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CANADIAN SCHOOL SYSTEM VIEWED ABROAD.

In connection with the elaborate review and summary of our Upper Canada School System, by one of the English Royal Commissioners, which we published in the *Journal of Education* for October and December, we insert the following from the "Appendix to the First Report of Her Majesty's Commissioners, appointed to inquire into the state of schools in Scotland." The extract we give is taken from a letter of answers given by David Milne Home, Esq., an observing and intelligent member of the Education Committee of Scotland.

In his letter Mr. Home gives the result of his careful observations on the American, Canadian and other School Systems, and makes a number of suggestions to the Commissioners for the improvement in the management of the details of the Scottish School system. At the conclusion of his letter he speaks as follows:—

"The last suggestion which I venture to offer for the consideration of the Royal Commissioners, is to bring over to this country to be examined by them, Dr. Ryerson, the distinguished man who laid the foundations and reared the structure of all the existing educational institutions in Canada.

"With Dr. Ryerson I have no personal acquaintance. But having seen what he has accomplished, I have formed the highest opinion of him as an authority in educational matters, as a liberal-minded Christian, and a very sagacious politician. My own opinion, I find, is shared by the well-known traveller

and author, Kohl of Germany, who is also a good judge of schools. Kohl visited Canada in 1860, and in his published travels says of Dr. Ryerson: 'This gentleman deserves to be known in other regions of the world. This enlightened and highly cultivated man is the founder of these institutions, and the soul of all popular education in Canada. He was appointed to this post when he was forty years of age, but he considered it necessary, before entering on it, to make a journey through the most civilized countries, to study their school and educational systems, and form from them the one which might appear the most useful and effectual for Canada. After his return, he published a masterly report, in which he passed in review all the various system and arrangements existing in Germany, France, Sweden, Switzerland, and England, and then explained the one he had planned for Canada. I had not the good fortune to find Dr. Ryerson himself on the spot. But his works all around me, and everything I saw and read, sufficiently proclaimed his praises.'

"Mr. Tremenheere, also an excellent authority, who visited Canada, and saw Dr. Ryerson, explains more particularly what he had to do, and how he proceeded in the reformation of the Canadian schools.

"For thirty years previous to 1841, annual Parliamentary grants were made in aid of common schools, but expended without system, and to very little effect. In that year the first school law was passed. In 1845, Dr. Ryerson made an extensive personal inquiry into the common school systems of America and Europe, the result of which he published in a report, and afterwards in two laws of 1846 and 1847, subsequently enlarged and improved, and by the present law of 1850.'

"Dr. Ryerson in his report states, 'that the system adopted by him is derived from what appeared to him most excellent in all those which he examined.'

"(1.) He derived the machinery of his system from that in force in the State of New York, which was, however, (he thought) defective in the too great intricacy of some of its details, in the absence of an efficient provision for visitation and inspection of schools, for religious instruction and uniform textbooks.

"(2.) He considered the principle of supporting schools in the State of Massachusetts the best, but requiring modification, in order to substitute the free action of each locality for the compulsory requirements of the State.

"(3.) He preferred the books of the National Board of Education in Ireland.

"(4.) He considered the system of training teachers, and the principles and modes of teaching prevalent in Germany superior to all others. Another feature, or rather cardinal principle, adopted by Dr. Ryerson is, that of not only making Christianity the basis of the system and the pervading element of all the parts, but of recognising and combining in their official character, all the clergy of the land, with their people, in its practical operation, maintaining at the same time parental supremacy in the religious instruction of their children, and upon this principle providing for it.

"I have referred to these testimonies by German and English authors, who are well acquainted with schools, regarding Dr. Ryerson and his doings in Canada, in vindication of the high opinion I myself have formed of his singular ability, and of the suggestion I have presumed to offer to the Royal Commissioners, to invite him to this country to assist them in grappling with difficulties very similar to those which he had to face. If anything farther were needed to show how much Dr. Ryerson's system has commanded general admiration, it would be the reference which I see frequently made to parts of it in the recent annual reports of school superintendents in the American States, and the desire evidently felt there to import many features of it into their own educational arrangements."

II. Papers on Education in Ontario.

1. EDUCATION IN UPPER CANADA IN 1866.

We have already noticed some points in the Chief Superintendent's Educational Report for 1866. As was to be expected, the increase of schools has brought along with it an increase of teachers. Not that there is a superabundance of good teachers, but there is such a supply of one kind or another, that, from the competition for places, the emoluments in too many cases, have suffered an undue depreciation. There is one fact mentioned in the report in reference to the increase of teachers, which many might not be prepared for, and that is, that both the absolute and relative increase of female teachers employed in common schools has been, during 1866, greater than of males. Many have the idea that the very improvement of the schools is making less and less demand for lady teachers, but it is not so; and Dr. Ryerson expressed his satisfaction that it is not, for he is convinced that "female teachers are best adapted to teach small children, having, as a general rule, most heart, most tender feelings, most assiduity, and, in the order of Providence, the qualities best adapted for the care, instruction, and government of infancy and childhood." We are half inclined to go farther, and say, that, in many cases, female teachers will have more influence, even with comparatively rude boys, than those who may be sterner and possessed of more physical power. About four-fifths of the teachers in the States are females, and in England, also, their numbers are rapidly increasing. It is well, however, to take care that they be as thoroughly trained, and as fully qualified as the gentlemen, and then they may claim equal remuneration.

It is remarkable that of the nearly five thousand teachers actually engaged in the work of education in Ontario, the religious persuasion of only 29 has been unreported. It is also to be noted that a very considerable number of Roman Catholics are engaged as common school teachers; as many as 322 being mentioned, besides those engaged in separate schools. The largest number belonging to any one denomination is 1486 (Presbyterians), and the next, 1339 (Methodists).

The remuneration given to teachers is small. The highest salary paid in any county, during the year of which we are speaking, being, only \$600, while one, at any rate, was as low as \$93. In cities we have them ranging from \$1,350 to 100, while the average for male teachers in counties was only \$253, and for females \$189, and in cities for the former \$529, and the latter \$247.

Of the 4,379 schools reported, all, except 638, are entirely free; that is, there is no charge made on individual scholars, but all expenses are borne by a general rate on the section. This state of things has been brought round, not by any Act of Parliament, but simply by the inhabitants of the different sections finding, by experience, that it was the better plan, so that, whether people sent their children to school or not, they had to pay all the same.

Every one knows how very necessary a good school house is, in order to secure efficient teaching; and the number of such really good houses, we are glad to learn, is increasing year by year. There are in Ontario, 642 of brick; 372 of stone; 1751 of frame; and 1604 of log. During the year 1866, 101 school houses were built, and of these only 19 were log. It is estimated that the value of school houses and premises, throughout the Province, amounts to the large sum of \$2,097,922.

As we are all aware, Separate Schools have been established for 039—a decrease of \$1180. A large number of Roman Catholics Roman Catholics. The extent to which they are used, by those for

whose benefit they were appointed, may be seen from the fact that of sixty odd thousand Roman Catholic school-going children, upwards of forty-five thousand attend the ordinary common schools, thus leaving only the balance for separate schools. The whole amount provided for separate schools from all sources for 1866, was \$45,000—don't see any use for these schools. They know that the religious principles of their children are not in the slightest degree interfered with in the common schools, and the education given there is generally of a superior character.

Having already printed in full Mr. Young's report on the condition of the Grammar Schools, there is no necessity for referring further to them. We may simply mention that the total expenditure for grammar school purposes amounted to \$113,887, and the whole number of pupils for the year was 5,179—giving the yearly expense of each grammar school pupil, as nearly as possible, twenty-two dollars.

In addition to the common and grammar schools, there are other educational institutions which have to be taken note of, in order to form a full and correct idea of the state and progress of education in the country. We find there are sixteen colleges, with 1,931 students, and 298 academies and private schools, with an attendance of 6,462 pupils. We should think there must be a very much larger number of such institutions than what is mentioned. Only twenty private schools are returned for Toronto, for instance, while we are quite sure there are many more.

The system of free public libraries is still in operation with a greater or less amount of success. From the time when it was first commenced, \$119,649 have in this way been expended. The whole number of volumes in the public free libraries, is 215,611.

The map of the country, which is given in the Report, and marked for the purpose of showing how far the libraries have been established, lets us see at a glance, how some parts are provided with them in every school section, while others are entirely destitute. In the whole of the country west of Oshawa and South of Collingwood, there are not above fourteen or fifteen townships in which there is no public library, while back from Kingston, and both east and west of it for a great many miles, there is scarcely a township which has more than one library, and the most of them have not even one.

The whole number of educational institutions of every kind, so far as these returns show, was 4,800; the number of pupils in all 405,267; the whole money expended \$1,820,006; while the sum actually available for purposes of education was \$2,050,125.

All this makes it manifest that, while a great deal yet remains to be done, a great deal has been already effected. A large number of children in the Province still attend no school. Upwards of forty thousand of this class are reported for 1866, and the likelihoods are that the actual number is much larger. Poverty cannot be urged as a reason for this. It is simply the indifference or vice, or greediness of parents. They are ignorant themselves, and they fancy that their children can get on well enough without going near the school. It is distressing, also, to notice the irregularity in attendance of those actually entered as pupils. As many as forty-two thousand attended in 1866 for less than twenty days; seventy-five thousand for more than twenty, but less than fifty days; and only about thirty-two thousand attended for upwards of two hundred days in the course of the year.

The frequent change of teachers is also a great evil. It makes the profession of teaching to be looked upon more as a stepping stone to something better, than as a life business, and all experience shows that, in such cases, the work will not be done so heartily.

Our space, however, is exhausted. We are very much pleased with many things mentioned in the report, and trust that in the future, as in the past, progress will characterize our whole educational system, and that Canadians will become more thoroughly and manifestly an educated people.—*Toronto Globe*.

2. GIRLS IN THE GRAMMAR SCHOOLS.

The subject of the admission of Girls to the Grammar Schools was thus referred to in a debate in the House of Assembly for Ontario:

Mr. Blake said that, assuming the whole question of these educational grants was under discussion, he wished to make a remark on the mode of apportioning the grants to the Grammar Schools. This was based on the erroneous principle of attendance, so that the effect has been unduly to swell the attendance of classes of children not qualified for Grammar Schools—girls and others being got to attend, in order to obtain an increased grant.

Hon. J. S. McDonald thought there was a great deal of force in the observations of the member for South Bruce. The Grammar Schools had been deteriorated by receiving children who were not qualified to enter them. He had hoped that some arrangement might be devised which would obviate this. The question had been brought under his attention by a communication from the Chief

Superintendent of Education, who desired his opinion whether it had been intended that girls should be admitted to Grammar Schools. His (Mr. McDonald's) impression was that such had not been the intention. This practice of getting girls into the Grammar Schools had the effect of interfering with, and injuring the usefulness of higher seminaries for girls. It was to be regretted that the standard of education for young ladies in Upper Canada, was not so high as in Lower Canada. He promised that the attention of the Government would be given to the subject.

The subject of the admission of girls to the Grammar Schools was referred to in a debate in the House of Assembly for Ontario :

Dr. McGill wished to get a little more information on the subject of Grammar School education. He understood the member for South Bruce, and the Attorney General, to say that latterly a great many girls had been made to attend the Grammar Schools, in order to get larger grants. He agreed that, to some extent, that was the fact. He did not agree, however, that girls should be excluded from the Grammar Schools. If this were done, they would to a large extent, be practically excluded from the higher education which they could now get in Grammar Schools. With all due deference to Mr. Young, the Inspector of Grammar Schools, who had strongly urged the exclusion of girls, he thought the learned gentleman had pressed that matter too far. Many girls were now getting a good education in Grammar Schools, which they could not possibly get otherwise. Separate high schools for the education of girls could not, in the circumstances of our country, be at all generally established.

Mr. Fraser was glad to hear that the attention of the Government was to be given to this important subject. His own impression was that Grammar Schools were not the best places for the education of girls. He hoped that the Government would consider the propriety of giving a grant for high schools for girls, in many localities through the country.

Mr. Sinclair approved of the suggestion to establish schools for the superior education of girls. At the same time, he did not think they should be excluded from Grammar Schools which gave an education, some kinds of which were as useful to girls as to boys.

Mr. Ferrier, from the experience he had had, believed that the system of teaching boys and girls together in Grammar Schools, worked well. The girls, in many instances, showed just as good an aptitude for learning Greek, Latin, &c., as boys. He thought Mr. Young went too far. The grammar school teachers were to meet in convention in June, and would then discuss this subject. He thought, after hearing their opinion, and the remarks which the Chief Superintendent and Inspector of Grammar Schools might make upon it, the Government and Legislature would be in a better position for dealing with the subject next session.—*Globe*.

3. EDUCATIONAL EXPENDITURE IN QUEBEC AND ONTARIO.

From the estimates laid before the Legislatures of Quebec and Ontario, we select the following items of educational expenditures :

NAME OF ITEM.	PROVINCE OF QUEBEC.	PROVINCE OF ONTARIO
Common and Separate Schools.....	\$174,000	\$170,000
Normal Schools.....	62,590	17,000
Schools in New Townships.....	4,000	2,000
Grammar Schools.....	68,000	55,000
Colleges and Universities.....		31,000*
Medical Schools.....	1,500	2,250
Agricultural Normal School Education...	12,000†	
Agricultural Schools.....	2,400	
Common School Inspectors.....	29,700‡	
Grammar School Inspectors.....		2,000
Superannuated Teachers.....		4,200
Journal of Education, (in English).....	1,800	1,800
“ “ (in French) .. .	1,800	
Books for Prizes in Public Schools.....	3,000	
Library Books, Maps, Apparatus, and Prize Books, for Public Schools.....		32,000
Departmental Library.....	1,200	
“ “ and Museum.....		2,800
“ Salaries.....	16,500 }	14,700¶
“ Contingencies.....	15,000 }	
	\$396,090	\$334,750

* Including eighteen months grant to the various colleges up to December, 1868,—submitted to the House with the following declaration, on behalf of the government:—“The Lieutenant Governor, while regarding the payment of any sums of money out of the Treasury to collegiate insti-

III. Papers on Practical Education.

1. BENEFIT OF TEACHERS' ASSOCIATIONS.

1st. Teachers' Associations would secure the general adoption of approved systems of imparting instruction, and a uniformity in the use of the most suitable text books.

The zealous, faithful teacher is always alive to his own defects, and is ever trying to correct them. If he has been trained under a system of instruction somewhat akin to the dogma, “Believe and ask no questions,” he will not rest satisfied until he has amassed greater stores of learning, and become possessed of better modes of communicating that knowledge than were his own instructors. The friendly interchange of views as to the modes of teaching the departments of Common School Instruction, the discussions which these may elicit, and the essays read on such topics, cannot, I think, but conduce to accumulate a *common fund* of knowledge of these subjects and how to teach them.

All of us must be conscious of the effects of isolation incident to our work. To a great extent, each one of us has had “to paddle his own canoe.” We have had to labour on from day to day without the consciousness of any one sympathizing with us; to devise our own mode of procedure in practically carrying on the work given us to do. But by meeting in our associated capacity, one may receive useful hints and be able to give others in return, “without money and without price.” A uniform system of conducting schools, and the same series of school-books, would be of untold benefit, especially when we consider how frequent is the change of teachers.

2nd. Teachers' Associations would enlarge the views of its members and stimulate their exertions for the advancement and diffusion of knowledge.

In the natural world we find that plants flourish most, and attain to more gigantic proportions when exposed to light and shade. We also find the strong and gifted minds are those, who, in the lonely chamber, waste the midnight oil in the researches of science or acquirement of learning, and also enjoy the genial sunshine of friendship and sympathy. “As iron sharpeneth iron, so doth the face of a man his friend.”

A person secluded from professional associates is very apt to overrate his attainments; *not very apt* to “see himself as others see him.” Such a one is in danger of losing sight of his *need* of improvement; of regarding the work done as perfection, or at least so near that, that there is very little necessity of trying to do better. But the better results obtained by others would bring a sense of virtuous shame to his mind. The future destiny of our beloved Dominion depends greatly on the way our work is done. We are like the crew of a vessel; the more gallantly they strive against wind and tide, the more assiduously each performs his part, the sooner will the ship pass over the briny deep, and the more gloriously will she enter the desired haven.

3rd. Teachers' Associations would encourage the frequent interchange of ideas and kindly intercourse among members. Instructors having freely received should freely communicate. One may give away money, lands, &c., and make himself just so much

tutions in this Province as inexpedient, is yet impressed with the conviction that embarrassment would ensue, were the colleges named in the annexed schedule suddenly deprived of the annual grants heretofore voted by the Legislature of the late Province of Canada, and on this ground alone, His Excellency submits to the Legislative Assembly the propriety of granting to the said colleges the several amounts mentioned in the said schedule; declaring, at the same time, that it shall not be lawful to continue such grants hereafter.”

† The grant to Agricultural Societies, in the Province of Quebec, is \$80,058; in Ontario, \$64,450.

‡ In Ontario this charge is borne by the various County Councils.

¶ In regard to this item, we quote the following from the Parliamentary Report of the *Globe*:—

“Mr. McDonald also embraced this opportunity of reading a long communication from the Chief Superintendent of Education, on the subject of the contingencies of his department, drawn out in consequence of some allusions to this subject in a previous debate. Dr. Ryerson claimed that these expenses were controlled by a strict regard to economy—that they had not increased within the last ten years, and that they were less than the corresponding expenses in Lower Canada. He said that the last published public accounts showed that the Lower Canada Department of Education expended, for salaries and contingencies, \$31,500 with 3,825 schools; while his, (Dr. R's,) estimate was \$14,700 with 4,457 schools, besides other agencies for the diffusion of useful knowledge which did not exist in connection with the Department of Public Instruction in Lower Canada. The only increase of salary had been in the case of two junior clerks, who were entitled to it by their long and faithful service. Both of these had served on the frontier, and—one as an officer—(Mr. Stinson), had distinguished himself by his gallant conduct at Ridgeway.”

poorer; but in *knowledge* "giving doth not impoverish, nor withholding enrich."

"Like mercy, it is twice blest—
It blesseth him that gives and him that takes."

We abhor the selfishness of the man who says, "Help yourself, when you have labored as hard as I have done, you *may* know as much, and be just as wise." Says the Great Teacher, "Is a candle brought to be put under a bushel? nay, but on a candlestick;" and again even commands, "Let your light so shine." A distinguished educator says:—An exclusive spirit may be borne where meaner things as houses, lands and gold are at stake; but in education and religion, light and love, there is not even the shadow of an excuse. The man who would be exclusive in these things, would be so I fear in heaven.

I feel I owe an apology for quoting our British poets.

"Hast thou no friend to set thy mind a broach,
Good sense will stagnate, thoughts shut up want air,
And spoil like bales unopened to the sun,
Had thought been all, sweet speech had been denied."

Moreover, every teacher meets with difficulties to which he may have to succumb, through the ignorance and arbitrary, presumptuous authority of other officials, often without knowing that his brethren sympathize with him. Such difficulties might be submitted, and the joint opinion elicited might be a precedent for future guidance.—*Mr. McTavish in Bruce Reporter.*

2. GEMS FROM THE S. S. TEACHERS INSTITUTE.

It appears to us important to recapitulate, in a condensed form, some of the more striking and important lessons, the fruits of large experience and wide observation, communicated at the Teacher's Institute, held last week in this city.

1.—DUTIES OF SUPERINTENDENTS.—*Mr. Pardee* earnestly inculcated on Sunday-School Superintendents the duty of attending to their own business of organizing, overseeing, and ruling, leaving teaching wholly to the teachers. A talking Superintendent he regards as a great hindrance to a Sabbath-school. If he spoke on subjects unconnected with the lesson, he distracted the attention of the school from its legitimate object; namely, the lesson of the day. If he went over that lesson before the teachers, he forestalled them, and put them in a false position. If he did so afterwards, he might take different views from some of the teachers, and thus diminish the confidence of their classes in them. If he took the same views, it was only a reiteration, which had better be avoided, on the supposition that the teachers had done their duty. Opening and closing exercises should be varied, each portion being short, and the hymns sung and scripture read should have a bearing on the lesson of the day. Superintendents should not take visitors round to stand beside classes, as many teachers could not go on under such circumstances, and the attention of scholars was distracted. Neither should they invite any one to address the school, unless they were reasonably sure, beforehand, that the address would be brief and pointed, and bear on the lesson of the day. Long addresses, full of big words, were wholly out of place in the Sabbath-school; and amusing stories told by visitors only obliterated the lessons of the teachers. The Superintendent should pay great attention to grading the classes, as a scholar might be quite out of place in one class, who would be very well in another.

2.—TEACHERS.—A teacher should get into sympathy with every scholar of his class, by personal acquaintance and kindly greetings. He should, as far as practicable, draw out his class by questions, and avoid preaching to them, although it would often be necessary, briefly to instruct and exhort them. A teacher should set an example of order, regularity, and promptitude to his class, and should not, generally speaking, rebuke any scholar there, but seek an opportunity of showing him his fault in private. He should visit his scholars at their homes, in order to know their circumstances and interest their parents; and he should have no more scholars in his class than he can oversee in school, and visit at their homes. He should make the conversion of his scholars his constant and main object, and Christ the central figure in his teaching.

3.—THE LIBRARY.—This should be selected with great care from every available source; any general order sent to a publisher or bookseller would be almost sure to contain a proportion of trashy books,—some of them, perhaps, positively pernicious. A committee to select books should be appointed, composed of the best available materials; who, whenever a really suitable book appeared, should get as many copies of it as were necessary, to allow the whole school to peruse it in a reasonable time. Such a book should also be introduced to the school by a brief description, which would

make all eager to get it. Commonplace stories, especially if of good children who died early, should be excluded. Those which combined valuable information with sound instruction, in a simple and interesting form, were to be carefully sought. Library books should be handed in by the scholars when they come to school, with a list of those they wanted to take out, and these should be left at each class, *at the close of the lesson*, by the librarian.

4.—TEACHERS MEETINGS.—These should be kept up, if possible, weekly, in a social, inexpensive way, and every teacher should be drawn out to give his or her views on the lesson for next Sunday, and any matter concerning the interests of the school that may come up. Anecdotes of visiting scholars should be called for, and the question, *Is there any special religious interest in your class?* should be asked round. Also, *if there were any special difficulties?* In this way, the Superintendent would bear the position of each class, and each teacher would become acquainted with the state of the whole school. These exercises could be profitably interspersed with prayer and praise.

5.—SINGING.—The selection of hymns should be carefully attended to, as a large proportion of those in the books were not worth using. Many doctrinal hymns used in churches, such as "There is a fountain filled with blood," "My Faith looks up to Thee," &c., were well adapted, both in words and music, for the Sabbath-School, and infinitely superior in sentiment and instruction to many that were now sung. Hymns should be selected in which good poetry and music combined to fix an important lesson on the mind. A plan was now being adopted which should be generally introduced; namely, to print the hymn on calico, in very large letters, and hang it up where all the children could see it. This did away with books, and made all hold up their heads while singing. If large notes could be given with large words, this excellent plan would be complete.—*Montreal Witness.*

3. NEW BRANCHES OF EDUCATION IN THE SCHOOLS.

Le Nouveau Monde advocates the introduction into country schools of several branches, which it considers the present advanced state of knowledge requires. It says:

"It is evidently necessary to teach in our country schools, besides the catechism, which every one ought to learn, at least the elements of Geography, of history, of domestic and political economy, of municipal affairs, and of civil law, that every citizen may know, and afterwards study more completely, according to his need, his rights and duties as a citizen. There would, in that case, be no longer such a display of ignorance on matters of the highest importance. Besides, a knowledge of these elements is requisite for every one who wishes to study anything—even merely to follow the affairs of his country, much more for those who are called upon by the Constitution to judge of public affairs, even the most complicated."

The *Nouveau Monde* also thinks that there has been too much said about military education in schools of late; not that it disapproves of making such instruction a part of the course of any school, but it considers that other trades or professions ought to take precedence of that of the soldier, and that a cry might as well be raised against the neglect of agriculture and other industrial and practical branches, as against the neglect of military instruction. There is a good deal of wisdom in the remarks of the *Monde*, but we fear that the unhealthy system of cramming pupils with a *mélange*, an indigestible mass of every fruit, ripe and unripe, of the tree of knowledge, has in the present day, in most of our schools, been carried far enough.

We are, however, quite disposed to agree with our contemporary as to the benefit that would accrue to the country at large, if some knowledge of our constitution and laws were embodied in the teaching of Canadian history. This is perhaps, as much political economy as most school-teachers would be able to give, and most pupils willing to receive, or capable of understanding. For after all it is actual life, and not the school-room, that "teaches our Senators wisdom,"—what they possess of it.

IV. Papers on Classical Subjects.

1. DR. HAMILTON'S ADDRESS ON THE IMPORTANCE OF CLASSICAL EDUCATION.

At a meeting of the Teacher's Association of Montreal, Dr. Hamilton read a paper on the advantages of classical instruction as a branch of National education, he said:—The Greek and Latin languages had long been a principal subject of youthful study wherever liberal education has prevailed. This importance has often been called in question, but they continue in most countries to occupy

their old place, at least in the estimation of the educated classes. In the learned professions the classics are an essential requisite. Modern European languages are principally made up of materials drawn from the Greek or Latin, and it is important that the derivations of a word should be understood before it can be fully appreciated. The term "language," for instance, is drawn from the Latin *lingua*, the tongue, and may be considered a fair specimen of the manner in which words are transferred from their primary to their secondary meanings. The tongue, or chief organ of speech, is put for the speech itself. The words "derivation" and "appreciate" are further instances. Dr. Hamilton then mentioned some words whose origin was striking and illustrative. The word "alms," only one syllable in English, is derived from a Greek word having six syllables, and which means "pity." In old French *almouse* (*anmone* in modern French) shows the manner in which the abbreviation to a single syllable, "alms," has taken place. It has been changed almost equally in meaning. Originally it meant the exalted virtue of mercy; now it only means giving relief to the poor. Similar changes had taken place in the meaning of the words "charity," "church," and "clerk." The Doctor then made some interesting remarks concerning the curious changes which had been made in words. The science of philology investigates the origin and affinities of languages. To fully examine any one language philologically, requires that its parent and cognate dialect be studied—an immense but most interesting work. The Bible tells us the East was the cradle of the human race: philology discovers that the Sanscrit, the sacred language of India, was the parent of the Greek and Latin language, while with these languages contribute to the substance of the English, the basis of the tongue is Teutonic, another branch of the Sanscrit. The study of Latin and Greek is not required to elucidate the terms of common life, the short pithy words that are used by the fireside. A large proportion of Norman French was introduced by William the Conqueror, but the mass of the language still remained Teutonic. The terms which express ideas of Religion, Law, and Science, were derived from the Latin. The reason of this was the books of science and law were at one time nearly all composed in Latin. Modern science had discovered that Greek was more flexible, and accordingly the new sciences have used that language in their terminology. An examination of the principal terms of Theology will show how largely religious ideas were expressed by Latin. Trinity, Unity, Covenant, Redemption, Predestination, Election, Salvation, Condemnation, Judgment, the full force of these words, is best learned by the study of Latin. The short words Heaven, Hell, Sin, Joy, Bliss, Woe, God, Good, Bad, Light, Darkness, are evidently Saxon. The learning of Latin and Greek roots with their prefixes and affixes, is extremely useful for those who cannot have a regular classical instruction, although it is like trying to learn geology by examining specimens in a museum. Then no one can fully understand the grammatical structure of any modern language without classical knowledge. Webster asserts that nine-tenths of all the words in the Spanish, Italian, Portuguese, and French, are from the Latin. Dr. Hamilton then showed the difference of words in the languages named, taking the word "poet," for example. The study of the classical authors opens to an ingenious mind, a new world of ripe and rich thought. Classical literature presents the noblest models of historical, rhetorical, and poetical composition. The freshness, originality, and beauty of Homer, the perfect polish and dignity of Virgil, the sublime daring of Pindar, the curious felicity of Horace, the severe strength and grandeur of Demosthenes, the copious fulness of Cicero, the picturesque narrative of Livy, the philosophic clearness of Sallust, the terse epigrammatic point of Tacitus, can be imitated or rivalled only by those who have devoted years of youthful study to their immortal pages. There were peculiar modes of expression and thought in those days. No translation can do justice to these great originals. "The thoughts that breathe and words that burn," are feebly translated into a foreign tongue, and are often wholly untranslated. Let any one try to do Burns into Modern English, and he will soon see by his failure how impossible it is. Who can Anglicise,

"Come sit ye doon my cronies
And gie's a bit o' crack!"

The impossibility of translating Homer is shown by the attempts made by Cowper, Pope, Lord Derby and others—the blind old man of Scio's Isle remains unrevealed, except in his native Greek,

While the study of the exact sciences is, perhaps, the best means of strengthening the discriminating faculties, the practice of translating, especially from the dead languages, is pre-eminently fitted to cultivate the memory, cultivate the imagination, and develop the reasoning powers. Some modern writers have even contended that the study of mathematics, as instanced in the case of Bishop Colenso, disqualifies the mind for doing justice to such reasoning as is not demonstrative and absolute. The study of classics is not liable to any such objection.

2. THE WONDERS OF ANCIENT ROME.

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

3. SOLOMON'S TEMPLE EXHUMED.

The London *Times* publishes an interesting letter in regard to the discoveries at Jerusalem, from which we select the following:—

"The colossal foundations of the temple wall, which are 'stones of ten cubits and stones of eight cubits,' laid by Solomon or his successors on the throne, are now being laid bare at the enormous depth of 90 feet and more beneath the present surface. The bridge that once spanned the ravine between the place of Zion and the temple of Moria is now proved to have been upwards of 150 feet high. If this be, as it seems, the ascent to the House of the Lord which Solomon showed to the Queen of Sheba, we cannot wonder that on seeing it there was no spirit in her. The pinnacle of the temple on which the tempter placed the Saviour has just been uncovered to the base, and is found still to have an elevation of 186 feet. The statement of Josephus is therefore no exaggeration. If any one looked from the battlements into the valley he would be giddy, while his sight could not reach to such an immense depth. Sections of the ancient wall of Ophel have been exhumed, showing that, as Josephus says, was joined to the southeast angle of the Temple. Aqueducts, cisterns, rock hewn channels and passages have also been discovered within and around the harem, throwing new light on the buildings, the arrangements and the services of the temple. The great work of a complete exploration of ancient Jerusalem is thus fairly and auspiciously commenced. The opportune visit of the Sultan and Grand Vizier to this country, and the representations made to the latter by the Archbishop of York, followed up as they have been by the energy, the wisdom, and the tact of Lieut. Warren and his admirable staff, have smoothed down Moslem prejudice, removed local opposition, and thus brought about opportunities for excavation and exploration, such as never occurred before, and besides, large numbers of Arab laborers have been trained to the work, and are eager to be employed; and the exact points for successful explorations are now well known."

4. WEALTH OF THE ANCIENTS.

Croesus possessed, in landed property, a fortune equal to £1,700,000; he used to say that a citizen who had not sufficient to support an army or a legion, did not deserve the title of a rich man. The philosopher Seneca had a fortune of £3,500,000. Tiberius, at his death, left £19,624,000, which Caligula spent in twelve months. Vespasian, on ascending the throne, estimated all the expenses of

the state at £35,000,000. The debts of Milo amounted to £600,000. Cæsar, before he entered upon any office, owed £2,500,000. He had purchased the friendship of Coro for £500, and that of Lucius Paulus for £300,000. At the time of the assassination of Julius Cæsar, Antony was in debt to the amount of £3,000,000; he owed the sum to the Ides of March, and it was paid by the Kalends of April. He spent £147,000,000. Appius spent in debauchery £500,000, and finding, on examination of his affairs, that he had only £80,000, poisoned himself, because he considered that sum insufficient for his maintenance. Cæsar gave Satulla, the mother of Brutus, at an entertainment she gave to Antony, dissolved in some vinegar, a pearl worth £80, not several hundred pounds, as is commonly stated, and he swallowed it.

5. MUSEUM OF ARCHIVES IN PARIS.

Nearly all the arts and sciences have separated public museums in Paris. One of the most interesting is the Museum of Archives, which has recently been opened in the Hotel Soubise, Rue Paradis aux Marais. It occupies six successive halls, which are tastefully furnished and filled with glass cases, in which are deposited the archives of France, represented by the most rare and precious documents.

The first hall is the largest, and contains a great number of rare papers, (writings upon parchment, and papyrus, charts, deeds, letters, &c., dating from the Merovingian and Carolingian epochs to the fifteenth century. Among the most curious of these documents are writings upon papyrus of the seventh and eighth centuries, relative to the Abbey St. Denis, signed by Clotaivi II (625)-Dagobert I. (631), donation of the city of Ecouen to the Abbey, Clovis II. (650), and many others.

This museum is especially rich in illustrated missals, exquisite pictures painted in vellum, miniatures carefully elaborated and bordered with fanciful designs, charts and diplomas, bearing the signatures of all the monarchs of France and papers relating to the revolution; these last are guarded in the former sleeping chamber of the Prince of Soubise, which has been restored to all its original elegance and richness of design. In the centre of an octagonal room, which once served as a boudoir to the Princess Rohan, is placed a glass case framed in ebony and gold, which contains notes, deeds, acts and documents of the time of Napoleon I. Placed upon a cloth of violet velvet, ornamented with golden bees, is the last will and testament of the great chief of the Napoleonic dynasty, which is opened at the codicil written entirely by the hand of the exile of St. Helena:

"I desire that my ashes shall repose upon the banks of the Seine," &c.

This valuable collection of archives is placed at the disposition of students of history, while the public are admitted on Sundays.

V. Papers on Education in other Countries.

1. GILCHRIST EDUCATIONAL TRUST.

Under this title, there has existed for some years, in England an institution having for its object the encouragement of education, and the study of the sciences in every part of the world. Owing to the liberality of Dr. Gilchrist, scholarships have been founded to aid in carrying out the idea.

The youth of Canada are called upon to participate in the advantages offered, observing certain conditions contained in the following programme obtained from His Excellency the Lieutenant Governor.

A scholarship of the value of £100 sterling per annum, and tenable for three years, will be granted to every successful candidate, a resident of the Dominion of Canada, who will become eligible to compete and who desires afterwards to pursue an academic course of study in Great Britain,—the following conditions stipulated:—

1. Every candidate must be a native of the Dominion of Canada, or have resided there for three years immediately preceding the examination.

2. Every candidate must furnish to the local authorities satisfactory proof, that he is at least 16, and not more than 22 years of age.

3. Every candidate must also furnish satisfactory proof to the local authorities that his morality entitles him to compete for a scholarship.

4. Candidates approved by the local authorities will present themselves for the midsummer matriculation examination at the London University, which will take place simultaneously at Quebec, Montreal, Kingston, Toronto, Ottawa, Halifax, and in a city subsequently to be named, in New Brunswick, commencing the last Monday in June under the direction of Sub-Examiners named by the Governor of Canada.

5. The answers of candidates, approved as aforesaid, will be transmitted through the Colonial Office to the Registrar of the

University, who will lay them before the Examiners for correction and revision, and who will draw up a report of the result of the examination; and the scholarship will be awarded to the candidate who shall have come out highest at the examination, provided he shall have taken "honours," or shall have been admitted to the 1st Division.

6. The decision of the Examiners will be immediately transmitted by the secretary of the "Gilchrist Institution," through the Colonial Office, to the local authorities of the capitals of the colonies, then to be made known to the candidates.

7. The successful candidate must present himself to the secretary of the "Gilchrist Institution" in London, not later than the first week in October following his nomination.

8. Each student will have to choose between the "Edinburgh University," and "University College," London, in which to follow his course; but he will be expected to pursue his studies with the view of graduating in one of the four Faculties of the London University.

9. Each scholarship will be considered as having commenced from the 1st July following the decision of the Examiners, payable quarterly, the 1st October, January, April, and July.

10. Each student, each session, shall follow, at least, three courses of lectures in the institution which he has selected, and shall transmit to the secretary of the "Gilchrist Institution," at the end of each session, a certificate from each of the Professors, whose course he has followed, stating that his diligence and conduct have been satisfactory.

If he be unable to procure such certificate, and if it be otherwise proved that his conduct is unsatisfactory, he will be considered as having lost all claims to the payment of the remainder of the bursary.

11. Each student must present himself at the first examination in one of the four Faculties of London—arts, science, law, or medicine, before the expiration of the second academic year,* dating from the day when he shall have obtained his bursary; should he fail to present himself, unless excused by the administrators, or fail to pass, he will be considered as having lost all right to the remainder of the bursary. After having passed his first examination, he must pursue his studies with a view of presenting himself for a second, within two academic years.

12. The foregoing scheme will be subject to revision from time to time, the administrators reserving to themselves the right to modify the conditions of the bursary, or to withdraw it altogether, should they judge it expedient. There will, however, be no change made that will affect the interests of candidates already provided with bursaries, nor in any case without previous notice of twelve months.—*J. of Ed. of Quebec.*

MATRICULATION REGULATIONS FOR THE GILCHRIST SCHOLARSHIP, UNIVERSITY OF LONDON.

[*N.B.*—Candidates for the Degree of B.A., and Candidates for the Degree of B.Sc., of LL.B., or of M.B., who have not graduated in Arts in one of the Universities of the United Kingdom, are required to have passed the Matriculation Examination.

This Examination is accepted* by the Council of Military Education in lieu of the Entrance Examination otherwise imposed on Candidates for admission to the Royal Military College at Sandhurst; and† by the College of Surgeons in lieu of the Preliminary Examination otherwise imposed on Candidates for its Fellowship. It is also among those Examinations of which some one must be passed* by every Medical Student on commencing his professional studies; and† by every person entering upon Articles of Clerkship to an Attorney,—any such person Matriculating in the First Division being entitled to exemption from one year's service.

There shall be two Examinations for Matriculation in each year; one commencing on the second Monday in January, and the other on the last Monday in June.*

No Candidate shall be admitted to the Matriculation Exercises unless he have produced a Certificate† showing that he has completed his Sixteenth year. This certificate shall be transmitted to the Registrar at least *fourteen days* before the commencement of the Examination.

A Fee of Two Pounds shall be paid at Matriculation. No candi-

* Thus a candidate whose Scholarship commences on the 1st of July, 1868, would be considered as having fulfilled this condition if he pass the First LL.B. Examination in January, 1870; or the First B.A., the First B.Sc., or the Preliminary Scientific M.B. Examinations in July, 1870.

† These Examinations will be held at Burlington House, London, and also, under special arrangement, in other Cities, Towns and Colleges of the United Kingdom.

‡ A certified copy from the Baptismal Register, or a Certificate from the Registrar-General of the District, will be required in every case in which it can possibly be obtained. In other cases the best evidence procurable will be admitted.

date shall be admitted to the Examination unless he shall have previously paid this Fee to the Registrar.* If a Candidate withdraw or fail to pass the Examination, the Fee shall not be returned to him, but he shall be admissible to any two subsequent Matriculation Examinations without the payment of any additional Fee, provided that he give notice to the Registrar at least fourteen days before the commencement of the Examination.

The Examination shall be conducted by means of Printed Papers; but the Examiners shall not be precluded from putting, for the purpose of ascertaining the competence of the Candidates to pass, *videlicet* questions to any Candidate in the subjects in which they are appointed to examine.

Candidates shall be examined in the following subjects :

MATHEMATICS.—*Arithmetic.*—The ordinary Rules of Arithmetic. Vulgar and Decimal Fractions. Extraction of the Square Root. *Algebra.*—Addition, Subtraction, Multiplication and Division of Algebraical Quantities. Proportion. Arithmetical and Geometrical Progression. Simple Equations. *Geometry.*—The First four Books of Euclid :—or, The principal properties of Triangles, and of Squares, and other Parallelograms, treated geometrically : The principal properties of the Circle, and of its inscribed and circumscribed figures treated geometrically.

NATURAL PHILOSOPHY.—*Mechanics.*—Composition and Resolution of Statical Forces. Simple Mechanics (*Mechanical Powers*):—Ratio of the Power to the Weight of each. Centre of Gravity. General Laws of Motion, with the chief Experiments by which they may be illustrated. Law of the motion of Falling Bodies. *Hydrostatics, Hydraulics and Pneumatics.*—Pressure of Liquids and Gases, its equal diffusion, and variation with the depth. Specific Gravity, and modes of determining it. The Barometer, the Siphon, the Common Pump and Forcing-pump, and the Air-Pump. *Acoustics.*—Nature of Sound. *Optics.*—Laws of Reflection and Refraction. Formation of Images by Simple Lenses.

CHEMISTRY.—Heat—its sources. Expansion. Thermometers—relations between different Scales in common use. Difference between Temperature and Quantity of Heat. Specific and Latent Heat. Calorimeters. Liquefaction. Ebullition. Evaporation. Conduction. Convection. Radiation. Chemistry of the Non-Metallic elements; including their compounds as enumerated below—their chief physical and chemical characters—their preparation—and their characteristic tests. Oxygen, Hydrogen, Carbon, Nitrogen. Chlorine, Bromine, Iodine, Fluorine. Sulphur, Phosphorus, Silicon. Combining Proportions by weight and by volume. General nature of Acids, Bases and Salts. Symbols and Nomenclature. The Atmosphere—its constitution; effects of animal and vegetable life upon its constitution. Combustion. Structure and properties of Flame. Nature and composition of ordinary Fuel. Water.—Chemical peculiarities of Natural waters, such as rain-water, river-water, spring-water, sea-water. Carbonic Acid. Oxides and Acids of Nitrogen. Ammonia. Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acid, Sulphuretted Hydrogen. Hydrochloric Acid. Phosphoric Acid and Phosphuretted Hydrogen. Silica.

CLASSICS.—*The Greek and Latin Languages.*—One Greek and one Latin subject, to be selected by the Senate one year and a half previously from the works of the undermentioned authors:† *Homer*—One Book. *Xenophon*—One Book. *Terence*—One Play. *Virgil*—One Book of the Georgics, and one Book of the *Æneid*. *Horace*—Two Books of the Odes. *Sallust*—The Conspiracy of Catiline, or the War with Jugurtha. *Cæsar*—Two Books of the Gallic War. *Livy*—One Book. *Cicero*—De Senectute or De Amicitia, with one of the following Orations—Pro Lege Manilia, one of the four Catilinarian Orations, Pro Archia, Pro M. Marcello. *Ovid*—One Book of the Metamorphoses, and one Book of the Epistles of Heroides.

The Paper in Greek shall contain passages to be translated into English, with questions in Grammar, History and Geography. The Paper in Latin shall contain passages to be translated into English, with questions in History and Geography. A separate Paper shall

* Payment of the Fee is not expected until the Candidate enters his name on the Register of the University; for which entry a time is appointed, of which he is informed when the receipt of his Certificate of Age is acknowledged by the Registrar.

† The knowledge required of these subjects in Natural Philosophy is such as may be attained by attending a Course of Experimental Lectures.

† The CLASSICAL subjects for 1868 and 1869 are—

For January, 1868 :—*Homer*, Iliad, Book V.; *Livy*, Book III.

For June, 1868 :—*Xenophon*, Anabasis, Book II.; *Horace*, Odes, Books III., IV.

For January, 1869 :—*Xenophon*, The Agesilaus; *Ovid*, Metamorphoses, Book XIII.; and Heroides, Epistle VII., "Dido."

For June, 1869 :—*Homer*, Odyssey, Book X.; *Cicero*, "De Amicitia," and the Oration, "Pro Archia."

be set containing questions in Latin Grammar, with easy and simple sentences of English to be translated into Latin.‡

The English Language.—Orthography: Writing from Dictation: The Grammatical Structure of the Language.

Outlines of English History and Modern Geography.—History of England to the end of the Seventeenth Century, with questions in Modern Geography.

The French or the German Language, at the option of the Candidate.*

The Papers in French and German shall contain passages for translation into English from works previously selected and made known by the Senate,† and questions in Grammar (limited to the Accidence) on subjects furnished by those passages; together with short and easy passages for translation into English from prose works not previously announced.

Candidates shall not be approved by the Examiners unless they show a competent knowledge in each of the following subjects: 1. Classics, including the Greek and Latin Languages, with Grammar, History, and Geography; 2. The English Language, English History, and Modern Geography; 3. Mathematics; 4. Natural Philosophy; 5. Chemistry; 6. Either the French or the German Language.

The Examinations shall be conducted in the following order: *Monday Afternoon*, 2 to 4. Latin Class. 4 to 6. Latin Grammar and Composition. *Tuesday Morning*, 10 to 1. Greek Classic and Grammar. *Afternoon*, 3 to 6. French or German. *Wednesday Morning*, 10 to 1. Arithmetic and Algebra. *Afternoon*, 3 to 6. Geometry. *Thursday Morning*, 10 to 1. English Language. *Afternoon*, 3 to 6. English History. *Friday Morning*, 10 to 1. Natural Philosophy. *Afternoon*, 2 to 5. Chemistry.

On Monday Morning at Nine o'clock in the week next but one ensuing, the Examiners shall publish a list of the Candidates who have passed, arranged in alphabetical order. And on the Monday Morning next following, at Nine o'clock, the Examiners shall publish a list of the Candidates who have passed, arranged in Three Divisions;—in the First and Second Divisions in alphabetical order.‡

All communications to be addressed to the Secretary of the Gilchrist Educational Trust, University of London, London, Ont.

VI. Papers on Geographical Subjects.

1. CAPABILITIES OF THE NORTH WEST TERRITORY.

The Reverend George Macdougall thus referred to the capabilities of British Columbia and the North West at the meeting of the Wesleyan Missionary Society in Whitby :—The country is larger than this whole Dominion, and the agricultural portion of it is larger than Eastern or Western Canada. He would give them a few facts. The cattle live out all winter—except once during the last five years there was no need to feed horned animals or horses. This country extends 1000 miles from Red River to the Rocky Mountains. As to minerals he could trace 300 miles of coal in one direction. On one small creek he saw a seam of coal extending for six miles and four or five feet thick. On the Athabaska River 100 miles to the north of him coal could be seen all along the banks, also on the southern banks of the Saskatchewan, in one place he had seen it where it had been on fire from time immemorial. There was timber too, in abundance. Some of the finest rivers in the world ran parallel for hundreds of miles, and on the higher portions of their course, near the Rock Mountains, there was the finest timber. As to gold, he wished he had all the gold that could be picked up only five miles from the Mission House—he would soon pay the debt of

‡ Special stress is laid on accuracy in the answers to the questions in Greek and Latin Grammar.

* Candidates can obtain credit for only one of these Languages.

† The FRENCH Subjects for 1868 and 1869 are—

For January, 1868 :—*Prosper Mérimé*, Colomba; *Ponsard*, Charlotte Corday.

For June, 1868 :—*Emile Augier*, Diane; *Alex. Dumas*, La Tulipe noire.

For January, 1869 :—*Etienne Arago*, Les Aristocrates, Comédie en vers; *George Sand*, "Molière," Drame en prose.

For June, 1869 :—*Ponsard*, L'Honneur et l'Argent, Comédie en vers; *Erckmann-Chatrian*, Madame Thérèse, ou Les Volontaires de '92.

The GERMAN Subjects for 1868 and 1869 are—

For January, 1868 :—*Sybel*, Prinz, Eugen.

For June, 1868 :—*Schiller*, Wilhelm Tell.

For January, 1869 :—*Halm*, Griseidis, the First Three Acts only.

For June, 1869 :—*Goethe*, Egmont.

‡ The places of Candidates in the Honours Division are determined by their respective degrees of proficiency in the subjects of the Past Examination taken collectively.

the society. The gold is there and it will come in due time. Every river on the eastern slope of the Rocky Mountains is full of gold. It might be asked, why is not this gold taken out! Men cannot at present find provisions while they try to do it. Flour is in that country \$1 a pound, working cattle \$200 each. Miners will not work there under \$10 a day. Men must go in and farm there, else provisions cannot be furnished in sufficient abundance to support the miners. When he came to Red River he felt cross with the Canadians every hour on account of their indifference to this fine territory. Americans are wide awake. An old farmer who wanted me to preach at his house showed me the wheat he had raised. He had raised 300 bushels of wheat weighing 68 lbs to the bushel. He had seen there the finest specimens of flax, and fit for thread of the finest quality for fisheries and other purposes. Native hops worth seventy-five cents a pound in St. Pauls' could be gathered by the waggon load.

2. PEAT FIELD—COUNTY OF RUSSELL.

From a letter in the *Canada Christian Advocate*, by the Rev. A. Carman, of Albert College, we make the following extract:

With other gentleman of our company I passed one forenoon examining what is known as the 'Mer Bleu,' 'Blue Sea.' Why it was so called, I could not learn. The only answer the inhabitants of the vicinity gave, was, that it was so called by the first raftsmen, and had kept its name. It is a vast peat field, seven miles long by four wide. The 'Mer Bleu' is a field of moss, as level as the sea, and dotted here and there with clusters of dwarf tamarac. One may easily get lost upon this trackless bed, for when you have gone in a little way, the view is completely encompassed by these clusters of tamarac; and no track is visible in the yielding moss beneath your feet. It is the common resort of the wolves of the region, as they succeed better here than elsewhere in running down the deer that frequently cross it. We passed over an arm of the Blue Sea to a promontory covered with white birch and poplar; then again another arm on the other side of the bluff. The walking was very wearisome, much as it is in deep snow or sand. This comes of the depth of the moss, into which the foot sinks some distance. We could run our walking sticks in their whole length without trouble; and our guide assured us that it was an easy matter to run in a pole from 20 to 30 ft. It seems as though the whole bed had been water once and had gradually filled up. The moss carpet rises in beautiful tufts finely variegated in color, presenting different shades of red and green. One would call it really beautiful to look at, and when you find those tufts literally covered with cranberries, and that strange plant, the 'Traveller's Cup,' lifting its richly colored cups filled with water on every hand, your interest is much heightened. I confess I looked upon the whole seen with as much interest as I did upon Niagara Falls, and I am as much pleased to have seen the former as the latter. There is vastly more of mystery about the 'Mer Bleu,' for one is continually asking himself unanswerable questions about it. And the greatest curiosity of all we found as we were about leaving it. We were led to a little island near the land, somewhat higher than the 'sea,' and covered with long grass. In size it is not more than 20 ft. square. Standing upon any part of it and jumping up and down a man can make the whole of it rock like a little raft in the water. It is literally a floating island. Out of it are continually rising five mineral springs. The one we examined more particularly is in constant ebullition, and an ignited match will at any time set fire to the escaping gas. This is the wonder of wonders, and we thought it in a measure the safety valve of the 'Mer Bleu,' as there must be gas arising from the decomposition of the vast bed. A specimen of the moss brought home with us is pronounced by Prof. Macoun the genuine peat moss. Here then, is a vast peat bed in course of formation for future use in our country, when our magnificent forests shall have been swept from the land.

ALBERT COLLEGE, October 30th, 1867.

3. AMERICAN TERRITORIAL ACQUISITIONS.

The following is a list:

1. The purchase of Louisiana and the Mississippi Valley, in 1803, from France, for \$15,000,000.
2. The purchase of Florida, in 1819, from Spain, for \$3,000,000.
3. The annexation of Texas in 1845.
4. The purchase of California, New Mexico, and Utah, from Mexico, for \$15,000,000, in 1848.
5. The purchase of Arizona from Mexico, or \$10,000,000, in 1854.
6. The purchase of the immense Russian possessions, running down on the Pacific coast from the North Pole to fifty-four north latitude, at which line it strikes the British possessions.—*Am. Paper.*

4. AMERICAN WEST INDIA ISLANDS.

The United States government has purchased from Denmark three of the Virgin Islands, for \$2,000,000 in gold. The three

islands are of little size—St. Thomas, Santa Cruz and St. John, and several others of no importance. The group was discovered by Columbus on his second voyage, in 1494. Between Florida and these islands lie the four pieces of manifest destiny—Cuba, the Bahamas, San Domingo and Porto Rico.

Santa Cruz is the most important, having an area of 78 square miles and a population, in 1850, of 23,729. St. Thomas comes next, with 27 square miles and 13,666 inhabitants. St. John has 22 square miles, and a population of 2,228.

Santa Cruz is about 20 miles long, from two to six miles wide, generally flat, well watered, moderately fertile, unhealthful, and subject to droughts, hurricanes and earthquakes. About two-fifths of the land is planted with cane, and the annual sugar crop varies from 12,000 to 40,000 hogsheads. The cultivation of cotton, indigo and coffee has dwindled to almost nothing. The harbor of the capital town, Christianstadt, has a bad entrance, and is full of shoals.

St. Thomas is about twelve miles long, less than three miles wide, rugged, bare of woods, parched and sterile. The area of cultivated land is only 2,500 acres, half of which is given to sugar. The free port of Charlotte Amalia is the centre of a large trade. The annual importation is valued at \$5,000,000, and the number of ships touching at the port in 1850 was 2,196.

St. John is about twelve miles long, four miles wide, very uneven, with little water and poor soil. Small crops of sugar and cotton are raised, and some care is given to the raising of live stock. There is good anchorage at Christiansborg.

5. WHAT IS LONDON?

We commonly speak of London, and correctly enough, as a city that is growing from about 2,000,000 in 1851 to 2,800,000 in 1861, and increasing steadily. The Lord Mayor of London, however, was mortified recently to find that "the city proper," according to the last census, only contained a little above 100,000 inhabitants. This was the result of actual census work made on a particular night of all who slept within the boundaries. It was, however, considered unfair, and the Mayor had another estimate made by day, from which it appears that in every twenty-four hours there are, on an average 726,986 persons within the old city limits, and in twelve hours, 549,613—283,520 being the number of day residents in the city doing business, renting houses, shops, or rooms, or regularly working there themselves. At five o'clock the provision men are congregating. Between eight and twelve the mercantile classes arrive, and leave between four and six; some stop till nine; while at night only about 100,000 sleep in the city to take care of the property. To estimate all this is a work of great difficulty. The number of inhabitants of the city proper, and in fact of all our cities depend more than anything else on the hour of the day or night. In laying taxes it does not do—it is not fair—to go by the night census, embracing those who regularly sleep in the city. Equally wide of the mark would it be to take the day census instead of the night including all the casuals who daily enter the city, but live, to the number of hundreds of thousands, and more than half, beyond the limits even of the Board of Metropolitan Works. Three hundred thousand is perhaps fairly considered the number of inhabitants of the "city proper," or "London Town," as it used to be bounded in the days of walls and gates.

London proper only covers a little over 632 acres. In Lombard Street it has been sold at nearly £70 stg. per square foot, or over £2,000,000 per acre. Alderman Mechi, says a friend of his thought he had got a bargain when he purchased at the rate of £1,660,000 per acre. About 606,000 persons come into that acre to do business every forenoon, and leave again in the afternoon and evening.

6. NEW SEWERAGE OF LONDON

The latest statistics of the new main-drainage works in London are curious. The total length of new sewers at present completed is eighty-two miles, and the works, when finished, will have cost £4,200,000. The drainage intercepted and carried off by these sewers is derived from an area of about one hundred and seventeen square miles, and a population of 2,800,000. The amount of sewerage carried off on the north side of the Thames amounts to 10,000,000, and on the south to 4,000,000 cubic feet. In the construction of the works, 318,000,000 bricks and 880,000 cubic yards of concrete have been used, and about 3,500,000 cubic yards of earth excavated. The *Lancet* says:—"This grand system of sewerage has been constructed under buildings, and over and under canals, rivers and railways, from twenty-five feet above to seventy-five below the surface, without any important casualty or interference with the public convenience or traffic. The structural arrangements of the Metropolis would appear to be more wonderful and successful below the surface than above."—*New York Tribune.*

VII. Paper on Meteorology.

I. ABSTRACT of MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations for DECEMBER, 1867.

OBSERVERS.—Barrie—Rev. W. F. Checkley, B.A.; Belleville—A. Burdon, Esq.; Cornwall—W. Taylor Briggs, Esq., B.A.; Goderich—John Haldan, Jr., Esq.; Hamilton—A. Macallum, Esq., M.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.; Windsor—A. McSween, Esq., M.A.

Table with columns: STATION, North Latitude, West Longitude, Barometer at temperature of 32° Fahrenheit, Range, Monthly Means, Daily Range, High-Est., Lowest, Temperature of the Air, Warmest Day, Cold Day, Monthly Means, Tension of Vapour.

* 48 hours (Sunday), 39°, 5th.

g On Lake Huron. h On Lake Ontario. i On the Ottawa River. j Near Lake Ontario (on Bay of Quinte). k On Lake Huron. l Close to Lake Erie. m On the Detroit River. n Inland Towns.

Table with columns: STATION, Humidity of Air, Winds, Number of Observations, Surface Current, Motion of Clouds, Estimated Velocity of Wind, Amount of Cloudiness, Rain, Snow, A U R O R A S, WHEN OBSERVED.

Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds. d Where the clouds have contrary motions, the higher current is entered here.

R E M A R K S .

Barrie.—On 6th, very violent storm during night from N and NE; those who felt it report the sound as if waggons were passing rapidly through the streets; no damage done, so far as ascertained. 21st, a higher daily range of barometer than is noted in above table occurred between 9 p.m. of 21st and 1 p.m. of 22nd (Sunday), a fall of .844. 22nd, very strong gales from about 8 p.m. to about 9 a.m. 23rd, Strong winds also prevailed on 25th and 27th. Snow on 2nd, 3rd, 5th, 6th, 7th, 9th, 10th, 11th, 20th, 21st, 22nd. Rain on 6th, 22nd, 31st, 10°.

ulous motion of the earth was terrific for a few moments, beds, tables, chairs and other moveable furniture shook violently; as soon as possible after the shock, the observer read the barometer and thermometer, but no variation was remarked worth noticing. Fog on 13th, 14th. Snow on 5th, 24th, 25th, 28th, 29th. Rain on 6th, 22nd, 25th, 26th, 27th. Minimum temp. 9th,—12.°7; 11th,—12.°7; 13th,—17.°7; 14th,—17.°7; 14th,—16.°7; 16th,—9.°7; 18th,—9.°; 19th,—13.°; 20th,—14.°2.

GOVERIOR.—On 4th, navigation closed; steamer "Silver Spray's" last trip—came into harbour to-day. Storms of wind on 6th, 21st, 23rd. Fog on 27th. Snow on 3rd, 4th, 5th, 7th, 10th, 11th, 18th, 21st, (22nd, Sunday), 24th, 27th, 28th, 31st. Rain on 20th, 21st, (22nd, Sunday), 23rd, 25th, 27th. Minimum temp. 12th,—5.°; 13th,—11.°6; 14th,—1.°8.

HAMILTON.—On 6th, hail; violent gales at night, throwing down fences, verandahs, trees and chimneys. 12th and 13th, another violent storm of wind and snow from North, intensely cold and bleak, continuing with two slight intermissions nearly forty-eight hours; the barometer gave no indication of the approach of the storm, nor did it fall to any extent during its continuance. The third week much milder. 21st, storm of thunder, lightning and rain at night. 25th, fog. 27th, storm of lightning, thunder and rain at night. Storms of wind 2nd, 3rd, 5th, 6th, 7th, 12th, 13th, 20th, 21st, 23rd, 24th, 25th, 26th, 28th. The gales during this autumn have been most frequent in the night, between 8 p.m. and 6 a.m. Snow on each day from 1st to 3rd, 5th, to 8th, 10th to 13th, 19th, 20th, 21st, 24th, 30th, 31st. Rain on 6th, 20th, 21st, 25th, 26th, 27th. Season since May very dry. Observer considers Indian Summer to have continued from 14th October to 29th November. Minimum temp. 9th,—5.°9; 12th,—9.°9; 13th,—7.°9; 19th,—7.°9.

PEMBROKE.—On 6th, unusual storm of wind during night; changes in temperature very sudden, also in barometric pressure. 13th, shooting star. Wind storms 7th, 23rd, 26th. Snow on 1st, 2nd, 9th, 17th, 20th, 21st, 28th, 29th. Rain on 6th, 22nd, 25th, 27th. Lake frozen on 1st, good sleighing. Health tolerably good but some pulmonary disease. Minimum temp. 2nd,—12°; 4th,—15.°5; 9th,—22.°5; 10th,—10°; 11th,—16°; 12th,—25°; 13th,—24.°5; 14th,—27.°5; 16th,—21°; 18th,—10°; 19th,—27°; 20th,—7°; 30th,—21°; 31st,—22.°5.

Sr. JOHN, N. B.—N. Lat. 45°.17. W. Long. 66°.4. Height above sea, 135 feet. We extract the following from reports sent by an observer for the last four months of 1867:—

Barometer :	September.	October :	November :	December :
8 a.m . . . . .	.30.063	29.977	29.870	29.902
2 p.m . . . . .	.30.024	29.964	29.840	29.883
10 p.m . . . . .	.30.027	29.968	29.860	29.892
mean . . . . .	.30.038	29.970	29.857	29.893
highest . . . . .	.30.43 (8th)	30.453 (25th)	30.31 (22nd)	30.460 (20th)
lowest . . . . .	.29.464 (30th)	29.426 (3rd)	29.047	29.17 (7th)
range . . . . .	.966	1.027	1.263	1.29
Temperature :				
6 a.m . . . . .	.50° 70	40° 20	32° 30	12° 77
10 a.m . . . . .	.57° 10	46° 55	35° 60	15° 50
2 p.m . . . . .	.60° 0	50° 55	37° 57	18° 38
6 p.m . . . . .	.56° 23	46° 87	36° 20	17° 77
10 p.m . . . . .	.53° 83	43° 26	32° 97	15° 23
highest . . . . .	.68° 0 (9th)	61° 0 (2nd)	56° 0 (4th)	41° 0 (26th)
lowest . . . . .	.36° 0 (24th)	28° 0 (26th)	10° 0 (20th)	12° 0 (9th)
range . . . . .	.32° 0	23° 0	46° 0	53° 0
great dy. range. 31° 0 (8-24th)		25° 0	38° 0 (30th)	36° 0 (20th)
least dy. range. 2° 0		3° 0	.....	.....
warmest day		22nd, (52° 7)	11th, (47° 0)	26th, (35° 7)
coldest day		25th, (35° .)	19th, (17° 0)	9th, (-6° 0)
Ten. of Vapour :				
8 a.m . . . . .	.350	.238	.175	.073
2 p.m . . . . .	.388	.278	.195	.084
10 p.m . . . . .	.360	.250	.175	.083
mean . . . . .	.366	.225	.182	.080
Humidity :				
8 a.m	84	82	90	72
2 p.m	76	77	78	70
10 p.m	85	85	81	77
mean	81	82	83	71
rain or snow	3 d., 6 nights 1.255 inches.	6 d., 6 nights. 6.2 inches.	11 d., 14 n. 5.470 inches.	6 d., 12 nights 5.090 inches.

In September, the wind was E to W 22 days, and W to NE 8 days; heavy southerly gale on 25th, and very severe northerly one on 30th. In October, wind E to SW 13 days, and W to NE 18 days; very heavy southerly gale in night of 5th. In November, 14 days southerly and 16 days northerly; heavy gales 2nd, 3rd, 30th. December, heavy gales 6th, 26th, 27th. Wind W to NE 18 days, S 1 day, and SE 2 days. This was a month of unusual severity, its monthly mean temp. 10°.5 lower than 1866, and 6°.9 lower than average, and 3°.5 lower than the lowest since 1850. The oscillations were as remarkable as the lowness of temperature.

PETERBORO'—On 6th, heavy shower of hail from 7.15 p.m. till 7.30 p.m., with very high wind, force 8. 7th, blew hard all night and early morning. 21st, very high wind occasionally from E. 26th, wind storm. Fog on

14th. Snow on 2nd, 5th, 6th, 8th, 9th, 10th, 15th, 17th, and each day from 20th to 25th, 28th to 30th. Rain on 6th, 17th, 22nd, 25th, 26th, 27th. Weather set in permanently on 1st, and generally steady during month, barometer fluctuating a good deal. The thermometric range the highest yet observed in any month at Peterboro'. Minimum temp. 9th,—13°; 12th,—15°; 13th,—15.°3; 14th,—16.°8; 19th,—23.°8; 30th,—7.°4; 31st,—13.°8.

SIMCOX.—On 6th and 7th, very violent winds, doing considerable damage to fences, &c. 5th, lunar halo, 30° in diameter. 11th, solar halo, diameter 40° in afternoon. 25th, lightning, thunder and rain at night, and again on 27th at 2 a.m.; lightning very vivid. Fogs on 17th, 20th, 21st. Snow on 2nd, 3rd, 5th, 6th, 7th, 9th, 12th, 14th, 16th, 19th, 30th, 31st. Rain on 22nd, 25th, 26th, 27th. Minimum temp. 12th,—5°; 13th,—7°; 19th,—11°.

STRATFORD.—On 1st, mill pond frozen—second time. 10th, large lunar halo at 9 p.m. Storms of wind 6th, 7th, 8th, 12th, 21st, 22nd, 23rd, 25th; these storms presented no peculiarities different from those generally present in winter storms. Fogs on 17th, 20th, 27th. Snow on each day from 3rd to 10th, 20th, 21st, 23rd. Rain on 21st, 22nd, 25th, 27th. Minimum temp. 12th,—5.°4; 13th,—10.°4; 19th,—5.°7.

WINDSOR.—On 6th, hail—also on 21st. Storms of wind on 6th, 11th, 12th, 25th. Snow on 2nd, 5th, 7th, 11th, 16th, 19th, 21st, 31st. Rain on 21st, 24th, 25th, 27th. Month remarkable for sudden barometric changes. Sky exceedingly cloudy, with comparatively slight fall of rain and snow. In instances during the month the temperature changed very suddenly. Minimum temp. 12th,—5.°5; 13th,—0.°5; 19th,—6°.

VIII. Biographical Sketches.

No. 1.—COL. ROBERT LAND.

Our obituary of to-day contains the announcement of the death of Colonel Robert Land, in the 95th year of his age. Another veteran of a by-gone age has been taken from amongst us. Few men were more widely known and respected than he who has now left us, after having been permitted to live a quarter of a century beyond the three score years and ten allotted to man. The father of the deceased, true to his allegiance to the British Crown, left the State of Pennsylvania with his young family on the breaking out of the Revolutionary war, and after various vicissitudes and hardships arrived at Burlington Bay, where he located the land now forming the homestead, and where his son Robert joined him in 1791, from New Brunswick, where he had lived for several years. On the declaration of war by the American Government, in 1812, he was among the first to join Capt. Hatt's company of Flankers, as Lieutenant, and was present and took part at the battle of Lundy's Lane, and at the occupation of Detroit. The evening previous to the engagement of Stoney Creek it came to the knowledge of Col. Harvey, of the 49th Regiment, (afterwards Sir John Harvey,) that a number of American troops had landed at Burlington Beach to reinforce the troops then in possession of Stoney Creek, whose junction it was important to prevent. Col. Harvey sent for Lieut. Land, whom he had been told knew the country well, and asked him if he could so dispose his company as to retard their progress. That responsible duty Lieut. Land at once assumed, and by his skill prevented that junction, and enabled Col. Harvey to capture the entire American force at Stoney Creek. On the breaking out of the Rebellion in 1837, Col. Land having been long previously promoted to that rank in the Sedentary Militia, was placed in command at Hamilton, and discharged the responsible duties of that position with the utmost satisfaction to all concerned, but at great sacrifice to his personal health, which compelled him to retire from active life.—*Hamilton Spectator.*

No. 2.—THE HON. EDWARD WHELAN.

The Lower Province papers announce the death of this gentleman. From the *Charlottetown Patriot* we take the following:—
"The deceased was one of our prominent politicians for many years. He entered Parliament, as one of the members for St. Peters in the House of Assembly, in 1846, and represented the same district continuously from that time until his defeat last winter, when he returned to be re-elected after accepting the office of Queen's Printer. He was a very pleasant and eloquent speaker, his best oratorical efforts bearing ample testimony to his high intellectual powers, taste and cultivation. As a logician he did not rank among the highest; but for happy retort and polished irony he could scarcely be surpassed. The parliamentary debates and the public records of the colony bear not a few traces of his political labors. He was for twenty-four years a journalist. In his decease the Liberal party of the island have sustained a severe loss. * * * As a journalist, apart from his ability as a writer, Mr. Whelan displayed good judgment both with regard to selections and the general management of the paper under his control. He sometimes wrote very

severe articles, but did not, as a general rule, feel bitterly towards his political opponents. Taking him all in all, it may be many years before the Liberal party will be able to boast of his equal as an editor and an orator. He was for some years one of the office-bearers of the Benevolent Irish Society, and also of the Catholic Young Mens' Institute. The half-closed shops and places of business throughout the city testify to the respect in which he was latterly held by all classes, sects and parties. As a brother journalist we cannot withhold this imperfect tribute to his memory.

No. 3.—J. CUSHING, ESQ.

Mr. Cushing was descended from an English family which emigrated to the Colony of Massachusetts Bay in the year 1638. Mr. Elmer Cushing, with his son, Mr. John Prentice Cushing, in the year 1797, selected, with remarkable foresight, from the then unbroken wilderness, the spot on which most of the village of Richmond now stands, as their place of settlement. Mr. Elmer Cushing and his family left Massachusetts early in the spring of 1798, and came to the Township of Shipton (now Cleveland and Shipton,) by the way of Montreal, the St. Lawrence and the St. Francis,—ascending the latter in nine birch bark canoes paddled by Indians. Mr. Cushing resided in Richmond till 1815, when he removed to Three Rivers. In 1820 he removed to Sherbrooke, where he remained five years, and then returned to Richmond. Throughout his long life, which lacked but 16 years of a century, he enjoyed almost continuous good health, and was constantly employed till a few days before he was called away. He was a constant and thoughtful reader of standard books and of the better class of newspapers and other periodical literature, and became a man of general information. Mr. Cushing survived all the other first settlers of this part of the townships. When the Elmer Cushing and William Barnard families arrived, there were no other white inhabitants from 50 miles to the north and 25 miles to the south of Richmond. One or two are still alive, of those who emigrated here a few years after the Cushing family. The present generation hardly realize how much they owe to those brave, stout-hearted men who subdued the primeval forests and prepared the way for these beautiful fields and thriving villages.—*Montreal Gazette.*

No. 4.—CAPTAIN A. W. RAINSFORD.

Among our ordinary obituary notices there is a record of the death of Capt. Andrew William Rainsford, late of the 104th Regiment, but the passing away of this aged veteran should have more extended notice. Capt. Rainsford was one of the few remaining relics of the past, and the events amongst which his more youthful days were past, take the mind back to the early days of New Brunswick, and to a very different state of things to that which it now obtains. He came to this Province, from Ireland, we believe, at an early age, and began his career as an officer in the New Brunswick Militia Fencibles. When the Fencibles volunteered for active service, and were incorporated into the British Army, and took the number of 104th in the line, Capt. Rainsford was with them, and at the outbreak of the war of 1812, he went with the regiment on its thrice famous snow-shoe march to Canada, and served with it during the war, being slightly wounded at the battle of Sackett's Harbour. He was always ready for hard and adventurous service, and had many a long, rough, arduous, and trying ride as bearer of despatches. Few, if any, can in these days of good post roads and railways, imagine what a ride from Fredericton to Halifax, or from Kingston to the Niagara frontier, through almost unbroken woods, was in 1812. After the close of the war of 1812-13, and the disbandment of 104th Regiment, Capt. Rainsford settled in Canada, and again saw military service, but of another kind. During the Canadian Rebellion of 1837, he commanded, with the rank of Major, a division of Militia in the Glengary district. In 1847 he returned to New Brunswick, and for the last 20 years of his life resided on his farm at Kingsclear, and the vivid recollections of his adventurous life in his earlier days were not the least pleasing enjoyment of his declining age.—*N. B. Headquarters.*

5. BARON MAROCCHETTI.

We regret to hear of the death of Baron Marocchetti, which was announced by telegraph a day or two since. He was one of the most celebrated sculptors of the day, and was born in France in 1805. He manifested a genius for sculpture at a very early age. After studying for some years in Italy, he returned to France in 1827, and exhibited "The Young Girl Playing with a Dog,"—a beautiful little piece of sculpture which received a medal. In 1831, he exhibited his "Fallen Angel," and in the same year he produced his greatest work, an equestrian statute of Philibert, which was exhibited in the Paris Exhibition of 1855. At the great Exhi-

bition in London in 1851, he exhibited his model of "Richard Cœur de Lion," which was very much admired in England, and formed one of the most note-worthy features among the many pieces of fine sculpture which were there to be seen. Among his most recent works are an equestrian statue of the Queen, executed for the City of Glasgow in 1854, an obelisk to the memory of soldiers who fell in the Crimea, and a portrait bust of the late Prince Consort. Baron Marocchetti, became a Chevalier of the Legion of Honor in 1839.

No. 6.—RIGHT REV. BISHOP HOPKINS.

The Right Rev. John Henry Hopkins, Bishop of Vermont, died at the Episcopal residence, Rock Point, on the 9th inst., aged 76 years. The *Boston Post* says of the deceased Bishop, that, "He was born in Dublin in 1782, and came to America when he was eight years old. He was intended for the law, and in 1817 commenced its practice at Baltimore. He quitted the bar in 1823, and the following year was ordained Rector of Trinity Church, Pittsburg. In 1831, he accepted a call to Trinity Church in this city. He was elected First Bishop of the separate diocese of Vermont in 1832, and at the time of his decease was presiding Bishop of the Protestant Episcopal Church of the United States. Bishop Hopkins is widely known as the author of numerous theological works, and was a man of thorough intellectual culture."

No. 7.—FITZ GREENE HALLECK.

The American people have just lost one of the foremost of their literary men; Fitz Greene Halleck, a poet of more than ordinary merit expired at his residence at Guilford, Connecticut, on Wednesday last, aged 72 years. He was born at Guilford in August, 1795, and there he remained until he was eighteen years of age. He went then to New York and obtained a situation in a banking establishment, the head of which was Mr. Jacob Barker, a well known Quaker financier. He afterwards became confidential clerk to John Jacob Astor, who reposed great confidence in him. It is now upwards of twenty years since Mr. Halleck retired from business, residing nearly all that time at his pretty rural seclusion at Guilford. The earliest of Mr. Halleck's poems appeared in the *New York Evening Post*, in 1818, and was entitled "Twilight," and during the two following years he assisted Joseph Rodman Drake in preparing for the *Evening Post* a series of humorous papers called the "Croaker Papers." In 1821 Mr. Drake died, and his death was commemorated by Halleck in a poem, the first verse of which is familiar to most of our readers—

"Green be the turf above thee,
Friend of my better days:
None knew thee but to love thee,
Nor named thee but to praise."

His next published poem was a satirical one called "Fanny," which created a considerable sensation not only in America but in Great Britain, and at once established Mr. Halleck's reputation as a writer of the first order. In 1823 Halleck visited Europe, and after his return he wrote "Marco Bozzaris," (one of his finest and best known works,) "Burns" and "Alnwick Castle." In 1827 he published his poems in book form. In 1846 the entire series of Mr. Halleck's poems were published in one volume by Harper & Bros., of New York. Since that time he has not written much, resting from literary as well as business toil. In his own beautiful words, the "Voice of Death" at length has

"Sounded like a prophet's word,
And in its hollow tones are heard
The thanks of millions yet to be."

For the poetical works which he has left behind him will not easily be forgotten, but will live to keep his memory green, not only in America but in British homes. In character Mr. Halleck was of the most genial and kindly turn of mind: he delighted in social intercourse with his neighbors, and was distinguished for his wise and beneficent charity. Few men had more warm friends or fewer enemies than the late Fitz Greene Halleck.—*Hamilton Spectator.*

IX. Miscellaneous Friday Readings.*

1. THE LAND BEYOND THE SEA.

The land beyond the Sea!
When will life's task be o'er?

* NOTE TO TEACHERS.—FRIDAY READINGS FROM THE JOURNAL.—Our chief motive in maintaining the "Miscellaneous" department of the Journal is to furnish teachers with choice articles selected from the current literature of the day, to be read in the schools on Fridays, when

When shall we reach that soft blue shore,
O'er the dark strait whose billows foam and roar ?
When shall we come to thee,
Calm land beyond the Sea ?

The land beyond the Sea !
How close it often seems,
When flushed with evening's peaceful gleams ?
And the wistful heart looks over the strait and dreams !
It longs to fly to thee
Calm land beyond the Sea !

The land beyond the Sea !
Sometimes distinct and near
It grows upon the eye and ear.
And the gulf narrows to a threadlike mere ;
We seem half-way to thee,
Calm land beyond the Sea !

The land beyond the Sea !
Sometimes across the strait,
Like a drawbridge to a castle-gate,
The slanting sunbeams lie, and seem to wait
For us to pass to thee,
Calm land beyond the Sea !

The land beyond the Sea !
Oh how the lapsing year,
'Mid our not unsubmitive tears
Have borne, now singly, now in fleets, the biers
Of those we love, to thee
Calm land beyond the Sea !

The land beyond the Sea !
How dark our present home !
By the dull beach and sullen foam
How wearily, how drearily we roam.
With arms outstretched to thee,
Calm land beyond the Sea !

The land beyond the Sea !
When will our toil be done ?
Slow-footed years ! more swiftly run
Into the gold of that unsetting sun !
Homesick we are for thee,
Calm land beyond the Sea !

2. THE EMPRESS EUGENIE AT A PENITENTIARY.

A letter from Lisle gives the subjoined details:—When the Empress went to the prison of Loos her Majesty visited the Penitentiary in its most minute details, inquiring into everything—the sanitary state, dietary system, and the general spirit of the inmates; nothing indeed escaped her investigations. The Empress excited astonishment at the precision and multiplicity of her questions on the most varied subjects, hygiene, discipline, and administration—discussing everything with equal competency and solicitude. The young prisoners, who, knowing her Majesty's kindness of heart and charity, had given her a most hearty welcome on her arrival, were astonished to see so high a personage descend to all those details; they pressed around her and endeavoured to touch her dress, while their looks showed even better than any applause could do how grateful they were to see the Empress interesting herself in their welfare and recommended that nothing should be neglected for their improvement. The Imperial visitor in examining the dormitories turned down several of the beds to ascertain the state of the linen. One of them being badly made, the sheets being too short, her Majesty observed it, and joining example to precept, remade the bed with the precision of an accomplished house-wife. The folding of the sheets would have done honour to a pupil at St. Cyr, where the dormitories are models of the kind. The Empress did not confine herself to receiving several petitions presented to her by inmates whose good conduct proved their repentance, and promising to mediate for them with the Emperor, but also conversed at length with some of them. "You were at La Roquette?" she said to one lad, laying her hand on his shoulder. "Yes, Madame." "How much longer have you yet to remain?" "Six months." "And where will you go when you leave this place?" "To Paris." "No, do not go to Paris, you will again meet with the bad acquaintances who led you astray; if you promise not to return there, I will try

the week's school-work is finished, as a means of agreeable recreation to both pupil and teacher. Several teachers have followed this plan for several years with most gratifying success.

to obtain your release earlier." I have no need to add that the lad gave his word, and ran off shouting, "*Vive l'Impératrice!*" with all his might, to announce the news to his comrades. "And you," said the Empress to a boy of 15, "what have you done to be here!" The young delinquent blushed, looked down, and remained silent. "Come," said her Majesty, laughing and laying her arm on his shoulder, "come with me apart, I will confess you, and will not say a word to any one." The Empress then walked aside with the lad, and when she returned a minute or two later, her companion was in tears. Her Majesty shook him by the hand, and he went away with his head more erect, and no longer despairing of his own reformation.

3. MR. GEORGE MULLER'S "SCRIPTURAL KNOWLEDGE INSTITUTION."

Under this title, a work has been doing at Bristol, since 1834, which, we believe, is without a parallel in the history of Christian enterprise. Besides providing for 1,150 orphans, the institution aids or supports entirely a large number of missionaries, in every part of the world, and all without any reliance on regular subscriptions, the income being the gift of thousands of people at home and abroad, in answer to faith and prayer. In the report last issued, Mr. Muller says on this point: "We have very few regular donors, though there are some that give, at certain times; but not one-fiftieth part of our current expenses are thus met. But even if these few regular donors, were now asked for money—nay, more, suppose that any donations, being obtained or not, were to depend upon my reminding the donor, though by doing so, even thousands of pounds were thus to be had, it would never be done, because it is not the money I seek, but the money sent from you, through the willing, cheerful givers, unasked for, on which I depend. And have I been a loser in this way? Verily not. The work has been wide and more enlarged; and the Lord has laid it at the hearts of His stewards to send me more and more."

And most wonderful have been the amounts received this way. "From the commencement of the work in 1834," says Mr. Muller, "up to 1866, I have received altogether three hundred and twenty-six thousand pounds. By this amount nearly sixteen thousand children or grown persons have been taught in the various schools entirely supported by the institution. More than thirty-eight thousand Bibles, above twenty-nine thousand Testaments, and above four thousand Psalms, and other smaller portions of the holy Scriptures in several languages, have been circulated; and nearly twenty-seven millions of tracts and books, likewise in several languages, have been circulated. There have been also from the commencement missionaries assisted out of the funds of the institution, about one hundred and twenty in number. On this object alone more than sixty-five thousand seven hundred pounds have been spent. Two thousand orphans have been under our care; three large houses at an expense of £60,000 have been erected, fitted up, and furnished, with a considerable sum in hand towards the building of two more houses for eight hundred and fifty orphans. As to the spiritual good that has resulted, God alone can say how much has been accomplished, but so far as results have come to our own knowledge, we have most abundant cause of thanksgiving."—*Christian Times*.

4. CAUSES OF SUCCESS AND FAILURE IN LIFE.

A writer in the *Saturday Review* remarks:—"The essence of practical wisdom is to take the world as we find it and make the best of it. The man who never felt envy can hardly have felt emulation—that is to say, one of the most valuable antagonist forces to sloth and frivolity which we possess. A mind of any toughness of fibre soon selects, among its contemporaries and rivals, those who are likely to run it hard in the race of life. A few qualms of envy do not work much harm at the beginning; they sting the languid energies into vigorous activity. But no wise man continues to harbor envy, under any pretence or provocation as a settled inmate of his bosom. It soon ceases to stimulate, and then its action is only to numb. Nothing but the most insensate vanity can lead a man to seek for triumphs in many, perhaps in more than one or two, provinces of genuine work. To accept your inferiority as your proper portion in all but your own domain is rapidly seen to be the merest common sense. But what, it may be asked, if you are beaten on your own ground? The answer is that, if you are beaten shamefully and hopelessly, it is not your ground at all, and that vanity, not power; aspiration, not inspiration, had led you to enter it. Your failures may be made your most precious instructors, if you are not too conceited to let them teach you. And the best way to look at your friends' successes and laurels is to consider them outward proof that these persons have, either by luck or good management, found their appropriate work, which you are sure to do if you are humble and courageous enough to unweariedly seek it. They

have had, never doubt, failures and disappointments in abundance, though you may not know of them. No two minds are exactly alike; and whatever or whoever you may be, you can do something, if you search for it long enough, better than any body else. But if failure only sours you, instead of humbling and exalting you—if you are too headstrong and vain to take in the lesson conveyed by stunning miscarriages—your case is, humanly speaking, hopeless. You have already that which should be as Moses and the prophets; and if you will not take heed to it, you will not be persuaded, though one arose from the dead.”

X. Educational Intelligence.

— ARCHDEACON FULLER'S APPOINTMENT.—His Excellency, the Lieutenant Governor, has been pleased to appoint the Rev. Thomas Brock Fuller, D.D., D.C.L., Archdeacon of Niagara, to be a member of the Council of Public Instruction for the Province of Ontario, in the room and place of the Hon. Samuel Bealy Harrison, Q.C., deceased.

Exception having been taken by the *Globe* newspaper to this appointment of the venerable Archdeacon, he addressed the following letter to the editor of that paper. He says:

“It is quite true, that several years ago, in my place in the Synod of this Diocese, I did advocate the claim of our church to have the same right (as far as cities and towns were concerned) accorded to her, as had been conceded to the Romish church, in regard to separate schools; but I am not conscious of having been “very active,” much less “eloquent” in my advocacy of such claim. But, since that time several years have rolled over us; and, as one who believes that he should “live to learn,” I candidly confess, that my views on that point have been greatly modified by much that I have learned since that time. Finding that we could not obtain a recognition of our claim, in consequence of a great division of opinion amongst both our clergy and laity on the subject; and that one-third of the Superintendents of the common schools in Upper Canada were clergymen of our church,—many of whom informed me that their connection with the schools was advantageous to them as clergymen, and of spiritual service to the schools, where every facility was afforded them for giving the children all the religious instruction that their own time would allow them to give—I felt it my duty, as a Canadian, anxious for the prosperity of my country, to advise members of the Synod to agitate this question no longer (it being, under our circumstances, only productive of strife and contention), but to do all we could to work the system of common schools established in the country, and, where we could, to avail ourselves of the advantages afforded us of imparting religious instruction to the children of our communion attending the schools.

“The correctness of this view was made manifest to me during a visit to Dublin last October. I was fortunate enough, on that occasion, to be the guest of a rector of one of the principal parishes in that city, and who is a distinguished graduate of Trinity College, of which he had been many years a fellow and tutor, but one who keeps his eyes open and thinks for himself. From him I learned a great deal about the working of the National School system in Ireland, and in regard to the success of the schools under the care of the Irish clergy, who had conscientiously and strenuously opposed the National School system since its establishment in 1831, when Lord Derby was Secretary of State for Ireland. He informed me that the schools under the care of the Irish clergy had been far from successful, and that the education afforded in them had been so inferior to that obtained in the national schools, that the children of the church had been left behind those attending the national schools, in consequence of their attendance at them. I learned from him, that he had been compelled to employ Roman Catholics who had been educated in national schools, to teach the children in his parish school (which was well endowed), music and drawing; simply because none educated in the schools under the care of the clergy were capable of affording instruction in those branches; and he further informed me, that a few months previous to my visit, a friend of his, a director of the Bank of Ireland, had lamented to him how much the Protestant youth of the city were falling behind their Roman Catholic fellow citizens in all points, where a good business education was required; and illustrated his remarks by assuring my friend that out of nineteen appointments to clerkships in the Bank of Ireland, seventeen had been filled by Roman Catholics only because that out of numerous Protestant applicants, only two could come up to the standard fixed by the Bank.

“This view of the question was further confirmed by an admirable letter,

written by that most excellent prelate, Lord John George Beresford, for many years ‘Primate of all Ireland.’”

In that letter, his Grace acknowledged that, though he had, until recently, been opposed to the national school system, and had done all he could to foster the opposing one; yet he had become thoroughly convinced that the latter could not compete with the former, and that it would be the wisdom and the duty of the clergy of the established church, to abstain from further opposition to the national school system, and to work cordially with the system, whenever they could do so.

These facts convinced us that we had been right in declining any longer to agitate the country by asking for separate schools for one communion in cities and towns; for it appears that, even if we could have obtained them, the chances were greatly against them being as good in many very important respects as our common schools.

These views I by chance enunciated to these gentlemen to whom I suspect I owe my late appointment; and, whilst I am not ashamed of having adopted them, as a consequence of the increased information that I had obtained on the subject, I do not think that those who recommended my appointment (knowing what you now know) were guilty of recommending one who is an enemy to our system of common schools. Had I considered myself as such, I should not have accepted the position offered me; but, believing that I can cordially work out the system, and join others in improving it in regard to the lowest class of our population, I have accepted it in the hope of being able to do some service in that position to my native country.

The Chief Superintendent in a letter to the Editor of the *Globe* thus justifies Archdeacon Fuller's appointment. He says:—

“After the discussion which has taken place in your columns, relative to the appointment of the venerable Archdeacon Fuller, as member of the Council of Public Instruction, will you permit me to state a fact as one of the principal grounds on which I submitted his name to the favourable consideration of the Governor in Council—a duty which I have been required to perform, not only in the original appointment to the Council in 1846, but in regard to every vacancy which has occurred in it from that time to this.

“There are three Presbyterian clergymen members of the Council of Public Instruction, all appointed on my recommendation, but there was but one clergyman of the Church of England appointed member of it before Dr. Fuller. (The heads of all University Colleges in Upper Canada are ex-officio members for Grammar School purposes.)

“On the lamented death of Judge Harrison, (who was a member of the Church of England), I submitted the name of Dr. Fuller to succeed him, not only on the ground of his position and qualifications, but on account of the following fact:

“After the passing of the Common School Act of 1850, I was invited by the school authorities of the county of Lincoln, to deliver an address on “Free Schools,” in a grove not far from Dr. Fuller's residence. More than a thousand children, and some thousands of grown up persons were present. After the delivery of my address (which was afterwards printed, and 120,000 copies circulated in the neighbouring State of New York), Dr. Fuller asked permission to say a few words. I did not then know him by sight, and felt apprehensive, from what I had heard of him, that he intended to protest against the doctrines I had advocated; but to my surprise and delight, he remarked in effect, that he had not heard that subject before discussed, but he was convinced by what he had that day heard, that free schools were the true principle of educating a whole people, and he wished to say that whatever property he possessed in that and other parts of Upper Canada, he was willing to have taxed for the education of all the children of the land.

“Such an avowal of sentiment by Dr. Fuller—a man of wealth and high standing—in the infancy of the school system, had an immense influence in the establishment of free schools throughout the county of Lincoln; and I had determined, ever since his removal to Toronto, to avail myself of the first suitable opportunity to recommend his appointment as a member of the Council of Public Instruction. I think I should have done wrong, had I done otherwise.”

— LADIES' COLLEGE—BELLEVILLE.—Two Degrees are conferred: one entitled Mistress in English Literature; the other, Mistress in Liberal Arts. The difference is that candidates for M.E.L. may omit the Classics of the course; while those for M.L.A. may omit Music and Drawing. The regular mode of proceeding to either Degree is by passing the entrance examination and the three annual examinations of the following course. But candidates may enter at the first Terminal examination

of the second year, by taking in addition to the subjects of that examination, the Mathematics, Natural Science and History previously prescribed in the course. Candidates for the entrance examination must be at least twelve years of age; for second year's entrance, fourteen years of age; and for final examination, sixteen years of age. All candidates must furnish satisfactory testimonials of character. Candidates for admission may present themselves at the opening of any term, or at any annual or terminal examination. The examination of third year shall be annual; of the other years, terminal. Entrance examination, \$2; Degree, \$4.

ENTRANCE EXAMINATION.—DEPARTMENT I.—*Modern Languages*.—English—Grammar, (Bullions); Etymological and Syntactical Analysis of Selections from Pope's Essay on Man; Writing and Spelling from Dictation. II.—*Mathematics*.—Arithmetic, (Sangster's); Intellectual Arithmetics, (Stoddard's), to Fractions; Book-keeping—single entry. IV.—*History and Geography*.—Canadian History, (Boyd); Outlines of General History, (White); Political and Physical Geography. FIRST YEAR.—DEPARTMENT I.—*Modern Languages*.—English—Composition and Rhetoric (Quackenbos). French—Grammar and Exercises, (Fasquelle); Bossuet, Oraison Funibres. II.—*Mathematics*.—Algebra to Quadratics, (Todhunter); Euclid, I., II. III.—*Music and Drawing*.—Richardson's Exercises for Piano; Drawing in pencil from a model. IV.—*History and Geography*.—Outlines of Ancient History, (Taylor); Ancient Geography and Mythology, (Baird). V.—*Natural Science*.—Physiology—Human and Comparative, (Huxley); Botany, (Gray). VI.—*Classics*.—Arnold's First Latin Book; Latin Reader.

NOTE.—Young ladies proceeding to the Degree of M. E. L. may omit Department VI. Those proceeding to M. L. A. may omit Department III. SECOND YEAR.—DEPARTMENT I.—*Modern Languages*.—English—History of English Literature, (Craik). French—Montesquieu, Grandeur et Decadence des Romains; Principles of the Languages from selected passages; Composition and Conversation; History of French Literature. German—Grammar and Exercises, (Woodbury); Adler's Reader—Parts I., II. II.—*Mathematics*.—Algebra, (Todhunter); Legendre III., IV., V. III.—*Music and Drawing*.—Instrumental music from selections; Elements of Written Music, signs, terms, &c. Paintings in Water Colors; Sketching, &c. IV.—*History and Geography*.—Modern History, (Taylor); English History, (White). VI.—*Classics*.—Virgil, *Aeneid* II; Cicero in *Catiliatum* I.—VII.—*Metaphysics*, &c.—Paley—Natural Theology; Wayland—Moral Science. THIRD YEAR.—DEPARTMENT I.—*Modern Languages*.—German—Schiller, Maid of Orleans; Goethe, Iphigenio; Exercises in Composition; History of German Literature. II.—*Mathematics*.—Plane Trigonometry, (Todhunter); Natural Philosophy, (Sangster), Descriptive Astronomy. III.—*Music and Drawing*.—Instrumental Music; Vocal Music, Solos, &c. Painting in Oil; Crayon, Drawing and Sketching. V.—*Natural Science*.—Chemistry, (Silliman); Geology, (Dana). VI.—*Classics*.—Virgil, *Georgics* IV; Cicero pro Archaen; Latin Prose Composition. VII.—*Metaphysics*, &c.—Logic, (Walker); Paley, Evidences; Reid, Intellectual Powers. Candidates for the degree of M. L. A. are not required to take both classics and modern languages, but either at their option.—*Canada Christian Advocate*.

— VICTORIA COLLEGE.—In the present discussion of the propriety of government grants to denominational colleges, we give the following facts:

Victoria College has been in the field from the beginning—now nearly twenty-six years. The buildings were erected and furnished, and the institution has been maintained mainly upon the voluntary principle, as the following figures will show:—

Original cost of buildings and furniture.....	\$ 50,000
Expenses current of 25 years	160,000
Total	210,000
Grants to building fund, from Colonial Secretary, England.....	17,000
Aggregate government grants for 25 years.....	71,000
Total	88,000
Leaving, as provided by voluntary contribution and fees.....	122,000

The important service rendered to the country in the work of university education will also appear from the following statistics which cover fourteen years, from 1853 to May, 1867, the close of the last college year. During thirteen of these years Victoria College has been in competition with a non-denominational college.

Total No. of young men educated in Victoria in 14 years	1,398
Average No. annually going out into active life.....	100
Average annual attendance in the same period	202

Do. in university department.....	90
Do. in grammar school.....	112
Average length of attendance of each student, (years)	2
In twenty-six years Victoria College has graduated in—	
Arts (B.A.).....	108
Medicine (M.D.).....	377
Law (LL.B.).....	10
Total	495

None of these are honorary or *ad eundem*; all have pursued their full course of study for the degree received.

Victoria College is purely a literary institution, there being no theology taught or theological professor employed in it. The following figures will show the relation of the College to the Wesleyan ministry and to the various professions:—

No. of young men received into the Wesleyan ministry in fifteen years, ending June, 1867.....	323
No. of these educated (in Literary and Scientific subjects alone) in Victoria College.....	120
No. educated in University College, Toronto, or in the Common and Grammar Schools of Canada or in England	203
The graduates in Arts, of Victoria College, as before stated, number 108. They are found in the following professions:—	
Wesleyan Ministers, (not including Professors in Colleges.)	29
Ministers of other Churches....	5
Professors in Colleges.....	5
Law	22
Merchants	8
Medicine	12
Editors	3
Grammar School Masters.....	15
Farmers, &c.....	9

To these statistics we may add that the attendance for the present year is—In Arts..... 60
In Law and Medicine, about... 200 | In Grammar School..... 120

A class of eleven are in preparation for graduation in May next.—*N. E. in Christian Guardian*.

— SCHOOL LANDS IN ONTARIO.—In Upper Canada, of Grammar School Lands, there were sold only 890 acres, leaving a balance of 45,993 acres still disposable. These lands sold realized \$1,648; collections, \$8,667. The sales during the year of Common School Lands, set apart for creating a Common School Fund, amounted to \$2,948 acres, chiefly lots which had formerly been sold, but resumed for the non-performance of the conditions of sale. Amount of sales \$8,366; collections, \$128,070; disbursements, \$490. The total amount realized from Common School Lands, up to the 31st December, 1866, was \$1,320,823.—*Crown Lands Department*.

— WENTWORTH TEACHERS' ASSOCIATION met on Saturday, the 1st inst., at the Central School, Hamilton. The President, the Rev. Dr. Ormiston, took the chair. The Secretary and Treasurer, Mr. Grey, then presented the third annual report, which showed the Association to be in a flourishing state in every respect, except numbers. The Association had given two Re-unions—one in Hamilton, the other in Flamboro' West. By the former, \$49 was cleared, \$32 of which was granted for purchasing prizes to be awarded to the best spellers in our city schools. By the latter, \$17.30 was realized, which sum was increased by private subscription to \$50, all of which was appropriated for the purchase of prizes for the schools of West Flamboro'. These prizes were awarded according to the result of a competitive examination of the schools of that Township, held at Bullock's Corners. The following gentlemen were then elected officers of the Association for the ensuing year, viz: President—The Rev. Dr. Ormiston. 1st Vice-President—A. Macallum, Esq., M.A. 2nd Vice-President—Mr. McCartney. Secretary and Treasurer—Mr. J. B. Grey. Executive Committee—Messrs. Cranfield, Bale and Spencer. A most lively and interesting discussion followed, upon the subject, "Should there be any difference in the discipline of boys and girls?" Messrs. Grey, Macallum, McCartney and Cranfield, took part in the discussion. Refreshments were then served, consisting of hot coffee, cheese and biscuit. An essay was then read, entitled "Incorrect pronunciation; its causes and remedies," by Mr. Spencer, of the Central School, Hamilton, who treated his subject in a masterly manner, and furnished a great treat to those who had the privilege of listening to him. Mr. Terrill, of the Deaf and Dumb Institute, then exhibited his method of teaching spelling to the deaf mutes and blind, indicating the fact that, as the deaf mutes learn spelling by the senses of sight alone, and the blind by touch, the study of spelling was a study of *form* rather than one of sound. It was decided to hold the next meeting at Dundas, on the last Saturday in April.—*Spectator*.

— BRUCE TEACHERS' ASSOCIATION.—According to announcement, a

meeting of Teachers took place at the Paisley school house, on Saturday, Feb. 1st. moved by Mr. Saunders, seconded by Mr. Ewald, and resolved That it is expedient to form ourselves into an association under the title of "North Riding of Bruce Teachers' Association." The following officers were then appointed for the present year:—Mr. Williamson, President; Mr. P. McTavish, Vice-President; Mr. Ewald, 2nd Vice-President; Mr. Clendenning, Sec. and Treasurer. Mr. McTavish read an able essay upon "The benefits of Teachers' Associations." For the entertainment of next meeting, Mr. Clendenning was appointed to read an essay; Mr. Williamson to lead in a discussion upon the best method of teaching arithmetic, and Mr. Bain to read a piece of his own selection. Moved by Mr. McTavish, seconded by Mr. Douglas, That we do now adjourn to meet again on the first Saturday in April, at the Port Elgin school house, commencing at the hour of eleven o'clock a. m.—*Paisley Advocate.*

—PRESENTATIONS TO TEACHERS.—We have not room for a record of all the gratifying presentations to teachers, which come under our notice, as they are not of general public interest, we can only briefly refer to them, as follows:—"A very costly and beautiful Album," was presented, by a "surprise party," to John Thompson, Esq., B. A.; by the pupils of the Uxbridge Grammar School, a "Silver Ornet Stand," to Mr. Allan Crawford, on his removal from Newbury to take charge of the Yorkville School—a "purse of \$20," to Miss Kessack, on her resignation, from ill health, her charge of School No. 24, Township of London—a "handsome writing desk, two valuable books, and a full toilet set," to Mr. John Wood, on his retirement after sixteen years service in the same school, in the Township of Douro, to take charge of the Ashburnham School—a "gold watch and chain, valued at \$100," to Mr. Robert Alexander, on completing his tenth year of service, as Common School teacher, of the Newmarket School.

—KNOX COLLEGE, TORONTO.—Mr. W. C. McLeod, of Woodstock, has presented Knox's College, Toronto, with the handsome and generous donation of four thousand dollars.

—THE LONDON INTERNATIONAL COLLEGE.—An educational establishment, unique in character, was on July 10th inaugurated by the Prince of Wales, at Spring-grove 10 miles up the Thames from London. The aim of the International Educational Society is to adapt the teaching of their school to the practical requirements of modern life, not forgetting as a substratum the cultivation of the Classics. To this end they intend to make the perfect acquirement of the English, French, and German languages of primary importance, and they have organised connections with Academies at Bonn and at Chatoux, near Paris, to which pupils can be drafted for the completion of the curriculum. Besides this, the promoters of the school have yielded to the pressure long put by scientific men upon the educators of youth and have made the teaching of the natural sciences an important part of the training of their college. The building at Spring-grove harmonises in its architectural features and internal arrangements with the enlightened views that have promoted the whole scheme. Already more than forty boys have been placed under the care of Dr. Schmitz, the Principal of the College, whose high standing as Rector of the High School of Edinburgh, and some time tutor of the Prince of Wales, is in itself a guarantee of the status of the school.

The Prince of Wales was conducted through the building, and to a tent in front, where he planted a *Wellingtonia gigantea* in commemoration of his visit and of the occasion. Luncheon was served to the party in the dining hall of the college. Mr. Poulton, presiding, took the opportunity to make some remarks upon the arrangements and objects of the institution. The origin of it was the thought of Richard Cobden. He it was who first suggested the possibility of carrying into effective operation some scheme of education that would identify itself with the teaching of modern languages, and with a larger share of knowledge of nature, and the great phenomena by which man in this world is surrounded, than is afforded by our present public schools. The idea was originated shortly after the passing of the French treaty. Mr. Cobden met in Paris many eminent Frenchmen, and they suggested that in order to render the abolition of the old protective system, which tended to isolate nations from each other, really efficacious, they must add not only to the means of mental and moral communication of thought. The idea is a grand one destined to be a blessing to nations, and an earnest of the peace of the world. The Prince of Wales acknowledged that he had derived great pleasure and benefit from being acquainted with Dr. Schmitz when he received instruction in Edinburgh eight years ago.

Dr. Schmitz, in reply, said, No words of mine can express the gratifica-

tion I feel at this moment, in hearing your Royal Highness speak of me in the manner you have spoken. I believe the idea of an international college originated with the great Exhibition of 1851, of which the Prince Consort was the originator. That idea has grown slowly, but how it has grown must be judged by what we see around us. Our object is to teach modern languages and natural science. But I should not be doing justice to myself if I did not lay stress upon the ancient languages as the basis of education. What I say is that at present education cannot be exclusively confined to the ancient languages, and as long as Providence spares me I will do all I can to make this institution a success.

—UNIVERSITY OF LONDON.—We learn from the London Spectator that the University of London has asked for and accepted a new charter empowering it to test the education of girls. At present the test is to be applied only to what may be called the school education of girls, and the certificate to be granted under it is intended to be equivalent to a testimonial that the owner is well taught. At present the granting of degrees to young women is not contemplated.

—ENGLAND.—The 58th annual general meeting of the National Society for Promoting the Education of the Poor in the Principles of the Established Church was held at Willis's Rooms. The Archbishop of Canterbury, President of the Society, occupied the chair. The attendance was unusually great. From the Report of the Secretary we learn that during the past year the society's income from subscriptions, donations, church collections, and legacies amounted to £14,152 5s. 11d., being an increase over last year of £1,577 6s. 4d. In the same period 182 applications for aid towards building and fitting up schoolrooms and teachers' houses had been made to the society, in addition to 11 applications for an increase of former grants. In the case of the applications for building schools, no less than 40, from various causes, did not obtain aid from the Committee of Council. The total amount of accommodation thus provided was for 24,202 children, and the sum voted was £7,830. Grants during the same period to the amount of £5,368 10s. had been paid by the treasurer for school buildings now duly completed; this sum had assisted in the erection of 153 schoolrooms, supplying accommodation for 19,219 children, and in building 47 teachers' residences, all which the Committee could not but regard as unmistakable evidence of a growing confidence in the principles on which the society was originally established, and by which its operations had all along been directed. That, as was stated in last year's Report, at the suggestion of the Rev. R. Gregory, a movement had been set on foot for providing the lower-middle and skilled artisan classes with a better education than was now afforded for their children in existing schools. That a committee had been appointed, a plan of action had been formed, a separate fund had been established, an appeal for contributions had been issued, the conditions upon which loans and grants were to be voted were being arranged, and the scheme would immediately be brought into operation. That the Church had as yet established very few schools for children requiring an education of this kind, and thus mercantile clerks, small shopkeepers, foremen, and upper artisans had been compelled to avail themselves of the education furnished by private speculators. The committee were satisfied that such schools can be healthily conducted only by being made self-supporting. They would therefore confine their help to making grants or loans towards providing or furnishing suitable premises, or towards the expenses attendant upon the commencement of any new school. The committee wished to establish a system of inspection for schools of this kind. The Society having made its decennial inquiry into the statistics of national education in connection with the Established Church, the committee had much pleasure in stating that the results obtained in those countries which had been almost completed were highly satisfactory. Selecting three specimen counties in England—namely, Berks, Durham, and Cheshire, the following returns might be quoted:—Berks, which in 1856 had in church day schools 15,125 scholars, and in evening schools, 782 scholars, has now 18,325 in day schools and 2,080 in evening schools. In Durham there were in 1856, 24,844 day scholars and 750 evening scholars; there are now 29,000 day scholars and 1,622 evening scholars. Ten years ago there were in Cheshire 29,069 day scholars and 800 evening scholars; there are now 32,894 day scholars and 2,072 evening scholars. In the three Counties of which the diocese of Oxford consists—viz., Oxfordshire, Berkshire, and Buckinghamshire, there are only 54 parishes unprovided with schools. Nine of these are united to others for school purposes, and in the remaining 45 the population is in general either too small to admit of any school whatever, or more than an adventure dame's school, aided by the clergymen. It was highly satisfac-

tory to find that, notwithstanding many confident assertions to the contrary, the state of education in England and Wales would bear favourable comparison with the state of education in the most advanced of continental countries, even in Prussia, where attendance at school was compulsory. It appeared that in 1851 the proportion of scholars to population was—in England and Wales, 1 to 7.7; in Holland, 1 to 8.11; in France, 1 to 9; and in Prussia, 1 to 6.27. Our own country, therefore, was in advance of Holland and France, and not far behind Prussia. This was the state of things in 1858; since then the educational efforts of the country have steadily advanced, and the committee had no doubt that at the present time there is as large a percentage of children attending school in England as in any country in the world.

— HONORS TO PROTESTANT SOCIETIES AT THE PARIS EXHIBITION.—The (Protestant) Society for the Promotion of Elementary Education has obtained a silver medal. This is the worthy recompense of the services which it has rendered to the education of the humbler classes. The superiority of our schools to those of the Romish Clergy cannot be disputed. The Bible Society, The Sunday School Society, the Colonial Agricultural Society, the Young Men's Christian Union, and others, have also obtained bronze medals or honorable mention. The two English societies, the Society for promoting Christian Knowledge and the Sunday-school Union, (also the Home and Colonial School Society,) have obtained silver medals. —Churchman.

— NEW BRUNSWICK UNIVERSITY.—Dr. Jardine has been appointed Professor of English Language and Literature in the University of New Brunswick.

XI. Departmental Notices.

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.

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.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

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

GRAMMAR SCHOOL REGISTERS.

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

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

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

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.

BRITISH PERIODICALS.

- The London Quarterly Review (Conservative).
- The Edinburgh Review (Whig).
- The Westminster Review (Radical).
- The North British Review (Free Church).
- Blackwood's Edinburgh Magazine (Tory).

THESE foreign periodicals are regularly republished by us in the same style as heretofore. Those who know them and who have long subscribed to them, need no reminder; those whom the civil war of the last few years has deprived of their once welcome supply of the best periodical literature, will be glad to have them again within their reach; and those who may never yet have met with them, will assuredly be well pleased to receive accredited reports of the progress of European science and literature. The terms for 1868 are:—

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