books used by the class, a mastery, indeed, of the subject in its entirety.

2. But the teacher must also be familiar with the particular text-book studied by his pupils, otherwise he will not be able to test thoroughly their study—a matter of vital importance. Few of the text-books used in our schools are designed to be exhaustive. They present only an outline of the several subjects of which they treat, with such details as, in the judgment of the author, are most important. This outline and these details, few or many, constitute the basis of the pupil's preparation. Clearly, before the teacher can test efficiently the pupil's mastery of the subject as thus unfolded, he must himself be as familiar with the author's treatment of it as he desires the pupil to be. He must not only know what facts are presented, but the order in which they are presented. Such an acquaintance with the text-book will enable the teacher to select and arrange his questions or topics so as to cover completely the lesson assigned, and to detect any remissness in study or failure of comprehension on the part of the pupil. All this should be done without a slavish use of the text-book. In conducting recitations in reading and spelling, the teacher may be obliged to use the book. The use of the book may also be justifiable in assigning problems in mental and written arithmetic. There are, however, few practices common among teachers more pernicious than the use of printed questions in catechising classes. It reduces the teacher to a sort of machine, places an obstruction at every outlet of the soul, represses

all enthusiasm, and renders the recitation mechanical and lifeless. A reference to the text to determine the correctness of the answers given by pupils, is an evidence of incompetency too palpable to be justified. It may be accepted by the young teacher as a guiding maxim, that the *minimum* of his dependence upon the text-book in conducting recitations will be the *maximum* of his success. He should aim to come before his classes with a *free eye*.

3. The teacher's preparation should also include the *method of conducting the recitation*. Other things being equal, the better the method, the better will be the results attained. "In what manner can I test the study of my pupils most thoroughly?" "How can I secure the highest possible amount of mental effort from each pupil, during the recitation?" "How can I best teach this principle?" "What new illustration can I use?" "In what respects should my general method be modified in hearing this particular lesson?" These are some of the inquiries which daily spring up in the mind of the earnest, progressive teacher. He is not satisfied to repeat the blunders and failures of yesterday without an effort to avoid them. Every day renews the struggle for the attainment of truer results. Under the inspiration of an unattained but not unattainable ideal, his entire work is subjected to close scrutiny. The educational principles which underlie his methods are searched out and examined into. One guiding maxim after another is accepted and acted upon. Nor does he overlook those details which make up what may be termed the mechanism of his school. The best mode of calling out and dismissing classes; the best mode of calling upon pupils to recite; the best position for them to assume when reciting;—these and other inquiries receive careful attention, with a consequent increase of skill and success.

4. In order that the pupil's preparation may be thorough, *each lesson should be properly assigned*—a matter too often neglected. In the proper assignment of lessons there are three things to be considered: the capability of the class; the time available for study; and the nature of the lesson. To assign lessons frequently which are beyond the *pupils'* ability to master, is sure to break down the spirit of study in any school. Before assigning a lesson a teacher should make himself familiar with its difficulties, so that he may be able to estimate both the amount and degree of mental effort necessary for its preparation. The lesson should be assigned definitely, and the requirements of the recitation should be clearly stated. Whenever the lesson contains anything that is difficult or specially important, the attention of the class may be called to the same; but, as a general rule, no explanation of difficulties should be given until the pupils have attempted their mastery. Prior explanations take from the pupil the necessity of earnest study, and destroy that manly independence which is the very soul of study. It is the teacher's office to guide and stimulate, but the pupil must himself wrestle with the difficulties which confront him. The teacher may point out the best path, but the pupil must do the climbing. The practice, common in some of our schools, of explaining in advance every rule or process in arithmetic, is pernicious. It reduces the pupil to a mere figuring machine. We here refer more specially to the assignment of lessons to advanced classes.

It may be added for the encouragement of young teachers, that the faithful preparation for the duties of the recitation, above indicated, will lighten the burden of school government, lessen the fret and wear of teaching, keep the mind fresh and vigorous, and promote good health. Try it.—*Ohio Educational Monthly*.

3. HABIT OF EXAGGERATION.

"I will skin you alive if you do that again," exclaimed a mother to a naughty child. It was a sort of hyperbolic expression that has crept into frequent use, with a multitude of other expressions of similar character. She did not mean that she would proceed to flay the little one as butchers would a calf or lamb. The execution of her threat would fill her own soul with excessive horror. She would not have strength to make much progress in the very barbarous work of skinning her child alive. It would not be motherly.

"I will whip you within an inch of your life," said a father to an erring son. This would be a terrible whipping indeed. Coming so near to death's door with the rod would be revolting. But he did not mean this. He only meant that he would administer a very severe chastisement. No one would be more careful than he not to jeopardize the life of his son. His expression was only a form of exaggeration which society seems to tolerate.

How many precisely such speeches are made in every circle. "It was done as quick as lightning." "He is as slow as a snail." "It is as hot as an oven." "It is as cold as Greenland." There is no end to such expressions. And they indicate that the habit of exaggeration is very strong in the human family. Human nature seems inclined "to stretch the truth." That is the reason that such strange stories are told, often becoming magnified to such an extent after having passed through several hands. "A story loses nothing by travelling," is an old saying. It usually grows like a ball of snow

which school-fellows roll. Every tongue that repeats it gives it an additional turning over, by which it accumulates. Yet none mean to exaggerate.

It is a fault, however, is it not? May it not be a sin? It is certainly deceptive to tell a child that you will skin him alive, when you have no idea of perpetrating the infernal deed. Should we not talk as we mean? Let your yea be yea and nay nay. At least, this should be done to children.—*Home Monthly*.

4. STOP THAT BOY,

A cigar in his mouth, a swagger in his walk, impudence in his face, a care-for-nothing in his manner. Judge from his demeanor, he is older than his father. wiser than his teacher, more honored than the President of the Board of Trustees for the town, higher than the Governor. Stop him; he is too fast; he can't see himself as others see him; he don't know his speed. Stop him, ere tobacco ruins his nerves; ere pride ruins his character, ere the loafer masters the man, ere good ambition and manly strength give way to low pursuits and brutish aims. Stop such boys. They are legion, they are the shame of families, the disgrace of their town, the sad and solemn reproach of themselves.

II. Papers on Scientific Subjects.

1. GREENWICH OBSERVATORY.

Decidedly one of the most interesting places in England, is the famous observatory at Greenwich. It was built by Charles II. in order to remove a great drawback under which navigators labored. The commerce of England was coming into an important position, and it was necessary that navigators should have some means of finding their longitude at sea, independent of watches or clocks; and a reward was offered to any one who should discover a method by which this result might be obtained. The plan proposed, was that the angular distance of the moon from certain stars should be calculated beforehand, and published, so that, for example, it might be stated, that, at ten minutes and five seconds past nine on such a day, the moon should be distant from Mars forty degrees. If, from a ship in the middle of the Atlantic, Mars and the moon were found to be forty degrees apart, then it would be known that the time in England was ten minutes and five seconds past nine. This method was a good one, but, in consequence of the want of accuracy as regards the moon's motions, and the exact positions of the stars, it could not be practically carried out.

Under these circumstances, Charles II. decided that a national observatory should be built, and an astronomer appointed; and a site was at once selected for the building. Wren, the architect, selected Greenwich Park as the most suitable locality, because from thence, vessels passing up and down the Thames, might see the time signals, and also, because there was a commanding view north and south from the hill selected for the site. The observatory was completed in 1676, and Flamsteed installed in it as the chief astronomer. He at once commenced his labors, and continued them for thirty years, when he was succeeded by Halley; and, up to the present day, Greenwich Observatory has been the headquarters for astronomical observations in that country.

The work carried on at Greenwich is entirely practical, and consists in forming a catalogue of stars and planets, and so watching them that every change in their movements is at once discovered. So perfect has this work become, and so accurately have the movements of the principal stars been determined, that the *Nautical Almanac*—the English official guide on these subjects—is published four years in advance. On the exterior wall of the observatory, there is a large electric clock, which, being placed in "contact" with the various other clocks in the observatory, indicates the exact Greenwich time. The face of this clock shows twenty-four hours. To the left of this clock are the English standards of measurement of distance.

2. METEOROLOGICAL STATION, LAKE WINNEPEG.

We are happy to state, that arrangements have been made for the establishment of a Meteorological Station near Fort Garry, in connection with the Educational Department for Upper Canada. Dr. Schultz, a graduate of Victoria University, who resides in that region, has recently supplied himself, at his own expense, with a set of the meteorological instruments specially imported for our stations, and has undertaken to perform the routine of duty prescribed under the authority of the Grammar School Law, and for which he will receive the usual remuneration. We have no doubt that he will prove to be a valuable accession to the staff of observers, and that the results of his communications from the far North West will be of great interest and importance.

3. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the Stations for MAY, 1896.

OBSERVERS.—Barrie—Rev. W. F. Checkley, B.A.; Belleville—A. Bardon, Esq.; Cornwall—Rev. H. W. Davies, B.D.; Hamilton—A. Massallum, Esq., B.A.; Pembroke—Alfred McClatchie, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. G. Mulholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.

Table with columns: STATIONS, ELEVATION, North Latitude, West Longitude, Barometer at temperature of 32° Fahrenheit, HIGHEST, LOWEST, RANGE, MONTHLY MEANS, DAILY RANGE, HIGH EST., LOWEST, WARMEST DAY, COLD EST DAY, Tension of Vapour, MONTHLY MEANS.

Approximation. * On Lake Simcoe. † On Lake Ontario (Bay of Quinte). ‡ On the St. Lawrence. § On Lake Ontario. ¶ Near Lake Erie.

Table with columns: STATION, Humidity of Air, WINDS, SURFACE CURRENT, MOTION OF CLOUDS, RAIN, AURORAS, WINDS, SURFACE CURRENT, MOTION OF CLOUDS, RAIN, AURORAS.

Velocity is estimated, 9 denoting calm or light air; 10 denoting very heavy hurricane.

Barrie.—Slight snow from 6 to 8 p.m. on 2nd. Hard frost on 1st and 17th; slight frost on 2nd, 4th, 5th, 7th, 8th, 10th, 14th, 15th. On 20th (Sunday) thunder and lightning, with hail and rain; maximum thermometer on this day 83.5. On 27th (Sunday) barometer 28.606 at 1 p.m.; not in table, as most observers omit Sundays. Belleville.—On 20th thunder and lightning, with rain, about 8 p.m. for 15 or 30 minutes; rain .088 inches. High winds from W 21st to 24th, especially the last day. On 25th strong gale from S. The observer does not report frost or snow. Cornwall.—Flurry of snow at night on 2nd—3rd. Frost on 7th, 14th, 15th. Storm of hail on 28th. Hamilton.—On 19th, high gusts of wind with few drops of rain, 6 p.m. On 12th, lightning at 7 p.m. in SW; rain in night. On 17th, white frost. On 20th high wind, 2 to 4 p.m., then a few claps of thunder followed by rain from SW; and on 21st high gale from same quarter. Fogs on 24th, 25th, 26th. Storm of wind SW on 30th. The

III. Papers on Female Education.

I. FEMALE EDUCATION IN GERMANY.

A French traveller has given the result of his extensive observations in Germany, in regard to the practical education of German females. The plan is somewhat novel and original; but its benefits, in view of the many contingencies of life, cannot be denied. How much better it is for the youth of both sexes to be educated competent to discharge the responsibilities they must sooner or later assume in life, than to grow up altogether unfitted for any station which involves industry and thrift! The German routine of domestic education is worthy of the consideration of thoughtful and prudent parents. And if the example of high birth is of any value, the following instances afford illustration where both the rich and the noble know how to condescend to be useful:—

“The culinary art forms a part of the education of women in Germany. The well-to-do tradesman, like the mechanic, takes pride in seeing his daughters good housekeepers. To effect his object, the girl, on leaving school, which she does when about fourteen years of age, goes through the ceremony of confirmation, and is then placed by her parents with a country clergyman, or in a large family, where she remains for one or two years, filling what may almost be termed the post of servant, and doing the work of one. This is looked upon as an apprenticeship to domestic economy. She differs from a servant, however, in this—she receives no wages. On the contrary, her parents often pay for the care taken of her, as well as for her clothing. This is the first step in her education of housekeeper. She next passes, on the same conditions, into the kitchen of a rich private family, or in that of some hotel of good repute. Here she has control of the expenditure, and of the servants employed in it, and assists personally in the cooking, but is always addressed as *Fraulein*, or *Miss*, and is treated by the family with deference and consideration. Many daughters of rich families receive a similar training, with this difference, however, that they receive it in a princely mansion, or a royal residence. There is a reigning queen in Germany at the present moment, who was trained in this way. Consequently, the women in Germany are perfect models of order and economy. The richest lady, as well as the poorest woman, is well acquainted with the market price of provisions; and it gives one real satisfaction to see her bustling about from one part of the house to another—now peeping into the nursery to see how the children are going on, then looking into the kitchen to see that the cook is doing her duty, and that everything is perfectly clean, and generally giving an eye to everything and everybody, keeping all well up to their work. In short, she is the soul of the house.”

With such domestic education and management, it is not a matter of surprise that the Germans, as a class, should generally be prosperous, and rapidly accumulate means and comforts about them, wherever they are found settled in America.

2. EDUCATION OF GIRLS IN THE SANDWICH ISLANDS.

An hour in the morning is spent in gardening, the girls having under cultivation about two acres of land. Besides this, the girls do all their own work, such as washing, ironing, and other household work. Some of them are quite skilled in crocheting and other fancy work. Every afternoon the whole company, with their lady teachers, either go to walk or indulge in the aquatic sport of bathing and swimming, for which the river affords a fine place. Many of them are said to rival the mermaids in the celerity and grace with which they glide through, over and under the water. Most of them acquired the art of swimming before they entered the school. This is a part of school instruction too often neglected. Every girl and boy ought to be taught to swim.

Special pains have been taken to provide the scholars with all the modern appliances for exercise and out-door sports, such as swinging, rope jumping, etc., in which they exhibit all the zest and skill of their fair-skinned consins in this and other climes. With them, however, as with other juveniles, each sport has its day and then goes out of fashion, and to the skill of the teachers is left to provide new ones.

The girls are all taught to sing, and special attention is given to this branch of instruction, which requires early training to develop it properly. Most of them sing any of the tunes in the two native tune books, and also many of the more modern hymns and songs composed by the poets of Hawaii.—*Honolulu paper.*

3. INDUSTRIAL EMPLOYMENT OF GIRLS IN FRANCE.

At the suggestion of the Empress Eugenie the Government has decided that a certain number of girls educated at the Imperial

school for orphans of military men at St. Denis shall be provided with places in the telegraph offices. From 15 to 30 pupils are now practising daily on the telegraph apparatus, with a view to qualify themselves.

IV. French and English Statistics.

1. THE FRENCH CENSUS.

The census of France for 1861 has just been published in a bulky volume. The French number their population once in five years, twice as often as the United States or Great Britain. Considering the almost stationary condition of the French population, this frequency would seem to be almost unnecessary, but in a country where the government undertakes to do so much in the way of regulating public affairs, there may be reasons for a national “stock-taking,” which do not exist in nations where matters are left more to self-regulation. The French population increases very slowly compared with some other countries; a fact which those who are familiar with the social life of France will find no difficulty in explaining. Where the marriage relation is to a large extent discarded, it is to be expected that population should make slow progress.

The following statistics show the population of France at each census, from 1836 to 1861:—

Census of	Population	Increase	Annual inc. Per cent.
1836.....	33,540,910
1841.....	34,230,178	688,269	0.41
1846.....	35,400,476	1,170,308	0.68
1851.....	35,783,170	382,684	0.22
1856.....	36,139,364	356,194	0.20
1861.....	36,917,264	777,890	0.32

It would thus appear that during the 25 years ending with 1861 the population has increased only 3,76,346, or less than 10 per cent. During the same period the population of Great Britain increased from 17,421,000 to 23,284,907, or 33 per cent. From 1836 to 1860, also a period of 25 years, the population of the United States increased from 15,000,000 to 30,333,000, or nearly 110 per cent. It is all the more remarkable that the French population should have increased so little, as compared with that of Great Britain, considering that the French population has contributed but few emigrants to other countries, while the British population has been heavily depleted by emigration to America and Australia. It is also necessary to remember, in comparing the rates of increase between France and the United States, that of the increase above alluded to, 4,573,863 is due to immigration. Apart from the accessions from this source, the increase in this country for 25 years is 75 per cent.

The French census furnishes some singular facts, showing the disinclination of the French population to emigrate. Of the 36,864,678 souls composing the purely French population of the Empire, but 3,883,579 were domiciled out of the departments where they were born; more than 88 per cent. of the entire population were living in their native departments. This fact strikingly illustrates how strongly local attachments predominate in the French character; at the same time it does not argue strongly in favor of the enterprise of the Frenchmen. Considering, however, that one half of the French population is employed in agriculture, this adhesion to “local habitation” is not so remarkable.

Seven-eighths of the whole population is Roman Catholic. The Protestants number 802,339; the Jews 79,094; other sects 12,095.

The following table gives the number of persons employed in the various trades or professions, with those dependent upon them, that is, the heads of families, with their wives, children, &c.:—

Employment.	Males.	Females.	Total.
Agriculture.....	9,919,888	9,954,655	19,873,443
Manufacture.....	5,524,860	5,475,347	11,000,207
Commerce.....	745,219	792,657	1,537,876
Various professions connected with the above three.	78,433	69,733	148,166
Other employments.....	77,957	95,404	173,391
Liberal professions.....	960,601	589,328	1,549,999
Clergy.....	79,584	124,893	204,477
Professions not specified...	1,259,764	1,539,150	2,898,914
Total.....	18,645,276	18,741,037	37,386,313

The agricultural population is 53.15 per cent. of the whole; the manufacturing, 29.42 per cent; the commercial, 4.11 per cent; the liberal professions, 4.15 per cent; the miscellaneous, 0.9 per cent; and the clergy, 0.5 per cent. In England the agricultural popula-

tion is about 25 per cent. of the whole, and on the Continent the proportion fluctuates, in the different countries, between 30 and 40 per cent.—*Hamilton Spectator*.

2. CURIOSITIES OF FRENCH STATE STATISTICS.

The *Exposé de la Situation de l'Empire* contains some curious cyphers. The French empire has the advantage of possessing no less than 446,000 municipal councillors, which number actually exceeds that of the army, and 37,860 mayors. There are 1,637 newspapers, which are thus classified: In Paris there are 63 *sociétés* political newspapers; the provinces, 267. In Paris 703 non-political journals appeared daily and weekly; and 604 in different country towns. The *Exposé* congratulates the country on the diminution of crime in Paris. The returns of the colportage prove that of 1,542 works published during the past year but 82 were stopped at the Censeur. The importation of foreign works has notably increased. In 1864, 210,000 kilogrammes weight were brought into France, whereas last year 250,000 kilos, entered the country.

3. STATISTICS OF FRENCH COLONIES.

Very few probably are aware of the number of subjects which France has in her colonies. She has in Algeria 3,000,000; in Senegal and its dependencies, 113,000; in Reunion, 183,000; Mayotte and its dependencies, 35,000; Martinique, 136,000; Guadeloupe, 138,000; Guiana, 20,000; St. Pierre and Miquelon, 3,000; in her East Indian establishments, 225,000; Cochon China, 1,200,000; in French Oceania, which includes New Caledonia, the Marquesas, and other places, 100,000; and in sundry establishments in Africa, 20,000; making a total of 5,173,000 individuals.—*Willmer and Smith's European Times*.

4. STATISTICS OF RAILWAYS IN FRANCE.

The following is the actual state of railway communication in France as compiled from public documents:—From 1823 to the end of 1850, 2,190 miles of railway lines had been conceded; thence, up to the end of 1860, 7,078 miles. From this period up to the end of 1864, 3,149 miles; or, in total, 12,417 miles definitely conceded up to the beginning of the present year. Adding to this 499 miles of lines decreed but yet not definitely conceded at the end of 1864, we have a total of 12,916 miles from 1823 to the end of 1864. Of this total length, 8,113 had been opened for traffic at the beginning of 1865, leaving 4,803 miles not yet constructed; seventy-three miles, however, from Guincamp to Brest have been added in April last, thus leaving only 4,730 miles to be constructed out of the number conceded up to 1st January, 1865.—*Willmer and Smith's European Times*.

5. THE FRENCH POST-OFFICE.

The annual report of the post-office department of France shows that during the past year 311,000,000 letters were written and despatched within the limits of France. Of these 287,000, were franked; 275,000,000 newspapers passed through the post-office during the past twelve months. The value of goods forwarded through the post-office during that period amounted to above 33,000,000f., to which, if one adds the money paid for the postage of newspapers, the formidable sum of fifty odd millions is attained, that is, above £2,000,000 sterling. Correspondence has increased since the year 1851 at the rate of between 3,000,000f. and 4,000,000f. per annum. In bonds, railway scrip and bank notes, no less than 775,824,000f. passed through the post-office, which brought in a return of 793,338f. to the treasury. To avoid paying the tax on *lettres chargées*, money is constantly forwarded by the post without the sender declaring the contents of his letter. If discovered, this breach of the laws which regulate post-office transactions is punished by a heavy fine.

6. ENGLISH OFFICIAL SALARIES AND ALLOWANCES.

The *Philadelphia Press* thus refers to this subject. The Queen's annual allowance is \$1,925,000, to which must be added \$125,000 from the surplus revenue of the Duchy of Lancaster. Total, \$2,150,000. She also has a variety of first-class palatial residences, such as Buckingham Palace, Kensington Palace, St. James' Palace, Kew and Windsor Castles—all of which are kept in repair, decorated, and frequently furnished, at the expense of the nation. Besides this, the Prince of Wales has Marlborough House to live in, and an allowance of \$500,000 per annum. The annuity to the late King of the Belgians, was £50,000 a year, out of which he returned about

£30,000. Payments are also made to the Duke of Cambridge, his mother and sisters. Besides having over two million dollars a year herself, Queen Victoria further has the interest on the money which Prince Albert had at the time of his decease.

The members of the government are handsomely paid. The Premier's salary is \$25,000 a year—and five Secretaries of State, (Home, Colonial, Foreign, War and India), respectively receive the same. So does the Chancellor of the Exchequer. The Irish Viceroy has \$100,000, and the Irish Secretary \$27,500 a year. The first Lord of the Admiralty has \$22,000 a year; the Lord Chancellor \$50,000; the Irish Lord Chancellor, \$40,000; the Attorney-General about \$50,000; the Solicitor General, \$25,000; the Lord Advocate of Scotland, \$30,000; the Irish-Attorney General, \$30,000. When a change of ministers takes place, about seventy persons, all holding high office have to retire—and the gross amount of all their salaries is \$850,000 a year. All the working staff remain in office for life, their salaries gradually rising, and after thirty years service, each man may retire on a pension equal to his full salary at the time. A clerk in the treasury in England commences with \$400 a year, and cannot obtain the nomination until, in a strict competitive examination, he has shown himself to possess a certain quantity and variety of general information. When he retires, after thirty years' service, his income may be, and often is, between \$10,000 and \$12,000 a year.

V. Papers on Literary Subjects.

1. ORIGIN OF THE "MARSEILLAISE"

A correspondent of the *London Daily News* writes:—"I read in the papers that an action at law is pending in France, involving the question of whether Rouget de Lisle was the author of this song. According to the account of M. de Lisle himself, he composed both the verses and the music; and if this statement was a misrepresentation, he must have been not only a literary impostor, but one of a remarkably fraudulent kind, because I believe it was principally, if not solely, owing to his being the supposed author of the song that he received a pension of fifteen hundred francs immediately after the revolution of 1830, from Louis Philippe. At that time, in September, I saw M. de Lisle at his own house, at Choisy-le-Roy, a village near Paris. He was then seventy years of age, a fresh-looking, affable old gentleman. I showed him a printed copy of the song, and he related to me minutely the circumstances under which it was produced, pointing out, however, in my copy, several words wherein, as he said, there were mistakes, that is, variations from his own composition.

"The song, he told me was produced while he was on service as a captain of engineers in the French army, and he composed it at Strasburg, in the month of April, 1792, during the night following the declaration of war with Austria and Prussia. 'Le Chante de l'Armée du Rhin' was the title given to it by the author; but a daily publication, edited at the time by M. de Lisle and other young officers of the army of the Rhine, conveyed the animating effusion throughout the south of France. The Marseillaise were just then marching upon Paris; they read it on their way; and they arrived at the capital chanting these verses. Hence the name given by the Parisians, 'L'Hymne de Marseillaise.' The forty battalions of national volunteers, formed at Paris in fifteen days, beat the duke of Brunswick and Prussians in Campagne on the 28th of September, 1792, and routed them again in a few days after at Jemappe. These volunteers were commanded by General Dumourier, having under his orders General d'Orleans, since King Louis Philippe; and they marched up to each engagement with the enemy singing, 'Allons, enfants de la patrie, &c.

"The 'Marseillaise' was always the song of the French army from 1792 to 1804, when the first Bonaparte, having made himself Emperor, and doubting the benefit to himself of such a hymn, caused other songs to come forth which were better calculated to make soldiers admire emperors. Twice subsequently, in 1830 and 1848, the same chant has performed its revolutionary office, and received its quietus of suppression. M. de Lisle was the author of a whole volume of lyric poetry which was published along with a good deal of music of his, I think in 1830. His account of the 'Marseillaise,' as he told it to me, was this: His brother officers, knowing him to have some pretensions to the poetic as well as the musical faculty, said upon the occasion before mentioned, that he must write a song. It was, too, required to be forthcoming without delay, and it was, as M. de Lisle said, the result of one night's meditation, the martial muse being aided only by the fiddle. Going to bed with the injunction of his comrades, he joined them at breakfast time playing his air and singing his song. Some of the errors mentioned are these: 'Les maîtres nos destinees,' should be 'Les moteurs,' &c. 'Dans tes ennemis expirans vot' should be 'Que tes ennemis expirans volent.

There is a seventh stanza frequently added, beginning, '*Nous entrerons dans la carrière*;' but this is not De Lisle's, and belongs, I think, to another song.

"M. de Lamartine gives, if I remember rightly, a somewhat different account of the '*Marseillaise*,' but he does not question the authorship being that of De Lisle. I believe that Sir Walter Scott has somewhere a speculation that the air is borrowed, and of a date much older than the Marseillaise volunteers. As to another song, Sir Walter leaves a record to which recent turns of fortune lend a 'greater moral interest' than he could have anticipated. In '*Paul's Letters to his Kinsfolk*,' speaking of the field of Waterloo, he says: 'A relique of greater moral interest was given to me by a lady, whose father had found it upon the field of battle. It is a manuscript collection of French songs, bearing the stains of clay and blood, which probably indicate the fate of the proprietor. One or two of these romances I thought pretty, and have since had an opportunity of having them translated into English by meeting at Paris with one of our Scottish men of rhyme.' Hereupon Sir Walter produces a translation entitled '*Romance of Dunois*,' of that name '*Partant pour la Syrie*,' which is now the French national music of an Emperor, Napoleon the Third!"

2. DIES IRÆ.

The number of recent translations from the Latin and Greek show how generally is the revival of our appreciation of classic literature. In England, peers and commoners, statesmen and divines, have lately taken to translating the ancient poets and writers, and in America the same taste seems to manifest itself. Among these are no less than seven different versions of the celebrated *Dies Iræ* hitherto attempted with so little success. But the best we have yet seen appears in a late number of the *Journal of Commerce*, and is the translation of Edward Slossons, a well-known member of the New York bar, and a gentleman of fine literary attainments. We give it entire:

DAY OF WRATH! OF DAYS THAT DAY!

Earth in flames shall pass away,
Heathen seers, with prophets say.

What swift terrors then shall fall,
When descends the Judge of all.
Every action to recall.

Hark! the trump, with wondrous tone
Wakes the graves of nature gone,
Forcing all before the Throne.

Death shall die—fair nature too,
When the creature ris'n anew,
Answers to His God's review.

He the fatal scroll shall spread,
Writ with all things done or said,
Thence to judge th' awaken'd dead.

Lo! He takes His seat of life;
All that's dark shall leap to sight.
Guilt the sword of vengeance smite.

What shall I, then, wretched plead?
Who will mediate in my need
When the just shall scarce succeed?

King Majestic! Sovereign dread!
Saving all for whom He bled,
Save thou me! Salvation's Head!

Holy Jesus! princeless stay!
Think! for me thy blending way!
Lose me not, upon that Day.

Faint and weary, Thou has sought
By the cross, my crown has bought:
Can such anguish be for naught?

Oh! avenging Judge severe,
Grant remission, full and clear,
Ere th' accounting day appear.

Like a guilty thing I mean,
Flush'd my cheek, my sins I own,
Hear, Oh God, thy suppliant's groan.

Magdalen found grace with Thee
So the thief upon the tree,
Hope, too, thou hast breathed in me.

Worthless are my vows, I know,
Yet, dear Lord, thy mercy show
Lest I sink in endless woe.

From the goats my lot divide,
With the lambs a place provide,
On the right and near thy side.

When th' accursed sink in shame
Given to tormenting flame,
With Thy blessed write my name.

Bowed to earth, I strive in prayer,
Heart like cinders, see, I bear,
Its last throbbing be thy care!

Oh! that day of burning tears,
When from ashes re-appears
Man all guilt, his doom to bear,
Spare him God! in mercy spare!

3. BOOKS IN OLDEN TIMES.

Before the art of printing, books were so scarce that ambassadors were sent from France to Rome to beg one copy of Cicero's works, and another of Quintilian's, because a complete copy of these works was not to be found in the whole of France. Albert Abot, of Gembours, with incredible labour and expense, collected a library of one hundred and fifty volumes, and this was considered a wonder indeed. In 1494 the library of the Bishop of Winchester contained parts of seventeen books on various subjects; and, on borrowing a Bible from the Convent of Swithin, he had given a heavy bond, drawn up with great solemnity, to return it uninjured. When a book was purchased it was an affair of such consequence that persons of distinction were called together as witnesses. Previously to the year 1300, the library of the University of Oxford consisted of a few tracts, which were carefully locked up in a small chest, or else chained, lest they should escape; and at the commencement of the thirteenth century the Royal library of France contained only four classics, with a few devotional works.

4. EVERYBODY'S WORDS

WHERE FAMILIAR QUOTATIONS COME FROM

'There is death in the pot,' is from the Bible, 2 Kings, iv. 40. 'Lovely and pleasant in their lives, and in death they were not divided,' is spoken of Saul and Jonathan, 2 Samuel, i. 23. 'A man after his own heart,' 1 Samuel, xiii. 12. 'The apple of his eye,' Deut. xix. 21. 'A still small voice,' 1 Kings, xix. 12. 'Escaped with the skin of my teeth,' Job, xix. 20. 'That mine adversary had written a book,' Job, xxi. 35. 'Spreading himself like a green bay tree,' Psalm xxxvii. 2. 'Hung our harps upon the willow,' Psalm cxxxvii. 2. 'Riches certainly make (not take, as it is often quoted) themselves wings,' Proverbs, xxiii. 5. 'Heap coals of fire upon his head,' Ibid, xxv. 22. 'No new things under the sun,' Ecclesiastes, i. 9. 'Of making many books there is no end,' Ibid, xii. 12. 'Peace peace, when there is no peace (made famous by Patrick Henry) Jeremiah, viii. 11. 'My name is legion,' Mark, v. 9. 'To kick against the pricks,' Acts, ix. 5. 'Make a virtue of necessity,' Shakespeare's *Two Gentlemen of Verona*. 'All that glitters is not Gold,' usually quoted, 'All is not gold that glitters,' Merchant of Venice. 'Screw your courage to the sticking place,' Ibid. Macbeth. 'Make assurance doubly sure,' Ibid. 'Hang out your banners on the outward walls,' Ibid. 'Keep the word of promise to our (not the) ear, but break it to our hope,' Ibid.

'It's an ill wind turns no good,' usually quoted, 'It's an ill wind blows nobody good,' Thomas Tasser, 1590. 'Christmas comes but once a year,' Ibid. 'Look ere you leap,' Hudibras, commonly quoted, 'Look before you leap.' 'Out of mind as soon as out of sight,' usually quoted, 'Out of sight, out of mind,' Lord Brooke. 'What though the field is lost, all is not lost,' Milton. 'Awake, arise, or be forever fallen,' Ibid. 'Necessity, the tyrant's plea,' Ibid. 'The old man eloquent,' Ibid. 'Peace hath her victories,' Ibid. 'Though this may be play to you, 'tis death to us,' Roger L'Estrange. 'All cry and no wool' (not little wool), Hudibras. 'Count their chickens ere (not before) they are hatched,' Ibid. 'Thro' thick and thin,' Dryden. 'When Greeks joined Greeks, then was the tug of war,' usually quoted, 'When Greek meets Greek then comes the tug of war,' Nathaniel Lee, 1692. 'Of two evils I have chosen the least,' Prior. 'Richard is himself again,' Colley Cibber. 'Classic ground,' Addison. 'A good hater,' Johnson. 'My name is Norval,' John Home, 1808. 'Ask me no questions and I'll tell you no fibs,' Goldsmith. 'Not much the worse for wear' (not none the worse),

Cowper. 'What will Mrs. Grundy say?' Thomas Morton. 'No pent up Utica contracts our power,' Jonathan Sewell.

'Hath given hostages to fortune,' Bacon. 'His (God's) image cut in ebony,' 'Wise and masterly inactivity,' Mackintosh, 1791, though generally attributed to John Randolph. 'First in war, first in peace, and first in the hearts of his fellow-citizens,' (not *countrymen*) resolutions presented to the House of Representatives, December, 1799, prepared by Gen. Henry Lee. 'Millions for defence but not one cent for tribute,' Charles C. Pickney. 'The almighty dollar,' Washington Irving. 'As good as a play,' King Charles, when in parliament, attending the discussion of Lord Ross' divorce bill. 'Selling a bargain,' is in *Love's Labor Lost*. 'Fast and loose,' *Ibid.* 'Pumping a man,' *Otway's Venice Preserved*. 'Go snacks, Pope's prologue to satire.' 'In the wrong box,' Fox's *Book of Martyrs*. 'To lam,' in the sense of beat, King and no King, by Beaumont and Fletcher. The hackneyed newspaper Latin quotation, '*Tempora mutantur in illis*,' is not found in any classic or Latin author. The nearest approach to it is '*Omnia mutantur*,' etc., and this is found in Borbonius, a German writer of the middle ages.

'Smelling of the lamp,' is to be found in Plutarch, and is there attributed to Pythias. 'A little bird told me,' comes from *Ecclesiastes*, x. 20 'For a bird of the air shall carry the voice, and that which has wings will tell the matter.'

"He that fights and runs away,
May live to fight another day"

These lines, generally attributed to Hudibras, are really much older. They are to be found in a book published in 1556. The same idea is, however, expressed in a couplet published in 1542 while one of the two fragments in Menander, the Greek writer, that have been preserved, embodies the same idea in a single line. The couplet in Hudibras is,

"For those who fly may fight again.
Which he can never do that's slain,"

'Hell is paved with good intentions,' tho' found in Johnston and Herbert, was obviously in their day a proverbial expression. Walter Scott ascribes it to some 'stern old divine.'

'There's a good time coming,' is an expression used by Sir. Walter Scott in Rob Roy, and has doubtless for a long time been a familiar saying in Scotland. '*Eripuit celo fulmen sceptrumque tyrannis*,' was a line upon Franklin, written by Turget, the minister of Louis XVI. It is, however, merely a modification of a line by Cardinal Polignac. '*Ripuitque Jovi fulmen, I heboque sagittas*,' which in turn was taken from a line of Marcus Manlius who says of Epicurus, '*Eripuitque Jovi fulmen viresque Tonanti*'

'*Vox populi vox Dei*.' The origin of this familiar phrase is not known, but it is quoted as a proverb by William Malmebury, who lived in the early part of the twelfth century.

'*Ultimo ratio regum*.' This motto was engraved on the French cannon by order of Louis XIV.

"Whistling girls and crowing hens
Always come to some bad ends."

In one of the curious Chinese books recently translated and published in Paris, this proverb occurs in substantially the same words. It is an injunction of the Chinese priesthood, and a carefully observed household custom to kill immediately every hen that crows, as a preventive against the misfortune that the circumstance is supposed to indicate.

5. PRINTER'S MISTAKES.

During the Mexican war, one newspaper hurriedly announced an important item of news from Mexico, "that Gen. Pillow, and thirty-seven of his men, had been lost in a bottle." Some other paper informed the public, not long ago, "that a man in a brown surtout was yesterday brought before the police-court on a charge of having stolen a small ox from a lady's work-bag. The stolen property was found in his waist-coat pocket." "A rat," says another paper, "descending the river, came in contact with a steamboat, and so serious was the injury done to the boat, that great exertions were necessary to save it." An English paper once stated "that the Russian General Rakinoffkowsky was found dead with a long word in his mouth." It was, perhaps, the same paper that, in giving an account of a battle between the Poles and Russians, said that "the conflict was dreadful, and the enemy was repulsed with great laughter."

"LEISURE HOUR."

6. PUBLIC MEN AND THE PRESS OF THE PROVINCE.

From an admirable address by Thomas White, Esq., President of the Press Association of Upper Canada, we make the following

extracts relating to the unjust practice of wholesale denunciation of our public men:—"And here, if you will permit, I would say a word on behalf of another class of persons who necessarily form the subject of discussion in the press of the country. I mean the public men of the province. Keeping in view always the statement with which I started—that to the press belongs the guidance of the public sentiment and the formation of the public character of the people—no more important topic—looking to the good government of the country—can possibly engage our attention. I am well aware that the subject is one of great difficulty and delicacy, especially on an occasion like the present, when politics are very properly excluded from our discussions. But perhaps the very fact that they are so excluded, that we are bound for the nonce to forget, or at least to ignore, the particular political opinions which we hold, may render the occasion all the more fitting one for the consideration of the subject to which I desire to draw your attention. It is simply this: that irrespective of politics altogether, the Press, if it would consult the public interests should fairly and honourably recognise the claims which the public men of the country have upon its considerate and fair treatment. The imputation of motives which are not patent, the exciting of suspicions against the character of public men, when no open and unquestioned ground of suspicion exists, is fast demoralising the public opinion of the people, and most likely the very effect of that demoralization will be to render public men themselves indifferent to the criticism or censure of the press or the public. I am well aware that under our system of party government and a party press, the temptation to attack political opponents, and to attribute to them motives which are the mere creation of suspicion, is a very great one. But the object to be gained by a different course of public discussion, is sufficiently important to induce us to resist this temptation. Rely upon it that no more valuable heirloom can be transmitted to the future generations of this country than the honour of its public men. Their political opinions, their public or official acts, their party alliances, are all subjects for discussion, but their honour, irrespective of all these, should be dear to every true-hearted Canadian. Let public men be convinced that they are treated by the press of the country in this spirit, and they will esteem the maintenance of an unsullied honour as above all things precious, and that very purity of public administration which we all so much desire, will be most certainly promoted. Nothing tends so much to beget an indifference to personal honour, as the conviction that it will be attacked whether observed or not. And therefore in the interest of the country itself, as well as in behalf of the public men of the country, I deem it right to urge this view upon you.

The contrary course has been too often indulged in by the press of all parties. It has arisen from what I cannot but feel is a misapprehension of the duties of a party press under a system of party government. The position of mere personal service, which is popularly recognized under the idea of organship—is degrading both to the public men and to the Press of any party. It is the parent of that system of personal politics to which the country was rapidly descending, if indeed it had not already descended; that system which mistakes the individuals who happen to be leaders of a party for the principles which should form its guiding star. Party, to be of any value in a country, should be the representative of a distinct principle and the party press, to occupy its true position should be the guardian and exponent of these principles. It should stand between the people on the one side and the leaders on the other, demanding from the former a fair and generous consideration towards the latter, and from the latter an honest adherence to the party convictions of the former. It should cultivate a spirit of personal confidence between the people and the leaders of the people of whatever party—teaching the former that a fair consideration is due to the latter, and the latter that that consideration and confidence will be continued only so long as by an honest and honourable career, it continues to be deserved.

VI. Miscellaneous.

1. FATHER, TAKE MY HAND.

The way is dark, my Father! Cloud on cloud
Is gathering thickly o'er my head, and loud
The thunders roar above me. See, I stand
Like one bewildered! Father, take my hand,
And through the gloom
Lead safely home
Thy child!

The day goes fast, my Father! and the night
Is drawing darkly down. My faithless sight

Sees ghostly visions. Fears of a spectral band,
 Encompass me. O, Father, take my hand,
 And from the night
 Lead up to light
 Thy child!

The way is long, my Father! and my soul
 Longs for the rest and quiet of the goal;
 While yet I journey through this wea y land,
 Keep me from wandering. Father, take my hand;
 Quickly and straight,
 Lead to heaven's gate
 Thy child!

The path is rough, my Father! Many a thorn
 Has pierced me; and my weary feet, all torn
 And bleeding, mark the way. Yet thy command
 Bids me press forward. Father, take my hand;
 Then safe and blest,
 Lead me to rest,
 Thy child!

The throng is great, my Father! Many a doubt
 And fear and danger compass me about;
 And foes oppress me sore. I cannot stand
 Or go alone. O, Father! take my hand,
 And through the throng,
 Lead safe along,
 Thy child!

The cross is heavy, Father! I have borne
 It long, and still do bear it. Let my word
 And fainting spirit rise to that bright land
 Where crowns are given. Father, take my hand;
 And, reaching down,
 Lead to the crown
 Thy child!

Montreal Gazette.

2. THE QUEEN AND MR. PEABODY.

The following letter has been written by the Queen to Mr. Peabody: " Windsor Castle, March 28, 1866—The Queen hears that Mr. Peabody intends shortly to return to America, and she would be sorry that he should leave England without being assured by herself how deeply she appreciates the noble act of more than princely munificence by which he has sought to relieve the wants of the poorer classes of her subjects residing in London. It is an act, as the Queen believes, wholly without parallel, and which will carry its best reward in the consciousness of having contributed so largely to the assistance of those who can little help themselves. The Queen would not however, have been satisfied without giving Mr. Peabody some public mark of her sense of his munificence, and she would gladly have conferred upon him either a Baronetcy or the Grand Cross of the Order of the Bath, but that she understands Mr. Peabody to feel himself debarred from accepting such distinctions. It only remains, therefore, for the Queen to give Mr. Peabody this assurance of her personal feelings, which she would further wish to mark by asking him to accept a miniature portrait of herself, which she will desire to have painted for him, and which, when finished, can either be sent to him to America, or given to him on his return, which, she rejoices to hear, he meditates to the country that owes him so much."

Mr. Peabody has sent the following reply to the Queen's letter, through Earl Russell, dated April 30:—

"MADAM,—I feel sensibly my inability to express in adequate terms the gratification with which I have read the letter which your Majesty has done me the high honor of transmitting by the hands of Earl Russell on the occasion which has attracted your Majesty's attention of setting apart a portion of my property to ameliorate the condition and augment the comforts of the poor of London. I have been actuated by a deep sense of gratitude to God who has blessed me with prosperity, and of attachment to this great country, where, under your Majesty's benign rule, I have received so much personal kindness and enjoyed so many years of happiness.

"Next to the approval of my own conscience, I shall always prize the assurance which your letter conveys to me of the approbation of the Queen of England whose whole life has attested that her exalted station has in no degree diminished her sympathy with the humblest of her subjects.

"The portrait which your Majesty is graciously pleased to bestow on me I shall value as the most precious heir loom that I can leave in the land of my birth, where, together with the letter which your

Majesty has addressed to me, it will ever be regarded as evidence of the kindly feeling of the Queen of the United Kingdom towards a citizen of the United States."

3. GEORGE PEABODY—THE RECORD OF A NOBLE LIFE.

The New York Evening Post gives the following brief biography of the far-famed London banker, George Peabody; born in Danvers, Massachusetts, on February 18, 1795, he had at first a struggle with poverty, like most of our very rich men. Beginning his commercial career as a clerk with a Danvers grocer, at the age of 11; afterwards employed in the same capacity at Thetford, Vermont, and Newburyport, Massachusetts; he gradually but slowly improved his condition, until in 1814, he became managing partner in a wholesale dry goods house, with Mr. Elisha Riggs, at Georgetown, D. C., the latter furnishing the capital. The next year the house was removed to Baltimore. It prospered, and in 1822 branch houses were established in New York and Philadelphia. In 1822 by the retirement of Mr. Riggs, Mr. Peabody became the senior partner in the house, and in 1837 he took up his permanent residence in England, having previously visited that country on private business, as well as to transact important negotiations entrusted to him by the State of Maryland. In 1843 Mr. Peabody withdrew from the dry goods business, and established himself in London as a merchant and banker, his house soon becoming the headquarters of Americans in London, and the centre of American news and intelligence. His first large gift, sent in 1852 to his native town of Danvers, was a check for \$20,000, to be expended for the founding of a town library and institute. This handsome gift was afterwards increased to \$60,000, besides an additional \$10,000 for a branch library at North Danvers. He also contributed \$10,000 to the first Grinnell expedition to the Arctic ocean, and in 1856-7 gave \$300,000 to found a Scientific and Literary Institute at Baltimore, with a pledge to increase this sum to \$500,000. His largest and most notable donations, however, have been to the poor of the city where most of his fortune has been made. They amount in all to £450,000 sterling—a gift so magnificent as to have lately received the special acknowledgement of Queen Victoria, in a letter which we publish. This unprecedented donation was not the display of an ostentatious and exceptional liberality, but was so much in harmony with Mr. Peabody's known generosity of character as to deserve the universal commendation it received. Mr. Peabody, although now past 70 years of age, has, we trust, yet before him many years of vigorous life and usefulness. He has already accomplished a life work with which he may be well satisfied, especially as he has acted as his own executor in the bestowments of his charities.

4. THE EMPRESS EUGENIE AND AN ARTIST'S WIDOW.

A poor artist died the other day in Paris. A few sketches, some water-color drawings, an unfinished picture, were the sole provision left for his widow and children. Susse's, the well known artist's shop on the Place de la Bourse, had often been his resource for the sale of his pictures. Thither the widow repaired. She showed the contents of a portfolio. Susse (says a correspondent) suggested a private sale, as likely to be more remunerative than the chance his widow offered of attracting attention, and advised application to be made to the families in which the deceased artist had given lessons. "I possess several letters," replied the widow, "from those whom my late husband instructed, among others a note from a Spanish countess on her quitting Paris, in which the youthful writer promises at any time when her master required assistance to do all for him that lay in her power." "Where is the young countess?" "In Paris, but she is now married." "If I dared," added she, as she handed Susse a note, the folds of which were almost worn through, and which bore unmistakable traces of having been often read. Susse glanced at the few lines it contained, and asked the widow to trust it to him for a few days. The Empress, on recognizing her own writing, gave orders that a liberal pension should be granted to the widow and children of the teacher under whom she had studied as Countess de Teba.

5. AN ANECDOTE OF THE EMPRESS EUGENIE.

A Paris letter in the Augsburg Gazette gives the following anecdote: "While with the Emperor on an excursion in the mountains, near Biarritz, the Empress perceived a man crippled from the paralysis sitting in the sun before his cottage. While Napoleon III. was questioning the sufferer as to his infirmity, and promising assistance, the Empress observed a child four years old, who appeared to be suffering also. This was the only child of the poor man, and she was suffering from dysentery. The Empress asked, with

emotion, the man if he would trust his daughter to her for some time. This consent having been obtained, her Majesty called a young countrywoman, and gave the child to her to carry to the imperial residence. When the peasant woman arrived with her burthen, she paused on the threshold of the villa, not desiring to enter, as she was barefooted. The Empress, however, said, Come in; do not be afraid,' and the young woman then entered, and laid her charge on a velvet sofa. The child was carefully attended to until she recovered, and both she and the father were munificently assisted.

6. NAPOLEON AND THE FLOWER GIRL.

A novel incident, according to the Paris correspondent of the *Irish Times*, occurred at the Paris races, on Sunday. "One or two celebrated personages were present. For instance, the Emperor was there, and he walked about for a good hour, familiarly leaning on the arm of the Marquis de Lavalette, his Minister of the Interior. Isabella, the flower girl of the Jockey Club, had between her tapering fingers one of the loveliest little roses ever seen, and she looked long and anxiously toward the most powerful man in the world. 'Courage, Isabella!' she said at last, and walking up to the great man, tremblingly, but arcefully, held before him the beautiful rose. Napoleon has much natural kindness of heart; besides, he never refuses anything nice from a pretty woman, and so, with a bow and a smile, he took the blushing flower from the blushing girl, and placed it in his button-hole. But the Emperor is not accustomed to receive favours without recompense, and his hand immediately sought his pocket. This is the strangest part of the story—not that the Emperor had pockets, but in them he had not a single sou. His purse had been forgotten. Perhaps on that great course, with its hundreds and thousands of grouped spectators, the mighty Emperor of the French—a man whose civil list is twenty-five millions of francs, and who, beside, can put his hand in the national till when he pleases—was the only person present without gold, silver, or copper in his immediate possession. His Majesty was rather amazed at his position, and, after vainly feeling in his pocket, nudged Lavalette in the elbow. The Minister saw at once what was required, and, beckoning to the fair Isabella to return, handed her a gold twenty franc piece. Money is no great object to the flower girl, so she is getting a hole drilled in the coin, to wear it suspended round her neck."

7. THE CANADIAN FLAG.

The British Admiralty having requested the several colonies to adopt each a distinctive flag for colonial armed vessels, the Canadian Government has complied with the Imperial wish. The Canadian flag will be a garland of maple leaves, with a beaver in the centre, and surmounted by the British Crown. A copy of the design is about to be forwarded to the Admiralty in London. It appears that to the Hon. A. T. Galt, Minister of Finance, and to R. S. M. Bouchette, the Commissioner of Customs, is due the credit of having designed the new flag, Mr. Eugene Tache having only executed their design. The maple leaves of the garland will exhibit the several distinct shades through which they are known to pass. The crown on the top is continuous with the ends of the garland, the lower portion of which is tied by a ribbon. The beaver in the centre rests on a shield of silver.—*Quebec Mercury*.

VII. Biographical Sketches.

No. 38.—THOMAS SCOTT, ESQ.

Mr. Scott was born at Roxburgh, County of Roxburgh, Scotland, on the 28th of October, 1805. He emigrated to this country in the year 1820, being then only fifteen years of age. He settled in Otonabee, where he remained for three years, engaging in the pursuits incidental to a backwoods life. He then removed to Port Hope, where for a short time he was engaged in the Post Office, under the present postmaster, Mr. Smart. Soon afterwards, he removed to Cobourg, making a permanent settlement in this town, and engaging in mercantile pursuits. For many years, in partnership with the late Mr. Conger, M.P.P. for Peterboro', he was one of the leading merchants of this town, and amassed a splendid fortune; which, during the crisis of three years ago he lost by unfortunate speculations in grain. And in 1837, as Lieutenant of the Cobourg Cavalry Company, he was called out to aid in the suppression of the Rebellion. In 1840, he was appointed Postmaster of Cobourg, an office which he filled with satisfaction up to the time of his death. He has filled the honorable position of President of the Cobourg and Peterborough R. R. Company, President of the Co-

bourg Gas Company, President of the Harbour Company, and President of the St. Andrew's Society, in addition to which he was one of the oldest Magistrates in the town; and before its incorporation for some years a municipal Councillor for the township of Hamilton. In politics, he was a consistent and earnest Reformer; and in times when it cost something more than it now does to belong to this party, has done good service, both by his pen and his general influence, to the Liberal cause. He was a member of the Presbyterian Church. He died in the 61st year of his age.—*Cobourg World*.

No. 39.—GENERAL CASS.

Gen. Lewis Cass recently died at Detroit, in the 84th year of his age. He was born in New Hampshire, in 1782, educated at Andover College, and emigrated to the West while yet a young man. He served with distinction in the field during the war of 1812-13. He entered the army as Colonel of an Ohio regiment, shortly before the invasion of Canada, in which he took part. He participated in the skirmish with the British forces at the River AuxCanauds. In the following August, General Hull, Commander-in-Chief of the army of the North west, surrendered to the British forces, who had in turn invaded the United States. He was paroled and went to Washington. Shortly after he was exchanged and again joined the army of the North-west, under command of General Harrison, as Colonel in the regular army, and before the close of the war he was promoted to the position of Brigadier-General. He was afterwards appointed Governor of the Territory of Michigan, then Secretary of War, afterwards elected to the United States Senate, and still later appointed Minister to the French Court. On his return he again entered the Senate of the United States, and in 1848, was nominated by the Democratic party for the Presidency of the United States, but was defeated by General Taylor. Since then he has not taken a very active part in public life on account of age and infirmity.—*Ottawa Evening Post*.

No. 40.—PRINCE PAUL ESTERHAZY.

By the "Africa's" mail we receive the news of the death of Prince Paul Esterhazy, at Ratisbon, in Bavaria. In some respects, he was one of the most widely known of the nobility of Europe. His vast territorial possessions, his immense personal wealth, and extravagant style of expenditure, have long been the subject of gossip the world over. The Prince was born on the 10th of March, 1786, and died on the 21st of May last—so that he had well passed four score. His family is Hungarian, and trace their origin to the tenth century, although there is no authentic records establishing their pedigree to an earlier date than the thirteenth century. The wealth of the family arose, mainly, in the same way in which great fortunes have been acquired in this country, that is, by the rise in value of immense tracts of wild lands. Prince Paul was, for several years, Austrian ambassador at the Court of St. James, where the magnificence of his style of living excited general comment. In 1846, he occupied, for a few months, a position in the Hungarian Ministry, under Count Louis Batthyanyi, but retired, when he saw that a rupture with Austria was inevitable. He was the representative of the oldest branch of his family. His landed possessions were immense. Owning hundreds of manors, chateaus, villages, and estates in Hungary, he possessed, besides, manors in lower Austria, in Baden, and in Bavaria. His grandest palace was at Eisenstadt, on his Hungarian possessions. His collections of works of art and precious stones, were such as to rival those of kings. It was said, that when some was calling attention to a fine specimen of *lapis lazuli*, he looked on it indifferently, and remarked: "I have a mantle-piece made of that at home."

No. 41.—THE MARQUIS OF LANSDOWNE, K.G.

We have to announce the death of the Marquis of Lansdowne, which took place recently. The deceased, Henry Thomas Fitzmaurice, fourth Marquis of Lansdowne, was born January 5, 1816, and succeeded to the marquise on the death of his father in 1863. Previous to being created Baron Wycombe, in July, 1856, he represented in the House of Commons the borough of Calne, namely, from 1847 till June 5, 1856; from December, 1847, till August, 1849, he was a junior Lord of the Treasury, and in July, 1856, was appointed Under-Secretary of State for Foreign Affairs, when he was summoned to the House of Lords in his father's barony of Wycombe. His lordship was for several years chairman of the Great Western railway, a post he resigned on succeeding to the marquise. He succeeded to the family honors and extensive family estates, in Wiltshire and in Ireland, by his son Henry Charles Keith, Earl of Kerry, born 14th January, 1845. His lordship was educated at Eton and Balliol College, Oxford, which university he left just twelve months ago.—*Daily News*, July 6.

VIII. Short Critical Notices of Books.

— **PLYMOUTH PULPIT; or Notes from Henry Ward Beecher's Sermons.** 12mo. pp. 374.*—This is a reprint of "Notes" of Mr. Beecher's sermons, preached in Plymouth Church, Brooklyn, which were originally published some years ago by Miss Moore. They abound with striking sayings and passages in Mr. Beecher's sermons, and give a good idea of the style and character of this somewhat noted preacher and politician. The book is well printed and is issued in a handsome dress. A note from Mr. Beecher is prefixed to the volume.

— **STORY OF THE GREAT MARCH;** by Staff Officer Nichols, A. D. C. 12mo. pp. 394.*—This book contains an account of Gen. Sherman's almost unopposed march through Georgia and the Carolinas, near the close of the American civil war. It is, on the whole, written in a fair spirit, with little of the bombast which was characteristic of nearly all the correspondents in the field during that disastrous conflict. The "Story" is illustrated with a map and engravings.

— **ROBERTSON'S LIFE AND LETTERS.**†—This work, in two volumes, contains a sketch of the "Life and Letters of Rev. Frederick W. Robertson, M.A., incumbent of Trinity Chapel, Brighton, England, 1847-53." They are edited by Rev. Stopford A. Brooke, M.A. As a companion or key to the six volumes of sermons and literary addresses by Mr. Robertson, these two volumes of his life and letters seem to be a fitting sequel. Mr. Robertson was highly popular as a preacher, and his sermons have been reprinted in the United States. As a theologian, he seems to have occupied a place somewhat between the Broad Church and High Church parties. He had sympathies with both, while in politics, his views leaned to the advanced liberals. A good portrait accompanies the work.

— **ALFRED HOGART'S HOUSEHOLD;** by Alexander Smith.†—This is a story by a writer of some celebrity, and the author of a volume of "City Poems," etc. The scene is laid in Greysley—"a second-rate Scotch town of considerable picturesqueness and individuality."

— **SNOW BOUND;** by J. G. Whittier. 12mo., pp. 52.*—This is a simple and beautiful "winter ideal" of days long gone by, when the poet was a boy and his

— "father rode again his ride
On Memphis agog's wooded side;"

The snow storm, the farm yard in winter, and the cheerful cosy fire side,
and

"The dear home face whereupon
That fitful fire light paled and shone"

Are sketched with great force and beauty, but

— "brother! only I and thou
Are left of all that circle now."

— **WAR LYRICS AND OTHER POEMS;** by H. H. Brownell.†—These War Lyrics refer exclusively to the late American civil war, and breathe the strong Northern spirit of the victors in that contest. The book is inscribed by Vice Admiral Farragut.

— **THE FREEDMAN'S BOOK;** by L. Maria Child.†—This book also breathes somewhat of the war spirit of the Northern abolition party in the late American contest. It is a selection of papers or extracts either relating to or written by people of colour. On the whole, it is unexceptionable in its tone and spirit.

IX. Educational Intelligence.

— **COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA.**—His Excellency the Governor-General has been pleased to appoint the Rev. William Ormiston, D.D., to be a member of the Council of Public Instruction of Upper Canada, in place of James S. Howard, Esq., deceased.

— **UNIVERSITY OF TORONTO.**—A meeting of the Senate of the University of Toronto, was recently held, at 1 p.m., for conferring degrees in, arts and law. The following gentlemen received degrees: *M.A.*—Bowers; J. E.; Gibbon, Rev. J. M.; Hill, J.; Macallum, A. *LL.B.*—Hamilton, J. C.; Kelly, M. J.; Preston, D. H. *B.A.*—Baldwin, R. E.; Barker, P. M.; Bell; C. W.; Brunel, G.; Campbell, A. G.; Clarke, H. F.; Crawford, E. P.

† Boston: Ticknor & Fields. Toronto: W. C. Chewett & Co.

Davidson, W.; Delamere, T. D.; Dorsey, W. S.; Falconbridge, W. G.; Fitzgerald, W.; Greenlees, A.; Hill, H. P.; Jackes, C. B.; Junor, D.; Moderwell, M. C.; Mooney, D. H.; Morgan, J. C.; Paterson, J. A.; Robertson, A. J.; Travis, A. J.; Watt, W.; Williams, A.; Wright, A. H.; Wright, G. S. *M.B.*—Langrill, J. A.; Miller, W. The B.A. class is, we believe, the largest since the foundation of the University, twenty-eight candidates having passed.

— **THE WESLEYAN COLLEGE, HAMILTON.**—The examinations of the pupils at the Wesleyan Female College, just concluded, have proved eminently satisfactory, and created much interest. Dr. Ormiston presented the diplomas for the year, and the Rev. Dr. Nelles also addressed the pupils. The institution has now become a success, and its managers look forward to a still greater increase in the number of pupils, at present 172. The college will accommodate many more than are attending it, and it is expected that the next term will witness quite an increase.

— **MODEL SCHOOL FOR UPPER CANADA.**—The annual summer examination of the pupils attending the Model School, in this city, took place on the 29th ultimo, and, as usual, the proceedings were, in every respect, of a very interesting nature. The weather being very agreeable, a large number of visitors were in attendance, and appeared to take much interest in listening to the examination of the pupils in the various branches of education taught in the school. The answers were given with a degree of readiness which evinced a creditable acquaintance with the subjects in which the pupils were examined. The writing, drawing, and needle work were also much admired by those who examined them. Dr. Carlyle is teacher of the first division, Mr. Glashan, the second, and Mr. Lusk, the third, in the male department; and Miss Adams, Miss Turnbull, and Miss Clark, occupy similar positions in the female department. The teachers appear to be well adapted to discharge the duties of their respective offices, and have, evidently, secured not only the respect, but the esteem, of their pupils, who seemed, throughout the day's proceedings, to be fully alive to the importance of the occasion. In the afternoon, the girls were exercised in calisthenics by Major Goodwin, in the play ground, and the boys were also put through a course of gymnastics, sword exercise, &c., in the school-yard, by the same popular instructor, to the evident amusement of the spectators. The examinations being over, the pupils adjourned to the body of the theatre, and awaited, with much interest, the distribution of prizes. The large gallery was densely crowded with spectators, many of whom were the parents of the children. All the passages in the body of the room were also crowded with visitors, and many were unable to gain admittance. Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada; Mr. J. G. Hodgins, Deputy Superintendent of Education; Dr. Carlyle, one of the Teachers; Mr. Gwynne, Q.C.; and several ladies occupied seats on the platform. Before the distribution of prizes was commenced, the pupils sang, under the direction of Mr. Sefton, the music master, that very popular song, "God bless the Prince of Wales." Dr. Carlyle then presented the prizes to the successful pupils.—Rev. Dr. Ryerson, at the close of the distribution of prizes, addressed the audience. He commenced by explaining the objects for which the Normal and Model Schools were founded. The primary object of the Normal School was, not to teach children, but to show how they ought to be taught. In their organization and classification, the schools in Upper Canada were the same as the Normal School, and were taught after the same manner, the teachers being chiefly instructed in that school. The Model School was an appendage to the Normal School, and formed part of its instruction; and it was on that account that the Model School was so much sought after. After dwelling upon the nature of the objects of the Normal and Model Schools, he proceeded to say, that, at no previous period, was the efficiency of those schools so high, or conferred so many benefits upon the community as at present. Their influence had been felt throughout the length and breadth of the Province, and never, to so great an extent, as at the present time. At this particular period in the history of the Province, the importance of these institutions was certainly greater than at any other. He recollected that, about twenty years ago, when he made an official tour of the Province, he found there was a general feeling of discontent prevailing among the people, and the sin of thinking too little of ourselves as a people, and too little of the resources of the country, was very noticeable. The change which has taken place, within the last few years, in that respect, was very marked, and things had assumed an aspect very different from what they appeared at that time. The people now felt that they had good sound laws, and all the advantages which those laws are to society to preserve; and the people had given proof of their submission to the

laws, giving to them, as they did, in the fullest sense, their social status, and the right of civil and religious freedom. (Applause.) He was aware that there were many public men, both inside and out of Parliament, who had thought that it was presumptuous, on his part, to attempt to establish a system of education equal to that on the other side; but now, he was happy to say, they thought differently. Our educational institutions were now highly prized, and deservedly well thought of. When, at a recent period, the country was invaded by lawless hordes, how patriotic was the feeling displayed by its population in rising, as one man, for the purpose of maintaining the laws and the institutions of the country. (Applause.) There was no precedent, as far as he knew, that, when a country was invaded, of some of its sons, residing abroad, going over to assist their countrymen in repelling the invaders. It would redound, to the honor of Canada, that many of her sons came over from a foreign country, whither they had been compelled to go to seek employment, and, without any call or solicitation from home, except the spontaneous love which kindled in their own breasts for their native land, returned to Canada, to assist in defending her. There was logic in the fact, the philosophy of which lay deep in the institutions, the laws, and the educational training of the youth, that induced these young men to leave their employment, and come over and assist those who gave them birth in maintaining the integrity of their soil. (Loud applause.) There were no fortifications, no battlements, no arms of defence, so strong as the force and united courage of its free inhabitants. He was happy to say, that many of those young men, who had come from the far west to Canada, were natives of the soil, and many of them educated in the Model School. (Applause.) He had no doubt that the very song—"Hurrah for Canada!"—which had just been sung in that room, came back to their recollections with full force, when they heard their soil was invaded. (Cheers.) In conclusion, he hoped that the children whom he had met that day, would, during their vacation, so conduct themselves as to give satisfaction to their parents, and, during that time, which would be until the second Monday in August, he wished all his little friends much joy, and a happy vacation. (Loud applause.)—The children then all united in singing the National Anthem, after which the Rev. Dr. Ryerson pronounced the blessing, and they all dispersed.—*Leader.*

— **LONDON COLLEGIATE INSTITUTE.**—The prizes awarded to the pupils of the Collegiate Institute at London, at the late examination, were distributed by the Bishop of Huron. The success of this Institute has been very marked, and is a source of congratulation to the whole of Upper Canada. It is by the establishment of such seminaries of learning, at which a really sound education may be procured, that the tone of society will be improved and refined.

— **CANADIAN LITERARY INSTITUTE.**—The terminal exercises in connection with this Academy commenced on the 5th inst. From the report of the visiting gentlemen, which we did hear, we judged they passed off very satisfactorily. The Academic year commences again, after nine weeks' vacation. From personal experience, we can heartily commend this Institution to the attention of the public of every denomination, both as a school where high intellectual and classical education can be obtained, and as an honour to our country.—*Woodstock Times.*

— **NEW UNIVERSITIES IN UPPER CANADA.**—Bills have been introduced into the Legislature to confer the University powers of granting degrees to the Roman Catholic College of Regiopolis, at Kingston, and St. Joseph's Bytown College at Ottawa. A bill has also been introduced to erect the Methodist Episcopal Seminary at Belleville into a University, under the name of "Albert College."

— **ST. JEROME COLLEGE, BERLIN, U. C.**—The Roman Catholics have established a college at Berlin, to be named St. Jerome; will be opened on the 1st October next, under the patronage of the Bishop of Hamilton.

— **MUNICIPAL LIBERALITY TO GRAMMAR SCHOOLS.**—We call attention to the fact that the Grammar School of this town will be open to pupils from the Townships around free from the payment of school fees. The Counties' Council at their last meeting passed a by-law granting all the Grammar Schools of the Counties *a sum equal to their Government grants*, provided the schools were made free. This has been done in the case of the Brockville Grammar School. Parents and Guardians of children will now have an opportunity of conferring on the youth placed under their charge a very superior education, even to the fitting them for entering college. We hope to see a number of applicants when the School opens. On entering the Grammar School, pupils must be able to read well and know the rudiments of grammar and arithmetic.—*Brockville Recorder.*

— **UPPER CANADA COLLEGE.**—The annual distribution of prizes to the pupils of Upper Canada College, took place on the 4th instant. The proceedings commenced with recitations. The Principal then proceeded to distribute the prizes, in the course of which he took occasion to explain what constituted general proficiency in the college, and referred to the number of prizes taken by W. Armstrong. In presenting the prizes to that young lad, he expressed his entire satisfaction with his conduct during the year. The Principal, in referring to the "Smith English Prize," said that the competition for it had been very great, but R. Gill came off the conqueror. In a note the Principal received from Mr. A. M. Smith, he regretted his inability to be present, but declared his intention to continue the prize next year.—The Principal then referred to the relations which should exist between parents and guardians and teachers and children, to what constituted a true education, not the whittling down on a procrustean bed the long boys, and stretching out the short ones, but such an education as would enable the young man to grapple successfully with life and all its difficulties. Referring to the success of Upper Canada College boys in the University of Toronto, he said: At the matriculation examination of the University of Toronto, our boys were, for the first time, brought into direct competition with the picked pupils from the one hundred and eight grammar schools of the province. Six scholarships were then offered for competition, of the value of \$108 each, namely, the classical, the mathematical, and four in general proficiency. Well, then, in four years we have taken three out of the five classical scholarships, and the same number out of the mathematical, and, in the case of the one classical scholarship they lost, a college boy came so close to the successful competitor that the difference among so many unusual marks was scarcely appreciable. In four years the Upper Canada College boys had carried off more than \$6,000 worth of scholarships. That we are not falling behind, is testified by the last matriculation examination, when Ryrie our head boy, whose name is the last that graces that noble list of head boys in this hall, not only himself carried off three out of the six scholarships offered, namely, the classical, the mathematical, and the first general proficiency, but stood first in the first class in every department of study, as did his classmate Graham, in the matriculation in medicine. Young Kingsford, of the gallant "Queen's Own," came in for the remainder of the classical scholarships, as Ryrie could not enjoy, to their full value, the three scholarships. The Principal proceeded, at some further length, to dwell upon the success of Upper Canada boys. He then touched upon the Fenian invasion, remarking, that while Canadians continued to manifest the spirit they did on that occasion, so long need we have no fear of our liberty being destroyed by any enemy; come whence he may, and with what force he pleases, he cannot destroy such a spirit, or permanently hold a footing in our common country. This time, three years ago, continued Mr. Cockburn, I called up to this platform J. H. Mewburn, to receive at my hands several of the highest honors which the College can bestow, and I publicly anticipated for him a bright future, which, so far, he had amply redeemed; for, at matriculation in the University of Toronto, in 1864, he passed the best examination of all the matriculants, and carried off a double scholarship—the classical and first general proficiency. In the first, second, and third years of his course, he was no less distinguished, and, but one short month ago, throwing scholarships, prizes, and honors to the winds, at the call of duty, he left the University hall in the midst of his examination, where the highest honours awaited him, and, four and twenty hours afterwards, he fell like a hero, in the sacred cause of liberty, side by side with young Tempest, who left College at the same time, nearly head of the fourth form. All honor to their memory. Many a bright bud of promise has been nipped in the bud by an inscrutable Providence, and the country has to deplore, in their untimely end, no ordinary loss. Kingsford—young Kingsford, who, last year, sat on the sixth form bench, and was called up to receive his meed of praise, which he afterwards justified by carrying off the classical scholarship of matriculation—he, too, died for his country; and, though he is now fortunately spared to us, and recovering from his wound, he would gladly have sacrificed his life at the altar of liberty. The great Duke of Wellington often declared that the battle of Waterloo was, in reality, fought and won on the playing grounds at Eton; and I may safely say that the spirit which urged on Mewburn, Tempest, Kingsford, and many other college boys, amid the storm of death-dealing bullets at Ridgeway, was but another form of that spirit familiarly known as college pluck, among old and present college boys. Long may that same manly spirit reign, and let it prove to the world that a man may be an elegant scholar, a noble minded gentleman, and a high spirited soldier combined.

(Loud applause)—The Bishop then pronounced the benediction, and the audience dispersed.—*Leader.*

—TORONTO PUBLIC SCHOOLS.—On the 27th instant a public meeting was held in the St. Lawrence hall by the Board of School Trustees for the purpose of presenting the scholarships, prizes and certificates of honor to the pupils of the city schools who obtained them at the recent combined competitive examination. There was a large attendance of parents, pupils and others interested in the prosperity of the schools. On motion of Dr. Ogden, the Mayor was requested to take the chair, and, upon complying, said that having been called on to preside he readily consented with a great deal of pleasure. It was always, to him, a matter of great satisfaction to meet with his fellow citizens particularly on occasions of this kind. It must be indeed a pleasing anticipation to all present that those of the present generation, who would be called upon to fill the places that many of us now occupy, would be so well fitted for performing the important duties of life. Those present, who could remember forty or fifty years ago, must know that there were no common schools in the country then, and it was, therefore, gratifying to know that now every man had the privilege of sending his child to be educated at the common schools, and to receive that instruction which fitted him for the duties of life. (Applause). It was, he repeated, a pleasing reflection that the children of forty years hence would be in a better position to perform those duties that they might be called on to occupy than many of them were. The task which he had to perform that evening was a pleasing one to him. The secretary, Mr. G. A. Barber, then came forward and said it would be well first to read the report of the head master of the Toronto Grammar School, before reading the report of the examiners of the common schools at the late combined examination. Dr. Wickson read the report referred to. Mr. Barber read the Report of the Examiners of the combined Examination of the Common Schools of the City of Toronto, July 16, 1866. The reading of the reports being ended, the Mayor introduced Dr. Wickson to the audience as one of the examiners. Dr. Wickson briefly expressed his pleasure at being present upon such an occasion, and stated that he took a great interest in the combined examinations. He spoke in pleasing terms of the examination, and of the progress of the pupils generally. Rev. F. H. Marling was the next speaker. After a few preliminary remarks upon education generally, he referred to the common school system, which, he said, was dear to the great mass of the people of Canada. He then touched upon that portion of the report referring to the early withdrawal of scholars from the higher divisions in the schools, and expressed regret that these children should in so many instances have been taken away by their parents at such an early age, and just at the period when they were prepared to enter upon the higher branches of study. In this respect he addressed himself to the parents and children rather than to the teachers. In doing so, he referred to the fact that the mothers of children in the humbler walks of life, were anxious to secure the services of the girls at home to assist them in domestic duties, and the fathers eager to send their boys out on the world to obtain a livelihood for themselves. This, he thought, was to be regretted, for much as he approved of the noble spirit which ought to animate boys in endeavoring to earn a living independent of their parents, that feeling should not be carried too far. A boy or girl never knew what station of life they were destined to occupy, and the importance of early education should always be kept in view. Most of the public men of this country—those who assisted in guiding public opinion were not born with a silver spoon in their mouths. It was by their own energy and perseverance that they had attained to high and important positions. Yet it must be remembered that it was impossible for one to succeed in life without education. Many a time men possessed of great wealth had their happiness in life greatly marred by the consciousness that they had no education. It was a grievous error to suppose that children should be educated merely for the purpose of fitting them for situations in life. The mind of every man required to be educated, no matter what position in life he was intended to fill. He would say to parents, keep the boys and girls as long as you can at school; and to the boys and girls he would say, keep at school as long as you can. The education they would receive would qualify them for being better men and better christians, too; therefore, he would say, let them stick to the school as long as they could. (Applause). Mr. McMurrich then addressed the meeting. He said he did not expect to be called upon to say a word as he had understood that many eloquent speakers were expected to be present and address the meeting, but strange to say they had not made their appearance. There was, he found, very few of the members of the City

Council, as well as those of the Board of School Trustees, present. Whether they had gone to the circus or not he could not say, but certain it was that they were not present at the meeting. He was, however, much pleased at being present, although he had but little to say. He then proceeded to address some kind and encouraging remarks to the children present, and impressed upon them the necessity of being diligent and attentive to their studies. Mr. A. McNab, Police Magistrate, said that he was exceedingly happy at being present on this occasion. He always took pleasure in attending assemblies of the young, for he took a warm interest in every thing which tended to their future well being. He was not an old man, but he had not the privilege of enjoying the advantages which many of them had. The schoolmaster from whom he received his education in a part of the country west of Toronto had just sufficient education to remove him above the common laborer. He, however, as well as others of the same kind, at that time, put more faith in the birch than the Oriental did in the Deity which he worshipped, and he (Mr. McNab) really felt the effects of it to this day, although he did not think it did him much harm. (Laughter.) He then related some anecdotes of his school days to show how much progress had been made within some years past. The day, he said, might come, no matter what position their parents now occupied, when many of the children present would take the foremost rank in life. For himself he would say that he felt proud in occupying the position of police magistrate in this the second city of the land of his birth. He then alluded to the large number of cases of drunkenness which constantly came before his notice, and warned the youth against the use of intoxicating drinks. Many of the worst crimes that came before him had their origin in whisky. He had occupied the position of police magistrate since the 19th March last, and he found that within that time the daily average number of cases that came before him was twenty, the majority being charged with drunkenness. He would beseech all the boys present never to come before him, except as they were then. If once they reached the jail, they were, in his opinion, ruined for life. He trusted, in conclusion, that a law would be passed whereby all those little street Arabs would be taken up and an institution provided for them in which they could be made honest men and women. (Applause.) The Mayor then proceeded to present the prizes to the successful competitors, the names of whom appear in the list. Rev. Mr. Porter first explained that the parents of the boy Wilkinson, who had obtained a scholarship, refused for private reasons to allow him to receive it, and he was presented with a prize instead. The presentation of prizes being completed, the Rev. Dr. Wickson pronounced the benediction, and the Mayor declared the proceedings closed.—*Leader.*

—EDUCATIONAL INSTITUTE OF CENTRAL CANADA.—On the 8th inst. the teachers and others interested in educational matters, assembled for the purpose of transacting business in connection with the second semi-annual meeting of the institute. J. Thorburn, Esq., M.A., Rector of the Ottawa Grammar School, in the Chair, being President of the Association. The proceedings were opened with prayer, after which the Minutes of the last annual meeting were read and adopted. Notices of following motions were laid on the table for consideration in the afternoon. The Rev. Mr. Whyte read a very instructive paper "On the study and teaching of History," which called forth a spirited debate, in which the following gentlemen took part: Messrs. Thorburn, Woods, Philipps, and Webster. Mr. Woods, of Kingston, read an excellent paper on "Juvenile Delinquency." This Essay was also the subject of some criticism and debate, in which the following gentlemen took part: Messrs. Whyte, Elliott, Hart, Philipps and Robertson. Moved by Mr. Woods, seconded by Mr. Robertson: That a Committee consisting of Messrs. Thorburn, Philipps and the mover, be appointed to confer with the Committee, at present revising the Assessment Law of Upper Canada in Parliament, with a view of exempting Teachers' salaries up to \$1,000 from taxation.—Carried. Moved by Mr. Robertson, seconded by Mr. Elliott: That in the estimation of this Association the present system of appointing Local Superintendents in cities and towns, by the Boards of Trustees, has worked injuriously to these places, from the fact, that Superintendents were too much subjected to the influences of the said Boards, and that a Committee consisting of the mover, Messrs. Elliott, and McMillan, be appointed to memorialize the Council of Public Instruction for said appointments to be made by the respective City or Town Councils.—Carried. *Notices of Motion.*—Mr. Robertson.—That at the next annual meeting he will move for a change in the name of the Association. Mr. Hart.—That at the next annual meeting he would move that the distribution of prizes in schools, affords a healthy stimulus for the advancement of pupils in their studies. It was

agreed that the next annual meeting be held in Ottawa, the next semi-annual in Kingston. A public meeting under the auspices of the Teachers' Association of Central Canada, was held in the Mechanics' Hall, Friday evening, June 6th, at 8 o'clock p.m. A large and respectable audience filled the Hall to repletion, and this can be easily accounted for when it was known that a considerable amount of talent in public speaking, was in store for them from no less an individual than the Hon. T. D. McGee, whose powers as an orator and public speaker are universally acknowledged. Some of our leading citizens were present on the occasion, and the audience seemed well pleased with the proceedings. Mr. Thorburn, on taking the chair, explained briefly the objects contemplated by the Educational Institute of Central Canada. It was an organization primarily having in view the advancement of the interests of the teaching profession, as well as the cause of education throughout the Province. He stated that the benefits of a sound education could scarcely be over-estimated. In Germany there is a maxim that what you want to put into the life of a nation you must put into its schools. A people's destiny was very much influenced by the kind of training their youth received. We have been hearing a great deal of late of the benefits to be expected from Confederation, and he was one of those who had great expectations on this point. Still, this would be of little practical moment if the community was not at the same time educated and qualified for their new and wider sphere of duties. In Upper Canada our educational machinery was nearly all we could wish for. The great difficulty lay in the apathy and indifference of the people. This was the stumbling block in the way of our advancement towards a general and universal education and the meeting on the present occasion was specially meant to awaken the interest of the public in the great work in which, as teachers, they were engaged. He had much pleasure in introducing to the audience Mr. Langton. Mr. Langton, at all times, was glad to render any possible assistance that lay in his power to aid such laudable institutions as those which had for their object the advancement of the educational interests in our midst. It seemed to be a subject dry and unattractive to listen to when spoken upon, and a great majority of the people were satisfied to leave all in the hands of a Council of Public Instruction, Superintendents or Teachers; but when the financial part of education is broached all seem then to have an interest, and why, he would say, should not the same interest be manifested in the literary part. Teachers, however, we must rely upon for the promulgation and development of education, and he thought this system of intercourse among teachers for their mutual benefit and for the advancement of the science of education very excellent. In Canada we had National Schools, supported by the State, but the system notwithstanding, had its imperfections. There seemed to him to be a blank between our Common Schools and University, at present filled by private enterprise, but he hoped the government would soon take the matter up. He alluded to the necessity of having schools where those whose ultimate destiny would require of them certain branches and perfection in which these could be taught. On the other hand he believed those who followed a professional business, or wished to have a good education, would do well to study both classics and the Natural Sciences, but he could not see the practical utility of teaching a boy Latin and Greek, who, perhaps, at the expiration of thirteen months, was called to some trade or other, having, as it were, a smattering of every thing, but perfection in nothing. He believed the proper course to be to educate a boy in accordance with his future calling. The Natural Sciences properly taught, are of National benefit to the student, but otherwise taught they are an injury; the Sciences not only increase the intellectual, but they also improve the moral system in mankind; and he hoped they might yet just take as important a place in our College and University halls as either Latin or Greek. Rev. Dr. Jones said he would be brief and confine his remarks to the comparative merits of the National system of education in Ireland and Canada.—He said there was nothing so important as to know how to train and inculcate knowledge to the rising generation. When the State supports a school system out of the public purse, it was but natural that the state should see that the people are fully recompensed for such expenditure, and he believed that Canada might profit by following the Irish National system somewhat further than they have yet done, that is in appointing proper common school inspectors, because he knew it to be in this country, from teachers and others, a matter of general complaint, the want of a careful and rigid inspection of our Common Schools. True we had what are called local superintendents, but he looked upon the system as a real public farce. In every section of the

country persons utterly unqualified were appointed from political motives, and persons having some other situation not very lucrative can by securing this add a little in the shape of pounds, shillings and pence to their pocket annually, and yet no more qualified to fulfill the duties of that functionary than a man who was perfectly illiterate. Sometimes we hear of clergymen being appointed, but he believed they were just as unqualified to fulfil the duties of that office as any common citizen, and he believed that it was stepping beyond the duty of the clerical profession to secure a slight monopoly because of a little salary, when their own sacred duties required all the time they could possibly spare. Besides, it was, he considered an infringement on the rights of teachers as professional gentlemen. Let our Government appoint a staff of inspectors composed of practical teachers, with a stated salary, and whose attention would be entirely devoted to this purpose and the benefits accruing to our educational system would be a hundred fold.—The Irish system with some 30 years experiment worked well in this particular, and he saw no reason why the subject of school inspection should not be changed in Canada.

Hon. T. D. McGee said our Schools were a National Institution and as such must be based upon National character, and in no place could national character be inculcated better than in our Schoolrooms and by our Schoolmasters. (Hear, hear.) The Legislature has of course to lend their assistance, but they could only lay the super-structure; it is for teachers as our practical men to build the foundation of a National school system. Some controversy had arisen as to the rival claims of the Classics, and the Natural Sciences in our schools, but for his part he would be greatly in favor of encouraging a literary taste for the classical writings of our Auteurs. He, for his part, always prized a relic from his grandfather more than an object of yesterday, and he thought the Latin and Greek of Rome and Greece had a right as relics of antiquity to be preserved; and another thing we could not begin to examine the Nomenclature of the Natural Sciences, in his opinion, without a certain amount of classical knowledge. He (Mr. McGee) also believed in religious exercises in the Schools; a dogmatical religion of some kind in Society was preferable to a depraved morality; he was aware that in Upper Canada a great diversity of opinion existed on this subject, but he was at liberty like every other man to express his private opinion of the matter, and in his doing so he considered that moral teachings were as essential to the formation of the human character as any course of intellectual instruction. He thought that this generation ought to be better educated than any that ever yet preceded it, were it for no other reason than the amount of mechanical appliances we had placed at our disposal. With the invention of Printing we have books given us almost for nothing, and with the invention of paper we were furnished with a cheap material for assisting us in our educational pursuits. Fancy paying for as much parchment as would contain the Psalms of David, its own weight in gold. And if we did not reap the benefit of these modern mechanical appliances, we must blame none other than ourselves. Another suggestion he would throw out to the teachers present. In the capacity of practical instructors, it would be advisable to attend particularly to the cultivation of writing and speaking the English Language in our schoolrooms; for what is more distasteful to the ear of a pure English scholar than the use of such vulgar phrases as *Smut* and *Slung*, *Dodge* and *Skedaddle*. You may be sure that they are anything but respectable words when they are used to indicate disrespectful actions. Our language is rich and comprehensive, and is the nearest approach we have ever yet seen to a universal language. You can travel the world all over without the aid of an interpreter; it is in every sense of the word a conquering language; and, therefore, we should preserve it in a pure state as an inheritance from our forefathers. Prose and verse have filled the English reservoir, and why should we allow a little *flith* to be thrown in to muddle this fountain of purity. He was happy to see that some alteration was being made in the style of some of our school books, and that our own province was receiving more justice in History and Geography than in former times. When the United States used to supply us with an atlas for instance, they would give 19-20 of the Continent to themselves, and place us as a small ribbon around the North pole, thereby graciously acknowledging our existence. He hoped, however, that teachers here present would see the practical necessity of acquiring a good knowledge of the history and geography of our own country. Mr. McGee went on further to explain the necessity of a cultivation of elocution and correct reading in our schools; and we are only sorry that we have not been able to report the practical speech of the eloquent gentleman more fully than it has been done. After a vote of thanks had been given the several gentlemen for their addresses the meeting adjourned.

Saturday Session.—The Committee appointed to wait upon the Assessment Committee, at present revising the Assessment of Upper Canada, reported having had an interview with the committee, and that their proposition was favorably entertained. The report was accordingly filed. A paper was read by the Rev. Mr. Philipps—"On a few defects in the school law;" the subject was ably handled by the writer, and a sharp discussion followed in which Messrs. Elliott, McMillan, Roberts and Wood took part. Messrs. Wood and McMillan contended that no men or set of men ought to have a monopoly in the supply of school books. Mr. Robertson contended that as our public schools were supported by the state, the authorities appointed by the state to protect our system, had a right to exercise their judgment in the selection of text-books for schools, and also to have a monopoly of the same, to recompense them for their trouble. He was satisfied the men composing the Council of Public Instruction would give ample justice in this respect, and would do nothing to mar the educational prospects of our common country.—Mr. Smith then read a paper "On the Common Schools of Ottawa," which pictured out to a great extent the advantages and disadvantages of our system as managed in Ottawa.—Mr. Robertson said he was glad that a paper had been read on this subject, as it would enable us to compare systems in other cities with our own, and we thereby might deduce some practical benefit. Some men do not like to make known abroad any little defects at home, but that was not his disposition. He said the only remedy for evils of this kind was to publicly expose them, he must say that our buildings were a disgrace to a christian community, but what could they expect from men who had no earthly interest in the welfare of our Common Schools, men who send their children to private schools and most inconsistently legislate for common schools. The Superintendent ought to be a regular practical teacher, and one that would influence the board to a proper sense of duty, and make them aware that according to law they are liable to be fined for neglect in providing proper accommodation for the comfort and health of our children. Mr. Woods, of Kingston, was sorry to hear of the state of affairs in the Capital of Canada, but the City of Kingston was not many years ago in the same dilemma, out of which they got by issuing debentures payable in 25 or 30 years at 6 per cent, thereby enabling them to build suitable Ward Schools and also a Central School. Mr. Elliott said the press ought to take hold of the matter, and agitate it. If that did not succeed, the rate payers ought to call a meeting according to act, and employ the necessary means to raise buildings independent of the Board. An excellent paper on "The position and duties of Teachers" was read by Mr. Gibbon. Messrs. Thorburn, Elliott and Webster eulogized the Essay, and highly complimented the writer on his success for the first attempt. Moved by Mr. Dow, seconded by Mr. Elliott: That the Secretary be requested to address a note to the different Grammar School masters of Central Canada, with a view to establish Branch Associations in their respective localities.—Carried. The Association then adjourned to meet again in Ottawa next December.—*Citizen.*

— **SEMINARY OF QUEBEC.**—We learn that the Rev. M. E. Methot was yesterday elected Superior of the Seminary of Quebec. He becomes hereby Rector of Laval University, which title is by right attached to that of Superior of the Seminary. This election has produced other changes in the administration: Rev. E. A. Taschereau has been elected Director of the Grand Seminary; Rev. Adolphe Legare, Procurator; Rev. Cyrille Legare, Prefect of Studies, and Director of the Little Seminary, with Rev. Victor Legasse as Assistant. The *pensionnal* of the University will be under the direction of the Rev. O. Audel. The College of Levis will continue to have Rev. P. Roussel for Director.—*Journal de Quebec.*

— **EDINBURGH UNIVERSITY.** In consequence of the appointment of Mr. David Masson to the chair of Rhetoric and English Literature in the University of Edinburgh, (for which Dr. Wilson of Toronto was a candidate.) the vacancy caused by his retirement from the professorship of English Language and Literature in University College, London, has yet to be filled up. One of the prominent candidates is Mr. W. F. Rae, late editor of the London Reader.

Mr. Thomas Carlyle was recently installed as Lord Rector of the Edinburgh University. More than two thousand spectators were present, and Mr. Carlyle was received with enthusiasm. In a characteristic address to the students, he counselled them to learn, but not to " cram "; to find the pursuit they were fitted for, and to regard honest work as the best cure for all the maladies and the miseries of mankind. Oliver Cromwell was perhaps the finest man in history, and " John Knox was the author of Cromwell." But for Knox, the English Puritan, revolution would have been

impossible. Mr. Carlyle further impressed on his hearers that they should be ambitious, not of wealth, but of health; not of speaking, but of doing; and said that it seemed to him that the English and Americans, the finest nations in the world, were all going to wind and tongue. Ever the Universities were suspected of cultivating "mere vocality," and the results would appear sufficiently tragical by and bye. Silence was the universal duty of man and reverence the one thing needed in our education. The cultivation of pure and high thoughts was a noble ambition, greater than the acquisition of all California, or "getting all the suffrages on the plant just now."

X. Departmental Notices.

NOTICE TO COUNTY CLERKS.

The 55th section of the Consolidated Common School Act enacts, that, "The County Clerk shall forthwith notify the Chief Superintendent of Education of the appointment and address of each such Local Superintendent, and of the County Treasurer; and shall, likewise, furnish him with a copy of all proceedings of the Council relating to school assessments, and other educational matters.

It is essential, for the effective working of the system of Education, that the duty here assigned to County Clerks should be promptly and regularly performed, and we regret to have to remind some of those officers that their neglect in this matter has, in several cases, occasioned much inconvenience.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

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

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

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

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

THIRTY-FIFTH SESSION.—DATED 15TH JUNE, 1866.

MALES.

<i>First Class—Grade A.</i>	<i>Second Class—Grade B:</i>
2208 Hughes, James (2136).*	2223. Barrett, Thomas.
2209. Meldrum, Norman William (2081, 2119).	2224. Barrie, George.
2210. McLean, Peter (1876, 1929).	2225. Blatchford, William.
	2226. Campbell, James.
	2227. Clending, William Scott.
	2228. Tiler, Alexander David.
	2229. Hughll, Joseph.
<i>First Class—Grade B.</i>	2230. Kean, Reuben (1576, 2060.)
2211. Clarkson, Charles.	2231. Kennedy, Neil.
2212. Goldsmith, Stephen (2043, 2125).	2232. Luttrell, William.
	2233. McCallum, John Sangster.
	2234. McCormick, Colin.
	2235. McKay, Hugh.
	2236. McLair, Alex. (2063, 2148.)
	2237. Moir, George.
	2238. Rankin, John Brown.
<i>Second Class—Grade A.</i>	
2215. Campbell, William.	
2216. Donelly, Joseph Henry.	
2217. Ebbels, Walter Denis.	
2218. Mackay, Robert Peter.	
2219. McGill, Anthony.	
2220. McLean, James (1875).	
2221. May, Charles Henry	
2222. Palmer, John Henry.	
	<i>Second Class—Grade C.</i>
	2239. Jenson, Elisha (1862.)
	2240. Leitch, Thomas.
	2241. McKay, William.
	2242. Rutherford, Peter.
	2243. Slavin, Edward.
	2244. Tremee, Thomas.

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

FEMALES.

- First Class—Grade A.*
2245. Dunn, Hannah Olivia (1211, 1579.)
2246. Ferguson, Margaret (2079, 2160.)
2247. Sutherland Annie Agnes (2010, 2075, 2158.)
2248. Sutherland, Jennie Helena (2019, 2076, 2159.)
- First Class—Grade C.*
2249. Black, Mary Elizabeth (2099, 2170.)
2250. Couzens, Emily (2171.)
2251. Kessack, Marg't (2090, 2164.)
2252. McCausland, Caroline Elizabeth (2175.)
2253. Robinson, Annie (1595, 2166)
2254. Turnbull, Sarah Annie.
- Second Class—Grade A.*
- 2255 Bentley, Kate (2085, 2169).
2256. Campbell, Jane Ann Jamesina
2257. Drury, Martha Jane (2190.)
2258. MacLewie, Agnes Olivia.
2259. Meldrum, Margaret Jane.
2260. Nathall, Phillips (2093, 2178).
2261. Palmer, Sarah Anne (2003).
2262. Saunders, Annie Maude
2263. Sutherland, Margaret (2184)
2264. White, Hester Ann.
2265. Young, Mary (2207).
- Second Class—Grade B.*
2266. Bailey, Eliza.
2267. Baxter, Louisa (2186)
2268. Becket, Elizabeth
2269. Beckett, Lucy Mary
2270. Bell, Emma Elizabeth (2187)
2271. Brookes Harriet.
2272. Butler, Harriet Jessie.
2273. Dygert, Anna Maria
2274. Fairgrieve, Agnes.
2275. Flavell, Minnie
2276. Gann, Sarah Sophie
2277. Hamilton, Jessie.
2278. Harbottle, Mary Ann.
2279. Harris, Frances Josephine
2280. Hurlbut, Maria
2281. Kenny, Christina.
2282. Lawrence, Fanny Helena (2194)
2283. McDonald, Isabella.
2284. McIntire, Annie.
2285. McLaughlin, Margaret
2286. McMahon, Catherine.
2287. Moore, Martha (2197).
2288. Paterson, Mary.
2289. Payne, Louisa (2199)
2290. Riddell, Mary Anne (2201)
2291. Ridley, Alexandrina Sophia.
2292. Somerville, Agnes
2293. Weed, Mary Jane
2294. Worth, Mary Anne.
- Second Class—Grade C.*
2295. Boyce, Martha Jane.
2296. Brown, Martha Eva.
2297. Howe, Frances Esther
2298. McLaughlin, Elizabeth Ann.
2299. Oliver, Elith.
2300. Pentland, Jane Matilda.
2301. Pollard, Ann.
2302. Scarlett, Mary Eliz'th (2203.)
2303. Sparling, Mary Jane
2304. Thompson, Mary J.ine.
2305. Walsh, Margaret Elizabeth.
2306. West, Eliza Jane.

EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grad. C.*, granted subsequently to the nineteenth session, have been limited to one year from their respective dates. Lists of certificates which expire before June, 1866, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 15th of that month:

MALES.

2056. Blain, Hugh.
2057. Dawson, George.
2058. Fisher, Simon.
2059. Hamilton, George
2060. *Obtained Second Class B* (2230)
2061. *Obtained First Class C* (2119) and A.
2062. Metcalf, Josias Richey.
2063. *Obtained same grade* (2148) and *Second Class B* (2236)
2064. Thompson, Alex. Galloway.
2065. Wallace, David.
2066. White, Humphrey Albert L.

FEMALES.

2099. *Obtained second class B* (2170) and *First Class C* (2249)
2100. Dolmage, Florence Marion
2101. *Obtained second class B* (2173)
2102. *Obtained second class B* (2172)
2103. Hodgins, Jane.
2104. *Obtained second class B* (2176)
2105. Moran, Mary Frances.
2106. *Obtained second class B* (2179)
2107. *Obtained second class B* (2180)
2108. *Obtained second class B* (2181)
2109. Sifton, Annie Maria.
2110. *Obtained second class B* (2183)

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

ALEXANDER MARLING, LL.B.,

Registrar.

EDUCATION OFFICE.

Toronto, June 1866.

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.

DISTRIBUTION OF JOURNAL OF EDUCATION.

In consequence of the number of Local Superintendents who, for various reasons, have declined personally to superintend the distribution of the *Journal of Education* in their respective townships, it is suggested that each Local Superintendent should make arrangements at the post offices within the bounds of their respective fields of labour, for the prompt and regular delivery of the *Journal*. All copies not called for within a reasonable time, should be returned to the Educational Department.

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.

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

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

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 in full, at the net catalogue prices.

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.*