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HOW TO IMPROVE THE PRELIMINARY STAGES OF CLASSICAL EDUCATION.

BY PROFESSOR PILLANS, EDINBURGH.*

It must, I fear, be admitted that there exists a growing indifference to the study of the ancient languages of Greece and Rome. The public mind is less disposed than it used to be, to regard that study as the indispensable preliminary to a course of liberal education. Nor is this to be wondered at. We live in an age which is eminently scientific in its tendencies,—an age when clear demonstration, minutely accurate knowledge, and full possession of the question at issue, are becoming more and more the passports to promotion in every branch of the public service. Now, it is a notorious fact, that of the British youth who have gone through the long and compulsory drill of our grammar schools, a vast majority carry with them from school a very superficial acquaintance with the languages they were sent thither to learn, and no desire to increase or even retain the slender stock they may have acquired. And yet there is no want either of weighty argument or the authority of great names in support of a proposition which is as certain as reason and philosophy can make it, that no instrument has hitherto been contrived so well adapted for developing the youthful mind, and training its faculties to their appropriate exercise, as a well-devised course of classical instruction.

* Author of "Contributions to the Cause of Education," for sale at the Educational Depository, Toronto. (See page 125.)

My business at present, however, is not to defend classical training as the best, but, taking for granted the proposition I have just stated, to shew how the practice of teaching may be improved. There must, it is natural to think, be something radically wrong in a system of training which so egregiously fails in accomplishing the object proposed, that, of those trained upon it, a small percentage only go forth into life with a mastery of the subject, to the study of which the best years of their boyhood have been devoted. A large proportion of the rest get a sort of top-dressing, and acquire, perhaps, a habit of dogged hard working, which is not without its use, though far from yielding full compensation for the precious time it has cost them. Such may be able to quote occasionally a line of Horace or Virgil, still found *rari nantes* in the *gurgite vasto* of their ignorance, and may thus gain consideration among their unlearned compeers; but these are worthless and dear-bought advantages.

How, then, is a remedy to be found for a great and growing evil that threatens to extinguish a literature which rescued Europe from the darkness of the Middle Ages, which, ever since the revival of letters, has been the boast and glory of modern times, and which is interwoven with the whole tissue of our literature? How are we to secure its permanence? How render more generally efficient than it now is, a mode of training which even its partial successes have proved to be the best? The cure, I conceive, can only be effected by surrounding the first steps in the study of Latin (for from that language chiefly I shall draw my illustrations) with such attractions as shall prevent, or remove at the outset, a prejudice against it. Such a prejudice can hardly fail to arise in the mind of a boy, from the dry, uninviting task of learning by heart what is imperfectly or not at all understood; and it is to the means of accomplishing this object that I would call attention.

To secure a boy's grappling willingly and successfully with the difficulties of grammar and syntax, we must begin with awakening curiosity and gratifying his self-esteem by leading him to think for himself. We must invest the subject with an interest that will carry him triumphantly through the difficulties that await him at a subsequent stage. By no other means can we expect to arrest the growing evil, and vindicate the claims of classical learning to take the lead in the higher education of our youth. A few preliminary observations will enable me to explain what appears to me to be the origin of the

evil, and the means of cure. There are, I conceive, certain principles in the young mind, coeval almost with the first dawns of reason, of which advantage is not taken as it ought to be, either in the composition of our Latin grammars or in the school training of youth.

Among the various operations of the thinking principle in man, which it has pleased mental philosophers to classify and describe under the name of "powers" and "faculties," there are few of which we do not find traces, more or less fully developed, in the lower animals. Not only do they possess the five senses, but in processes which are purely mental, such as memory, they may challenge a comparison with man. Even of the reasoning faculty—our boasted pride and privilege—we can scarcely doubt the existence and exercise; in the dog, for example, and the elephant, who are swayed by motives, compare the respective weight of each, and arrive at conclusions which regulate their movements with a will as free as our own. How this process is carried on without the gift of language and the use of words is to us incomprehensible, and we cover our ignorance by calling it instinct.

But among the faculties peculiar to man of which we find no trace in the lower animals, such as the perception of mathematical truth, there is one which we must, I think, admit to be as exclusively the attribute of man as the gift of speech itself,—I mean that act of the mind which prompts and enables him to reflect on the facts of his own present or past consciousness, and to make them the subject of thought and meditation. There is no evidence to prove, nor reason to believe, that even the animals I have mentioned—the most thinking and sagacious of the lower creation—ever turn their thoughts inwards to reflect on what is passing in their own minds, or ever recall past impressions, to subject them to consideration, reflection, or revision. The sensations that pass through their minds, be they pleasant or painful, are not forgotten: they are treasured up and recur in similar circumstances, and serve to regulate their conduct in pursuing the pleasure and avoiding the pain. But this is *memory*, not *meditation*; not that retrospective and prospective faculty—that power which makes man what Shakspeare calls him, "A being of large discourse, looking before and after,—the power of summing up the results of past observation and experience, of combining, comparing, abstracting, generalizing, and deducing, which more even than his bodily structure gives man his vast superiority over all other animal natures. Now, this distinctive privilege of our species is capable of being developed in the young mind much earlier than is commonly imagined. Even in the elementary stage of English education, before the child has left the infant school, there is room for appealing to the principle I speak of; as, for example, when he is called on to distinguish the form of each letter by the *eye*, and its power by the *ear*, and then to combine the two impressions into an audible sound. There are so many occasions for exercising the reflective faculty before he arrives at the age of seven or eight, when it is proper or at least usual to begin the study of Latin, that it is then eminently fit to be employed in prepossessing his mind in favour of the study, and investing it with an interest which, in the ordinary way of teaching, is seldom or never felt.

If this reflective faculty be directed to a luminous exposition of the simpler leading truths of general grammar—truths which are nothing more than the principles which guide man in the use and application of language, they will be at once apprehended and mastered by a boy, because he recognises in them what his own consciousness, when thus appealed to, assures him must be true. And it is scarcely necessary to add that, when the experiment is successful, and it can scarcely ever fail, it invests the subject to the young mind with a delight and interest most influential in promoting his further progress. By such a process as this should the mind be stimulated into activity, before the tyro is called on to grapple with the difficulties of flexion, conjugation, and syntax.

As far as my own experience goes, I do not find that, either in the practice of teaching, or in the Latin grammars in ordinary use, advantage is taken of the reflective principle, or any credit given or appeal made to it. Memory is the faculty almost alone called into exercise, and it is a memory not of that suggestive, philosophical kind which arranges a series of facts under one principle, so that they are easily retained and readily recalled; but a dry, mechanical, disjointed memory of insulated, ill-assorted ideas, difficult to acquire and very liable to be forgotten. The boy is often charged, under pains and penalties more or less severe, to remember and repeat a mass of formal rules without reasons, instead of being trained, by appeals to his own consciousness, to think, to reason, and to conclude.

The limits of this paper will allow me to take one or two instances only in explanation and illustration of the views and principles I have endeavoured to explain: and the first shall be from the Latin VERB—the word *κατ' ἔχθη*—the very key-stone of the arch of every sentence, without which, expressed or understood, there can be no

proposition,—a part of speech indeed which requires, more than any other, the helping hand of Philosophy to prevent it from confounding the budding intellect, and producing dislike of the whole subject.

Bearing in mind, then, that our main object is to carry the understanding of the boy along with us in the instruction given, I would curtail very considerably the *paradigma* of the Latin verb, as it appears in our grammars and is taught in our schools. The only moods or phases of the verb which I would retain in the tabular form should be: 1st. The Imperative of the second person, because in it we find the root or simplest form or element of the verb; 2nd. The Indicative or Declaratory—the mood by which the communication of consecutive thought and information is effected; 3rd. The Infinitive, as constituting the Noun of the verb; and 4th. The Participle, as representing its Adjectival form. The Subjunctive, Gerunds, and Supines, having nothing corresponding in our own language, I should omit for the moment, as only tending to confuse a boy's ideas. Then, as to the Tenses, there is a singular want of philosophy and consideration as to the manner in which they are presented to the young mind. Six tenses are ranged under the heading of the Indicative Mood, called Present, Imperfect, Perfect or Preterite, Pluperfect, and two Futures. Nor is there anything to inform the boy to what division of *time* they respectively belong, or to give prominence to one above the other; and after the whole is committed to memory, the pupil is left with very crude notions of the precise meaning of each. Now, the great divisions of time are practically known to a boy ever since he understood the terms yesterday, to-day, and to-morrow. But the abstract conception of time present, time past, and time to come, are not likely to have occurred to him till the reflective faculty is brought into action, when he at once recognises the distinction. What, then, so natural and so intelligible as to commence his acquaintance with the Tenses by putting him in possession of the words, and only the words, which mark these grand epochs in their simplest chronological succession: *Scripti*, I wrote; *Scribo*, I write; *Scribam*, I shall write; or to concede so far to the universal practice of starting from the passing *now*, and looking back to the past and forward to the future—*Scribo*, *scripsi*, *scribam*; in Greek, *γράφω*, *ἔγραφα*, *γράψω*. The *paradigma* of the indicative would thus be completed for the time by these three tenses, and a clear and distinct basis laid for adding, at a subsequent period, either in a separate grammar, or in a smaller type and subordinate position under each head, the modifications and restrictions required in the ordinary use of speech. The present tense, though by no means limited in its use to the *punctum mobile* that separates the past from the future, has no variety of termination or form either in Greek or Latin; nothing equivalent to the English duplicate, I write, or I am writing. *Scripti*—*ἔγραφα*—the great historical tense—simply refers the event or condition intimated by the verb to time past, and therefore is or ought to be called in Latin as it is in Greek, the Aorist, *i.e.* indefinite. But the line of Past Time is notched, as it were, at certain intervals, to which distinct forms (or subordinate tenses) are attached, according as the event or condition is spoken of, as (1) in a state of continuance when another took place, or (2) as being connected with, or its influence carried on, to the present time, or (3) as being past in relation to another also past. The first of these cases gives the imperfect *scribebam*—*ἔγραφον*—I was writing; the second gives the pluperfect *scripseram*—*ἔγεγράφειν*—I had written; and the third gives the present-perfect, which in English is—I have written, but which in Latin has no form to express it different from the preterite or aorist—*scripsi*—I wrote. That this is a deficiency in the Latin language must, I think, be admitted from the translation I have given, and yet in no grammar I have seen is this defect indicated in the *paradigma* of the verb, none in which *scripsi* is given and inflected a second time in a subordinate sense, as it ought to be, that the grand *paradigma* of the verb may be complete. *Scripti* is universally put down under the title of "preterite" or "perfect," and translated—I wrote or have written, as if these were synonymous terms. And this is more strange, as the deficient form exists in the Greek *ἔγραφα*. The complement of past tenses therefore in Greek is—

ἔγραφα	in Latin—	<i>Scripti</i> ,	I wrote.
ἔγραφον	"	<i>Scribebam</i> ,	I was writing.
ἔγεγράφειν	"	<i>Scripseram</i> ,	I had written.
γράψω	"	<i>Scripti</i> ,	I have written.

Future time in Latin has two distinct forms—*Scribam*—*γράφω*—I shall write, expressing a simple reference to the time to come, an aorist of the future, as it might be called; and *Scripsero*, I shall have written, expressing an event, future indeed, but contemplated as finished before an event also future, but more, remote has happened. And it might be mentioned as another proof how little philosophy has been applied to the scheme of the verb, that lately *Scripsero* was relegated to the subjunctive mood. Omitting

that mood for the reason assigned, we come to the participles. The participial form of the verb was contrived to express its action or attribute, as exercised or exhibited in connexion with an individual, and agreeing with that individual in all its relations of gender, number, and case. It is obvious, therefore, that the action thus ascribed to the person in its adjectival form, should also, in its verbal and temporal character, express the time, whether past, present, or future, when it was predicable of the person, place, or thing. It is indispensable to a complete scheme of participles active, that there should be *three*, corresponding to the three great divisions of time as we find it to be in the Greek paradigm, present γράφω—aorist γράψας—and future γράψων. Yet in every Latin grammar I have seen, and every school I have examined, the boy is directed to say—participles active, present *Scribens*, writing; future *Scripturus*, about to write, without the slightest intimation that the participle of past time corresponding to γράψας is wanting. The opportunity is thus lost of noting this defect of the Latin verb, and the mode of remedying it, and at the same time of impressing the young mind with the discovery he had made of the triple division of tenses. A similar display of ignorance or oversight pervades all our grammars in the paradigm of the passive voice, where there is also a notable but unnoticed *deficit* in the participles. The boy is taught to say passive participles—preterite, *Scriptus*, written; future, *Scribendus*, about to be written; ignoring the absence of a present participle, while the example of the Greek stares them in the face in the three forms—γραφόμενος—γραφθείς—γραφθησόμενος, e. g., ἐπιστολὴ γραφομένη, a letter in the act of being written; γραφθεῖσα, a letter having been written; γραφθησόμενη, a letter about to be written.

It would not be difficult to extend these critical remarks on the want of philosophy in the construction of our grammars to other parts of speech, but I shall confine myself to one additional proof from the verb.

In the early days of my school life (about three score and ten years ago), I was compelled, as most of my contemporaries were, and many, I doubt not, still are, to commit to memory the following rhymes, intended to convey to the learner the theory and formation of the moods and tenses of the Latin verb:—

“From *o* are formed *am* and *em*,
From *i* *ram*, *rim* *ro*, *sse*, and *ssem*.
U, *us*, and *rus* are formed from *um*,
All other parts from *re* do come, (viz.)—
Bam, bo, rem, a, e, and i,
N, s, and dus, dum, do, and di.”

This doggerel, which is as unsound in theory as it is useless in practice, I should propose to supersede by some such process as the following; and let no teacher despair of being able to carry his pupils through the several steps with perfect intelligence, and with great benefit to their habits of reflection and ratiocination. I would invite them to fancy that state of things when man had a language to create, a state of things not unlikely to have existed after the confusion of tongues and the dispersion of our race recorded in the sacred volume, somewhat like the state described by Horace (Sat. I. 2, 100), when man was one of the *mutum et turpe pecus*, long engaged in mutual hostility till words were invented:—

“Donec verba quibus voces sensusque notarent,
Nominaque invenere.”

It would be easy to satisfy the learner that in this rude state, the first form the verb extorted from the wants and necessities of savage life would be that which commanded the services of others, rather than that which communicates information,—that is, would be the imperative rather than the indicative; and it would interest and delight the boy to find this supposition confirmed by the fact that the simplest and radical form of all Latin verbs is the second person of the imperative—Go, bring, lead, take, and a thousand others;
i fer duc cape

and that all the other moods and tenses are subsequently formed by additions to the imperative as the root. Yet I do not find that, in the endless discussions about stem and crude forms, this remarkable and leading fact in the history of language has ever been noticed, or, at least, taken advantage of in school grammars, or in the teaching of the Latin tongue.—“*The Museum*,” a new *English Quarterly*.

II. SPENCER'S ESSAYS ON EDUCATION.

We know of very few books that have any claim to the name of philosophical works on education. The theory of teaching is more or less treated in connection with suggestions of practice and of useful methods; but the whole tone of such works is empirical. The general statements and the particular methods are those suggested by individual experience and observation; and they have no such connection as to indicate that there lies in the mind of the writer

such an understanding of the nature of the human mind as it shows itself in children, and such a knowledge of things to be taught and of their relative value, and such appreciation of the method of teaching and governing, as he must have to whom education is a science and an art—a philosophy and a practice. Perhaps it is not yet time to expect a philosophy of education: the cycle of preliminary experiment is not yet exhausted; and until all schemes of error shall have been put to the test, we may not know how and what to choose.—Nevertheless, there are now talkers many, writers many, and actors many; and we may hope that, as the world is really learning some things in politics, in political economy, and in ethics, as well as in mathematics and natural science, it will not be long before fundamental principles can be stated in the philosophy of education. Whatever is offered as such philosophy in the present time is in fact only a contribution towards it—a contribution of material for the palace that is yet to rise.

The most important philosophical contribution that we have had in a long time is the little volume of essays by Mr. Herbert Spencer.* The four treatises composing the volume, though written for three different English Reviews, were written with a controlling unitary purpose, and hence form a well-composed book when put together. The first of the four we read with great interest when we read it in the *Westminster Review* (No. cxli), and expressed a wish that it could be read by every teacher, school-officer and parent in the land; a wish which the intervening period and our further reflections have not diminished in force. To us it is the most valuable of all the treatises, and the most philosophical. It raises the question “*What Knowledge is of the Most Worth?*” and proceeds to show what influences (of feelings, reason, and custom) usually determine men to choose a course of education, and what consideration should exercise a controlling influence. The first essay, and the second one, on *Intellectual Education*, we propose specially to notice at this time. We desire to introduce Mr. Spencer's volume to our readers by something more than the general terms of commendation which can be given in a brief book notice; and we hope that many a thoughtful teacher and parent may rejoice in communion with the thoughts of these essays.

Before Mr. Spencer attempts the solution or even the statement of the main question “*What knowledge is of most worthy?*” he notices the fact that this question is rarely raised; that as decoration among savages is more important than dress, so among civilized people the ornamental in education is more regarded than the useful; and that when a course of study is chosen, it is not selected for its utility, but under the influence of whim or custom. And the reason of this fact he finds in the other “fact that, from the far past down even to the present, social needs have subordinated individual needs; and that the chief social need has been the control of individuals.” We seek power over others; the means of impressing them; “and it is this which determines the character of our education.—Not what knowledge is of most real worth is the consideration; but what will bring most applause, honor, respect—what will most conduce to social position and influence—what will be most imposing. As through life, not what we are but what we shall be thought is the question, so in education, the question is not the intrinsic value of knowledge so much as its extrinsic effects on others.”

And even when the question of relative values of different knowledges is in some sort raised, no standard of value is recognized, and the whole question is bootless if mere caprice or fashion is to decide it at last. The oft-debated question respecting the superiority of classics or mathematics is insignificant in relation to the real question that should be proposed; and deciding it—if decision were possible—is no nearer approach to the answer of the great question which he proposes than choice between potatoes and bread is to a settlement of the whole theory of diet! A measure of relative value is, then, the first requisite in any controversy on the value of knowledge; and this measure is suggested in the following paragraph:

“How to live—that is the essential question for use. Not how to live in the mere material sense only, but in the widest sense. The general problem which comprehends every special problem is—the right ruling of conduct in all directions, under all circumstances. In what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to bring up a family; in what way to behave as a citizen; in what way to utilize all those sources of happiness which nature supplies—how to use all our faculties to the greatest advantage of ourselves and others—how to live completely. And this, being the great thing needful for us to learn, is, by consequence, the great thing which education has to teach. To prepare us for complete living is the function which education has to discharge; and the only rational mode of judging of any educational course is to judge in what degree it discharges such function. This test never used in its entirety, but rarely even partially used,

* Education, Intellectual, Moral and Physical. By Herbert Spencer, author of *Social Statistics*, *Principles of Psychology*, etc. D. Appleton & Co., New York, and Educational Depository, Toronto. (See page 125.)

and used then in a vague, half-conscious way, has to be applied consciously, methodically, and throughout all cases. It behooves us to set before ourselves and ever to keep clear in view *complete living* as the end to be achieved; so that in bringing up our children we may choose subjects and methods of instruction with deliberate reference to this end. It must not suffice simply to think that such or such information will be useful in after life, or that this kind of knowledge is of more practical value than that; but we must seek out some process of estimating their respective values, so that as far as possible we may positively know which are most deserving of attention."

Mr. Spencer's next step is "to classify in the order of their importance the leading kinds of activity which constitute human life. They may be naturally arranged into—1. Those activities which directly minister to self-preservation; 2. Those activities which, by securing the necessities of life, indirectly minister to self-preservation; 3. Those activities which have for their end the rearing and discipline of offspring; 4. Those activities which are involved in the maintenance of proper social and political relations; and 5. Those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings. That these stand in something like their true order of subordination it needs no long consideration to show." "We do not mean to say that these divisions are definitely separable. We do not deny that they are intricately entangled with each other in such way that there can be no training for any that is not in some measure a training for all. Nor do we question that of each division there are portions more important than certain portions of the preceding divisions: that for instance, a man of much skill in business, but little other faculty, may fall further below the standard of complete living than one of but moderate power of acquiring money, but great judgment as a parent."

Of course, the ideal of education is complete preparation in all these divisions. But failing this ideal, as in our phase of civilization every one must do more or less, the aim should be to maintain a *due proportion* between the degrees of preparation in each. Not exhaustive preparation in any one, supremely important though it may be; not even an exclusive attention to the two, three or four divisions of greatest importance; but an attention to all, greatest where the value is greatest, less where the value is less, least where the value is least."

We cannot further follow with so much of detail the course of Mr. Spencer's analyses and solution of his question: he takes in succession each of the five divisions above, and under each branch draws the conclusion that Science is the 'Knowledge of most Worth';—With his conclusion all must agree as they read along and are led step by step by his lucid statements and clear reasonings and well-chosen illustrations. His special applications of his views may be sometimes disputed, but even the errors of a wise man are instructive. There is not, however, in the essay and definition of Science; and the reader may be at a loss to apply the conclusion in accordance with the meaning of the writer, because of his lack. He seems to mean by science facts organized into system by true generalizations.* Thus he justly gives to history as it stands at present a low value as a branch of education, because it is a mass of unorganized and unorganizable facts. De Quincy (in his *Letters to a Young Man whose Education has been Neglected*) says that 'all knowledge may be conveniently divided into science and erudition'; and under such a division History must fall in the latter division, and thus in the knowledges that are of subordinate value. If we understand Science to mean, as we have said above, facts organized into system by true generalizations, it will readily be admitted that in each of the first four divisions of Mr. Spencer's classification such facts and generalization are the most important, and least liable to be depreciated as knowledges by advances in learning and investigation. This is less evident respecting the fifth division, but is manifestly true there to whatever extent science can be applied or used.—*Illinois Teacher*.

III. THE EDUCATION OF TEACHERS.

The Prussian maxim, "as is the teacher so is the school," does not express the whole truth. But while we protest against the teachers bearing the whole responsibility of the success or failure of his school, it is still true, that without a good teacher, a good school is impossible. This everybody understands, and the universal expression is, "give us better teachers." This demand is no less reasonable than universal. You will not understand from this, that our teachers, as a class, are wholly incompetent and unworthy. On the other hand, I can point you to hundreds of competent, faithful and successful instructors, with whom no fault can be justly found. And none are more ready to detect their own deficiencies than our

* Sir William Hamilton's definition, as we find it Worcester's Dictionary is worthy of citation: he defined science as a 'complement of cognitions, having in point of form the character of logical perfection, and in point of matter the character of real truth.'

best teachers; none more earnestly demand better facilities for educating their successors. Nor does it imply a want of competency in existing institutions, when we acknowledge the reasonableness of this demand. They devote themselves to a more miscellaneous work and accomplish their purposes with more or less success. Even in training teachers, along with their more general instruction, many of them have done excellent service, and will doubtless continue to do it, according to their ability.

But no arrangements which have yet been made by these academic institutions, have fully supplied the acknowledged want. The popular voice still calls, as it has called in years past, for some thorough and efficient system of Normal Schools.—*Annual Report of Maine*.

IV. THE POWER OF COMMUNICATING THOUGHT.

There is no doubt but the cultivation of the power of communicating thoughts to others is sadly neglected in all systems of instruction. They are adapted to store and strengthen the mind with truth more than they are to develop the faculty of expression. Men generally, perhaps, lack the power of communicating knowledge more than they lack knowledge itself. There should be a systematic course, extending through all grades of instruction, to unfold and improve this faculty. This might be done without adding any additional topic to the course of study. It might be introduced in the lower grade in connection with object lessons. After the 'object' has been examined carefully, let the teacher call upon John to rise and tell all he knows about it. By so doing the young tyro is learning to declaim, extemporize, and communicate his knowledge. Or, it may be done in connection with reading, by calling on the pupil to give the substance of the lesson or paragraph just read, in his own language, the teacher correcting errors and assisting him in the right use of the English language.

The teacher, in every branch of study, should make it a *point* to secure accuracy and propriety in language from the scholar: not by forcing him into the rote system of memorizing the language of the text-book which so completely sacrifices the spirit to the letter, but by constantly training him into the habit of clothing his thoughts in proper language, so that it becomes unnatural for him to do otherwise.—*Illinois Teacher*.

V. PLEASANTRY USED FOR REPROOF.

Every teacher should diffuse about him the light of a pleasant countenance. A few months since, an individual visited a school on a general exercise day. When he entered the boys were reading compositions. One of them gave a very amusing account of a poor little pig, which he and some of his companions had been teasing and had afterwards tried to kill,—the wicked fellows. They tied the little creature to a tree, then placed a small cannon about eight feet from it and fired. The pig broke away and escaped much to the surprise of every one.

At the close of the reading, the teacher, who had previously examined the compositions and noted the misspelled words, said, "scholars, do you want to know why master Harry didn't kill the pig?" "Yes, sir." "Well, then, I will tell you. He had a very poor *canon*; and that wasn't all. He had poor *amunishrun* too."—There was a titter throughout the school room, but in a moment all was still again, and happier for the merriment; and master Harry will probably remember hereafter how to spell *cannon* and *ammunition*.—*Mass. Teacher*.

VI. Papers on Educational Institutions, &c.

1. THE ENGLISH COLLEGE OF PRECEPTORS.

This Institution was founded in 1846, by a number of the Principals of schools, who felt that the position of the private teacher was endangered by the rapid improvements which were being made in the training and education of the masters of schools of a lower grade, supported, in part at least, by the State. So well-timed was the movement, and so energetically was it sustained, that in about six months no less than 600 persons engaged in education had enrolled themselves as members of the college, which received the support and sanction of many of the most distinguished friends of education. Examinations of a professional kind were at once instituted, and considerable numbers of young men engaged in teaching were examined every half-year, receiving certificates of proficiency in various branches of knowledge. At the same time, strenuous exertions were being made to obtain a royal charter of incorporation; and this important object was at length achieved in March, 1849.

A few years after this, the Council resolved to extend the operations of the college, by adopting a scheme for the half-yearly examination of the pupils of such members of the college as might choose to avail themselves of this means of bringing their educational labours to an independent test. The plan was extensively adopted; and ever since, these examinations have been regularly held some time before Midsummer and Christmas in each year. It is generally admitted that the College of Preceptors thus paved the way for the local examinations commenced some years subsequently by the Universities of Oxford and Cambridge. The value of the labours of the college in this connexion has lately been emphatically recognised by the Royal College of Surgeons of England, which has entrusted to the Board of Examiners of the College of Preceptors the conducting of the examination in general knowledge, which that body has recently instituted. It may be added, that the College of Surgeons and the Pharmaceutical Society accept the certificates of the College of Preceptors as equivalent to their own literary examinations.

Of the other means employed by the college to promote the interests of education and of educators, we can here only mention—first, its Agency Department, established for the purpose of providing a medium of communication between Principals of schools and assistants of good character and attainments; and, secondly, its Monthly Meeting for the reading and discussion of papers on educational subjects, and for the friendly intercourse of the member.

The recent progress of the institution must be most gratifying to all who feel the importance of its objects. It is not to be denied that for several years the management of the college did not give satisfaction to the profession. Fortunately, however, the causes of this want of confidence have been removed; and, within the last two or three years, many of the most eminent members of the profession have joined the college.

The constitution of the college is of the most liberal kind; it is quite unsectarian, and all persons, ladies as well gentlemen, engaged in education, are eligible as members.—*Museum.*

2. THE UNITED ASSOCIATION OF SCHOOLMASTERS OF GREAT BRITAIN.

This association was formed in London on the 31st of December, 1853, at a meeting of masters of public and private schools, officers in training colleges, and deputations from local associations of teachers. Its general objects are,—to promote among its members the study of education as a science, whose principles must be investigated with a philosophical spirit in connexion with the laws of mind, and tested by careful observation and experiment; to promote the examination of modes of organization and discipline, and methods and objects of instruction in relation to these principles and to the requirements of particular circumstances; to shew the public how they may best co-operate with the teacher in the education of the rising generation; and to afford its members the means of expressing their collective opinions on matters affecting their professional interests.

The committee of management are empowered to enrol as members “any persons actually engaged in education,” as honorary members, “gentlemen who, though they may not follow education as a profession, have distinguished themselves by contributing to its advancement;” as corresponding members, “distinguished teachers and promoters of education in the British colonies and foreign countries;” as corporate members, “local associations of teachers.”

The principal means by which the association endeavours to attain its objects, are the lectures and discussions at its annual and other general meetings. The annual meeting is held in London, at Christmas, and extends over two days.

The managing committee consists of the officers and thirty-six other members residing in or near London. The officers of associations in union are *ex officio* members of this committee. The present President is Thomas Tate, Esq., well known for his educational works. There are now 130 ordinary members, 34 honorary members, 16 corresponding members, and 3 corporate members, viz., the Elementary Teachers' Association (43 members), the Suffolk and Essex Association of Elementary Teachers (27 members), and the Western Union of Teachers (120 members.)

From the date of the organization of the Association to the present time, eighty-five lectures have been delivered before the members at the annual and other general meetings, of which sixty-two have been on methods and objects of instruction.—*Ibid.*

3. THE EDUCATIONAL INSTITUTE OF SCOTLAND.

This association, comprehending teachers of various Christian denominations, was instituted in 1847, and incorporated by royal charter in 1851. Its objects are to promote sound learning, to advance the interests of education in Scotland, and to raise the stan-

dard of the professional attainments of teachers by the examination, under a board of examiners, of persons desiring to engage in the education of youth. The institute includes upwards of sixty local associations, many of which hold monthly meetings for the discussion of educational questions. Its members are divided into three grades,—Fellows, Senior Associates, and Junior Associates. The institute at present numbers about 1000 members.—*Ibid.*

4. THE SCHOOLMASTERS' SOCIAL SCIENCE ASSOCIATION.

The good work of diffusing sound knowledge of the elements of human wellbeing, by introducing the subject into schools, was begun many years ago by Mr. William Ellis, who, as a volunteer teacher, first conducted a class of young people for this purpose in London, and has for fifteen years taught Economic Science to normal classes of schoolmasters. Out of this class arose, two years ago, the Schoolmasters' Social Science Association, which was founded by teachers who wished to carry out for themselves a course of study which promised to make them more efficient trainers of the young. Nearly 300 teachers of metropolitan schools have enrolled themselves as members of the association. The Council of University College kindly grant the use of the college for the weekly meetings, which are largely and regularly attended. The object of the association is the study of the laws of human wellbeing, in so far as they affect the teaching and training of the young. A course of lectures on physiology, by Mr. Marshall, F.R.S., is just drawing to a close. It is likely to be followed by courses on zoology, chemistry, geology, and practice with the microscope, by Professors in University College.—*Ibid.*

5. GENERAL ASSOCIATED BODY OF CHURCH SCHOOLMASTERS IN ENGLAND AND WALES.

This is a general society embracing the whole country. Its objects are threefold,—“The bringing together in closer bonds of sympathy and co-operation, the whole body of Church teachers in England and Wales; the improvement of the theory and practice of teaching; and the advancement of elementary education.” The country is divided into districts, each having a staff of honorary officers, elected yearly at a meeting in the district; and as general managers there are a president, treasurer, and secretary, chosen by all the members. By intercommunication, the opinions of all the members can be collected in a very short time on any educational topic. Several deputations of the association have at different times been received by the Vice-President of the Committee of Council on Education; and they have thus brought under his notice several important matters relative to the teacher, &c.

This association numbers now nearly 700 members from every part of England and Wales.—*Ibid.*

6. THE NATIONAL SCHOOL SOCIETY.

This society has now 11,539 schools in union with it, and, notwithstanding the loss of above £4000 by official defalcations, the income of the society is nearly equal to what it was when it had the assistance of Queen's Letters. The three training colleges of St. Mark's, Battersea, and Whitelands, connected with the society, are regarded as sufficient for preparing masters; but there appears to be a deficiency of similar provisions for mistresses, whose services seem to be in greater demand than those of male teachers.—*Ibid.*

7. THE BRITISH AND FOREIGN SCHOOL SOCIETY.

The most important operation of this society during the past year has been the building of a new training college for schoolmistresses. The first stone of this college was laid by Earl Granville, on the 5th of August, 1860, at Stockwell, and the building is now nearly completed. The condition of the schools generally, connected with the society, is reported as highly satisfactory. The efficiency of the instruction in the normal college is shown by the remarkable fact of every candidate having succeeded in passing the examination for certificates of merit!—*Ibid.*

8. THE HOME AND COLONIAL SCHOOL SOCIETY.

This society has made considerable progress during the past year. The number of students has been so large, that an enlargement of the building for their domestic accommodation became necessary. The practising schools have been re-organised, and among the teachers received for training there have been many married women sent from the War Department, in order to learn how to carry on schools for the infant children of our schools. The number of teachers now in training is 203.—*Ibid.*

9. THE PUBLIC SCHOOLS OF OSWEGO, N. Y.—A NEW SYSTEM.

The schools are divided into Primary, Junior, Senior, and High, with twelve Primaries, four Juniors, two Seniors, and one High School. The number of pupils registered as attending all of them during the year is about 4,000. The entire amount of money expended by the Board of Education for teachers' wages, salary of Superintendent, repairs of school-houses, library, apparatus, and all other expenses, is about \$29,000 a year, making the average cost of the education of each pupil registered \$7.25.

The Primary Schools are divided into three classes, called A, B, and C. On entering school the children are placed in the C class: at the end of the first year these are examined and promoted to the B class, where they remain another year, when they are again examined, and promoted to the A class. At the close of the third year another examination takes place, when those who are qualified are promoted from the A class to the Junior School.

These Primary Schools are attracting much attention from educators in different parts of our country, on account of the new system of instruction which is carried out in them. It is a systematic course of graduated 'Object Lessons', on a plan similar to that of the 'Home and Colonial Training Schools' of London.*

In addition to teaching the children to read, which is well done, they are taught *form*, the elementary steps of geometry, by comparing, matching, drawing, and learning the names of pieces of wood cut in shapes of squares, rhombs, triangles, circles, cylinders, cubes, etc. They learn *size* by measuring (with a rule or tape) lines drawn on the black-board, or sticks, strings, length and width of the room.—They are first required to measure all objects with the eye, then to apply the rule to test the accuracy of the eye-measurement. Each school is provided with a pair of scales and weights: The pupils are required to lift and guess at the weight of books, small bags of pebbles, of beans, or of shot, cubes of lead and iron, and then to weigh them. The accuracy with which those thus trained will judge at the weight of objects is astonishing.

The children are taught the first ideas of number, in classes of twenty or thirty, by each handling and counting beans and pebbles; adding, subtracting, multiplying and dividing with them. These objects are arranged on a shelf across one side of the room.

Color is taught by means of worsteds, colored cards and other objects, by matching those that are alike, and learning their names.—They also show how other colors may be produced by mixing the three primary ones—red, yellow, and blue.

They are taught to point out, name, and tell the use of, the principal part of the human body, as a step preparatory to the knowledge of physiology. They are taught the first ideas of geography, by learning to describe the location of objects in and about the school-room; proceeding gradually to the streets and principal buildings of the city, and thence to the towns of the country.

Animals, birds, fish, reptiles, and insects, or colored pictures of them, are shown; and the children are led to observe their differences while the teacher gradually adds descriptions of their habits, thus enkindling a love for the study of nature. A knowledge of plants and flowers is taught in the same manner.

It is important that the principles of this elementary training in these different departments of knowledge be understood. These several lessons are introduced for the purpose of teaching the children to *see*, *observe*, and *think*, for mental development. The idea of imparting instruction on these several subjects is a secondary consideration: hence very little importance is placed on the ability of the children to memorize words, repeat tables, etc., but a great deal on training them to *observe* and *describe*, thus calling out and developing their own powers in a natural way. The plan of instruction is to show the object, and require the children to tell every thing that they can learn about it by seeing and feeling it; then to gradually lead them by questions and descriptions to a more complete knowledge of the object than can be learned by merely seeing and handling it. By this process the powers of the child's mind are developed so that the acquisition of knowledge becomes a habit which affords it pleasure.

One need not long observe the effect of this kind of training upon the children to decide upon its superiority over the common practice of filling the memory with words without a knowledge of things. It begins just where Nature begins to teach the child, with things, going from them to words as the symbols of things; whereas our common modes of teaching reverse Nature's plan, and attempt to teach a knowledge of things chiefly through the medium of words. All may readily determine the relative merit of the two systems by recalling how much more complete their own knowledge is of those objects which they have seen than it is of what they have only read about.

Some idea of the appreciation of these primary schools by the parents of the children attending them may be formed from the fact

that many have requested that their children might remain in the primary schools another year, that they might receive a more thorough course of object-training. To meet this demand, the same system of training is to be extended into the junior schools. In order to obtain teachers qualified for carrying out the plan thoroughly, a training teacher has been engaged from the 'Home and Colonial Training-School' to come here and take charge of a model training-school to be opened this spring. This is an important step in the right direction, and indicates the noble enterprise of the Board of Education of this city. The existence of only *two* small private schools in this city of 19,000 inhabitants, and the fact that not *ten* pupils have been sent out of Oswego during the past year to be educated, except those who went to college or some similar institution, are significant facts which commend the condition of the public schools here in stronger terms than mere words could do. The sentiment that 'the public schools are good enough for the richest, and cheap enough for the poorest' seems to be the prevailing one. During the recent examinations the practical exhibition of this spirit has often been witnessed when the son or daughter of the retired business man has stood side by side with the child of the day-laborer, showing that both had received the same instruction and made equal progress.

For the present condition of the public schools here the citizens are chiefly indebted to the indefatigable labors of their efficient Secretary, E. A. Sheldon, Esq., whose practical plans have been nobly endorsed by an intelligent Board of Education. The schools of this city are in advance of those of any other city in the Union in the practical character and philosophical principles of their system of primary training; but we hope the time is not far distant when the schools throughout our country may thus conform more nearly to the genius of our institutions.—*Illinois Teacher*.

VII. Papers on Physical Geography.

1. LABRADOR—PROFESSOR HIND'S EXPLORATION.

The steamer Napoleon III. arrived on the morning of the 6th from Mingan, on the coast of Labrador, bringing among her passengers the Bishop of Quebec and his chaplain; Walter de Winton, Esq.; Captain F. de Winton, A.D.C.; and Professor Hind and his party, consisting of Messrs. Gaudet, Caley, and W. Hind. Professor Hind has been exploring a part of the great Labrador peninsula. His party, consisting of twelve in all, ascended the Moisie river early in the month of June, in three canoes. They found the river very rapid for a distance of forty miles or thereabouts, and then impassable for canoes.

Leaving the Moisie, they followed the old path of the Montagnais Indians, through a chain of lakes, until they struck the east branch of the same river. A young Nascapsee Indian acted as guide through this hitherto unknown country. The explorers met with considerable difficulties in pushing their way through the mountainous country before they reached the approaches to the high table-land of Eastern Canada and Labrador. One portage alone involved the ascent of eight hundred feet, partly over precipitous rocks. The roads through the portages for the passage of the canoes had to be cut out with the axe, through the stunted forests which cover the sterile valleys. The aggregate length of the portages over which provisions, camp equipage, and canoes had to be carried on men's shoulders, exceeded twenty miles, and the altitude above the sea reached by the explorers was about two thousand feet. At this elevation, the great table-land of Labrador extends itself far and wide, with a gradual slope to the north-east; and the rivers which rise east of the head waters of the Moisie, flow into the Atlantic,—the largest being known by the name of the Ash-na-nipi, which empties its waters into Hamilton Inlet, or the Esquimaux Bay of the Atlantic, up which the proposed telegraph line from Europe is to enter, if that scheme should ever be carried out.

The scenery on the Moisie is described as very magnificent, being distinguished by bold mountain ranges, through which the river flows with the rapidity of a torrent. It is almost needless to say, that the country is wholly unfit for the habitation of civilized man; and though once sustaining a comparatively numerous population of Montagnais and Nascapsee Indians, yet from the increasing scarcity of animal life, such as the cariboo, bear, rabbit, and porcupine, it is now almost a desert.

The table-land of the Labrador peninsula is full of large lakes and detached ranges of mountains. The ice broke up in these lakes in the middle of June of the present year; and some idea may be formed of the present barrenness of this inhospitable region, from the fact that the only rivers on which the Montagnais and Nascapsee, who live on the Ash-na-nipi, can obtain their birch-bark for canoes, are the lower part of the Moisie and the Esquimaux river, flowing into Hamilton Inlet, on the Atlantic coast.

* Obtained with several other articles at the Depository connected with the Educational Department for Upper Canada, Toronto.

The portage paths of the Montagnais were found to be well worn to the height of land; and near this elevated region the occurrence of fires over vast areas of country, burning the thick moss which clothes the valleys and mountains' sides, disclosed some geological features of singular interest. Near the height of land the country is covered with boulders, and these travelled rocks are perched on the mountain summits and on the edges of precipices in vast numbers. The upper country is characterized by its picturesque rocks, its infinity of boulders, and beautiful mosses; and it may briefly be described as a region of rocks, lakes, torrents, and mosses. The explorers suffered greatly from mosquitoes, black flies, and brûlôts. The insect pests drive not only the cariboo to the highest summits of the mountains, but the Indians as well, either to the coast or to the islands in the lakes.

We understand that it is Professor Hind's intention to publish an illustrated narrative of this exploration, and the numerous facts of interest which he has been able to collect from the Indians and from other sources. Our acquaintance with the geography of the Labrador peninsula is very imperfect; exploration will help to unveil a large part of this hitherto unknown region, and make us familiar with a country which, though partly belonging to Canada, has never hitherto been explored with a view to its geography and natural features.—*Leader*.

2. BOTANICAL EXCURSION—18TH JUNE, 1861.*

The members of the Botanical Society of Canada visited the woods along the road between Kingston and Bath. The day being fine, many interesting specimens were collected. Ferns were numerous—among others, *Osmunda cinnamomea*, *Ominterupta*, *Polypodium Dryopteris*, *Onoclea sensibilis*, *Polystichum acrostichoides*, &c.—The swamps were gay with flowers: *Calla palustris*, *Arisæma triphyllum* (the Indian Turnip), *Orchis spectabilis*, *Carallorhiza innata* (the Coral-root), and numerous other terrestrial orchids, *Cypripedium pubescens*, also, but the last not in flower. Carices were plentiful. Near the Fairfield Farm several acres of dried up swamp were covered with a carpet of *Marchantia polymorpha*, abundantly furnished with stalked, spore-bearing, rayed, disks, as well as with the little shields in which the flask-shaped antheridia are contained; they were in a good state for showing under the microscope the remarkable movements, &c., of the phytozoa. Many other Cryptogamic plants were obtained, especially among mosses; interesting fertile specimens of numerous species of *Mnium*, *Bryum*, *Hypnum*, *Funaria*, *Sphagnum*, &c. Algae were in good condition, including species of *Spirulina*, *Confervæ* and *Nostoc Mougeotia genuflexa*, *Vaucheria sessilis*, the elegant *Pandorina Morum*, *Chaetophora elegans*, *Tetraspora gelatinosa*, and numerous *Desmidiæ* and *Diatomacæ*. The party returned laden with spoils, a full account of which will be given in the Society's Annals. Not the least beautiful plant collected on the occasion was the *Linnaea borealis*, which was abundantly covered with blossoms on the edge of a wood,—that "little northern plant, long overlooked object, flowering early,"—which Linnæus selected on the Swedish Mountains to commemorate his own name in the annals of Science.—*British American Journal*.

3. GOD'S PLAN IN GEOGRAPHY.

The physical geographer now claims that the particular arrangement of seas, continents, mountains, and rivers, which the earth has received, is the very best that could be given for the purpose to which the earth is destined. As the divine wisdom is manifested in the order and adaptation of the parts of the human body, of animals, and of plants, so there is an object in the particular shape the continents have been made to assume. Everything works in harmony with a divine plan, which we claim to be beginning to comprehend.

Change the position of Asia and Europe, and you would have ruin and death. Ireland, now always green, would have the climate of Labrador. Compare the British Isles, Norway, and Sweden, with the corresponding latitudes upon our own coasts, and we see the dreadful consequences. Take away the Andes, which arrest the rain-clouds, and South America—that most wonderfully watered continent—would be a desert. Elevate our southern coast, so as to change the direction of the Mississippi, and what mischief would ensue!

There is literally a face to nature, as there is a face to man. As we have our circulation of blood, so there is the circulation of the earth's great heart of fire, the circulation of the waters, and the ventilation of the air. We have yet to consider these varied shades of nature in their relations to each other, and to man the animal life. But we are not to stop here. The physical geographer claims

* We have to thank the Secretary, Prof. Lawson, for the Second Part of the Annals of the Botanical Society of Canada. It contains a valuable paper by Prof. Lawson himself (part of which we will give in our next number) and a letter from Sir Wm. Hooker, Director of Kew Gardens, suggesting the collection of materials for a Canadian Flora.—*Ed. J. of Ed.*

that the influences bearing upon the intellect of man may be explained by the peculiar arrangement of the earth's surface. We know that civilization has marched from east to west, from Asia to Europe, and even across the Atlantic to the New World, growing and expanding in its course. We can see what has been developed in Asia and Europe, and may predict something for America.—*Professor Doremus*.

4. GREATEST NAVIGABLE STREAM OF THE OLD WORLD.

Admiral Hope, of the British navy, has succeeded in ascending the great river of China, Yang-tse, to a distance of 570 nautical miles from its mouth, without any accident, and it was stated that it was navigable for 157 miles further up, making in all 727 nautical, or about 842 statute miles from the sea. The Yang-tse, therefore, although it be in point of navigation neither the Mississippi nor the St. Lawrence, far excels the Ganges, the Rhine and the Danube, is indeed the finest navigable river of the old world. The expedition saw the Yang-tse in the months of February and March, when it was at the lowest, but with the rain it rises from twenty to twenty-five feet higher. In dry seasons, the current, when most rapid, was at the rate of three and a half knots an hour, but the average only two knots. This current, would, of course, be greatly increased in rate when the river was swollen, but it seems at no time to be so rapid as to be an impediment to native navigation, and of course is none at all to steam.

VIII. Papers on Natural History.

- 1. HABITAT OF THE GORILLA.

The accounts hitherto prevalent in Europe of the gorilla's ordinary ways of life in the gloomy depths of the African jungle, have been such as to make out the animal a perfect demon, a monster who, armed with a tremendous bludgeon, haunted the skirts of his grim domain, and beat to a jelly women and children who came that way; or else ensconced in the lower boughs of a great tree, he waited till the doomed traveller came beneath, and then, lowering a hind leg, twitched his great toes round his neck, and hoisting him high up choked him outright, and then, with a hideous laugh, threw the carcass down. His four-footed neighbours, said the credulous narrators, were not a moment safe from his fiendish malice; and that when the peaceful elephant was quietly nibbling at the green buds, the gorilla, clutching his bludgeon, would steal along the branches and fetch the trunk of the unsuspecting feeder such a tremendous blow, as to send it off howling with fright and pain. At last, however, the maligned beast has a chance of having his case fairly set before the world. M. Du Chaillu is his champion. "I am sorry," he says, "to be the dispeller of such agreeable delusions; but the gorilla does not lurk in the trees by the roadside, and drag up unsuspecting passers-by in its claws, and choke them to death in his vice-like paws; it does not attack the elephant and beat him to death with sticks; it does not carry off women from the native villages; it does not even build itself a house of leaves and twigs, in the forest trees, and sit on the roof, as has been confidently reported of it. It is not gregarious even; and the numerous stories of its attacking in great numbers have not a grain of truth in them.—*Wild Sports of the World for July*.

2. DU CHAILLU'S WORK ON THE GORILLA COUNTRY.

The London correspondent of the *Aberdeen Herald*, in his "Metropolitan Notes," says,—“The book of M. Du Chaillu, on Equatorial Africa and the Gorilla Country, I hear, sold in the first week very nearly to the number of five thousand. With the exception of Livingstone's Africa and Macaulay's England, this is, I believe, for a work published at a guinea, unprecedented. The mammoth librarian, Mr. Mudie commenced on Saturday with five hundred copies; the following Monday he sent for two hundred and fifty more; two days after, for another five hundred; and again, in another two days, for a further supply of two hundred and fifty,—making a total of fifteen hundred. This, only a few years back, would have been a large edition, and evinces the great interest taken by the public in the subject.”

3. NATURAL HISTORY FACTS FOR THE CURIOUS.

The greyhound runs by eyesight only, and this we observe as a fact. The carrier-pigeon flies his two hundred miles homeward by eyesight, viz., from point to point of objects which he has marked; but this is only conjecture. The fierce dragon-fly, with twelve

thousand lenses in its eye, darts from angle to angle with the rapidity of a flashing sword, and as rapidly darts back, not turning in the air, but, with a dash, reversing the action of his four wings, and instantaneously calculating the distance of the objects, or he would dash himself to pieces. But in what conformation of his does this consist? No one can answer.

A cloud of ten thousand gnats dance up and down in the sun—the minutest interval between them—yet no one knocks another headlong upon the grass, or breaks a leg or a wing, long and delicate as they are. Suddenly—amid your admiration of this matchless dance—a peculiarly high shouldered, vicious gnat, with long, penant nose, darts out of the rising and falling cloud, and setting on your cheek, inserts a poisonous sting. What possessed the little wretch to do this? Did he smell the blood in the mazy dance? No one knows.

A four-horse coach comes suddenly upon a flock of geese on a narrow road, and drives straight through the middle of them. A goose was never yet fairly run over, nor a duck. They are under the very wheels and hoofs, and yet, somehow, they contrive to flap and waddle off. Habitually stupid, heavy, and indolent, they are, nevertheless, equal to any emergency. Why does the lonely woodpecker, when he descends his tree and goes to drink, stop several times on his way—listen and look around before he takes his draught? No one knows.

4. COMMERCIAL VALUE OF INSECTS.

Who thinks of it? And yet, in the economy of nature, of what immense importance they are in all seasons, every naturalist knows; while in commerce, the amount derived from them is astounding. We have no figures to produce in regard to our own trade, for our statistics do not reach that high state of perfection which will admit of it; but Great Britain pays annually \$1,000,000 for the dried carcasses of that tiny insect known as the cochineal; while another, also peculiar to India—gum shellac, or rather its production—is scarcely less valuable. More than 1,500,000 human beings derive their sole support from the culture and manufacture of the fibres spun by the silk-worm, of which the annual circulating medium is said to be \$200,000,000. In England alone, we say nothing of the other parts of Europe, \$500,000 are spent every year for the purchase of foreign honey, while the value of that which is native is not mentioned. And all this is the work of the bee. But this makes no mention of the 10,000 pounds of wax imported every year. Besides all this, there are the gall-nuts, used for dyeing and making ink; the cantharides, or Spanish fly, used in medicine. In fact, every insect is contributing, directly or indirectly, in swelling the amount of our commercial profits. Even those which, in some cases, prove a plague and become destructive, have their place in the economy of nature, and prevent worse.

5. OBSTINACY OF THE SEA-HORSE.

The walrus is an obstinate animal, and does not fly on the approach of man; on the contrary, forming themselves into a body, they go and meet him, and resist any attempt on his part to proceed. When a company of travellers meet those animals on the shore, they are forced to fight their way through them; and if the walruses are pelted with stones, they gnaw them with their teeth, but afterwards attack the men with redoubled fury, rending the air with the most tremendous growling. These animals seem to be fully aware of the effect of the united resistance and attack, and also the utility of keeping in masses and ranks, for, should any of them attempt to retreat, those in the rear fall upon him and compel him to keep in the ranks, or kill him. Sometimes it happens that when one walrus attempts to stop another who is retreating, they all begin to suspect each other of being inclined to fly, and in that case the contest becomes universal. When two are fighting one, the others come to the aid of the weaker side. While they are thus fighting on the land, others in the water raise their heads and look on for a time, till they become enraged, swim to shore and join in the combat.

6. THE FISHERIES OF GASPÉ AND THE BAY OF CHALEUR.

A memorial lately addressed to the Canadian Minister of Finance, by the two great fishery establishments of Messrs. Charles Robins and Co., and Le Boutillier, Brothers, of Gaspé, Bay Chaleur, contains some interesting statistics. It is stated that Messrs. Robins and Co. employ 3,500 men in their fishery operations. That in 1859 they exported to foreign markets 9,000 quintals of dry cod-fish, 20,916 gallons (83 tons) of fish-oil, and 22 barrels of salmon. These gentlemen build all their own ships, at Paspebiac, where sixty sail have been launched solely for the fish trade, and they have at

present (1860) seventeen of these afloat, manned by 140 men, besides 164 large fishing-boats. Messrs. Le Boutillier, Bros., have twelve ships of their own in the fish trade, manned by ninety men, and also 169 boats. They employ fully 2,500 men in the fisheries alone. In 1859, they exported 23,400 quintals of dry cod-fish, 2,530 barrels of pickled herrings, 40 barrels of salmon, 150 quintals of green cod-fish, and 23,000 gallons of oil. These gentlemen have acquired immense wealth from the fish trade as the fruit of their industry and enterprise.

IX. Papers on Physical Science, &c.

1. WHAT PRECIOUS STONES ARE MADE OF.

And first, as to the diamond, which, though the king and chief of all, may be dismissed in two words—pure carbon. The diamond is the ultimate effort, the idealisation, the spiritual evolution of coal,—the butterfly escaped from its antenatal tomb, the realisation of the coal's highest being. Then the ruby, the flaming red Oriental ruby, side by side with the sapphire and the Oriental topaz—both rubies of different colours—what are they? Crystals of our commonest argillaceous earth, the earth which makes our potter's clay, our pipe clay and common roofing slate—mere bits of alumina. Yet these are among our best gems, the idealisations of common potter's clay. In every hundred grains of blue sapphire, ninety-two are alumina, with one grain of iron to make that glorious blue light within.

The ruby is coloured with chronic acid. The amethyst is only silica or flint. In one hundred grains of amethyst, ninety-eight are simple pure flint—the same substance as that which made the old flints in the tinder box, used before our phosphorus and sulphur-headed matches, and which ground up and prepared, makes now the vehicle of artists' colours. Of this same silica are also cornelians, cat's-eyes, rock-crystals, Egyptian jasper and opal. In one hundred grains of opal ninety are pure silica, and ten water. It is the water, then, which gives the gem that peculiar changeable and iridescent colour which is so beautiful, and which renders the opal the moonlight queen of the kingly diamond. The garnet, the Brazilian—not the Oriental—topaz, the occidental emerald, which is of the same species as the beryl, all these are compounds of silica and alumina. But the beryl and emerald are not composed exclusively of silica and alumina, they contain another earth called glucino, from *glukos*, sweet, because its salts are sweet to the taste. The hyacinth gem is composed of the earth not so long discovered, called zirconia—first discovered in that species of hyacinth stone known as zircon. The zircon is found in Scotland. To every one hundred parts of hyacinth seventy are pure zirconia. A chrysolite is a portion of pure silicate of magnesia. Without carbonate of copper there would be no malachite in Russia or at the Burra-Burra Mines; without carbonate of lime there would be no Carrara marble, the turquoise is nothing but a phosphate of alumina coloured blue by copper; and the lapis lazuli is only a bit of earth painted throughout with sulphuret of sodium.

2. NATURE'S ALPHABET.

Nature's alphabet is made up of only four letters—wood, water, rock, and soil; yet with those four letters she forms such wondrous compositions, such infinite combinations, as no language of twenty-four letters can describe. Nature never grows old—she has no provincialism. The lark carols the same song in the same key as when Adam turned his delighted ear to catch the strain; the owl still hoots a B flat, yet loves the note, and streams through no other octave; the stormy petrel is as much delighted to sport among the first waves of the Indian Ocean as in the earliest times; birds that lived on flies laid bluish eggs when Isaac went out into the fields at eventide, as they will two thousand years hence, if the world does not break her harness from the orb of day. The sun is as bright as when Lot entered the city of Zoar. The diamond and the onyx, and the topaz of Ethiopia, are still splendid; and the vulture's eye is as fierce as when Job took up his parable. In short, nature's pendulum has never altered its strokes.

3. SKIPPING AND SKIMMING.

Two bad habits increased among the young folks—some of them, at least. "Why, is it bad to skip or to skim?" you ask, perhaps. That depends upon how and what you skip and skim.

I find there is a great deal of skipping and skimming in the way the children read their books in these days, and that is bad. It is a loose, careless, hasty way of reading, which snatches up only the story, and hardly that, leaving out all the instruction, thought,

and purpose of the book, and making pretty much all of it a confused jumble, like type in *pie*.

"We have so many books." Yes, some of you have, and it is a pity, for you do not value them as the few I used to have in my childhood. These few were not only read with great attention the first time, but they were read and re-read, put away, brought back, and read again; and the consequence was, that they made an impression. I feel their power to this day. The true way to read is, first to select, or to have selected for you, a book that is *worth reading*; then read it carefully, thoughtfully, attentively. Read it to remember it, and read it accurately.

Let me tell you about a little boy. His auntie gave him some cards with the kings and queens of England pictured on them. Then, as he was inquisitive to know who they all were, she used to tell him the history of the different reigns, and the good and the bad things they did. Her stories interested the little boy, and he listened very attentively. As he was playing with his cards one day, his papa took one up, and asked him whose face that was on the card. The little boy told him, and, moreover, gave a good account of that king's reign. His papa was much surprised, and asked him about another; and so he went on, and gave a correct little story of them all. Papa was very much pleased, and the next day he gave his little son three large volumes of English history. The child could not read yet, he was only three years old; but he was so *attentive*.

When he was eight years old, this same little boy read a book, which, forty years after, he quoted accurately from by memory, when writing a lecture to be delivered before a body of learned men; nor had he ever seen the book since. How carefully he must have read it! How clear it must have been in his mind! No skipping or skimming there, I reckon; no confused jumble.

That little boy became a distinguished teacher—the famous Dr. Arnold, of Rugby school. This is the kind of reading and hearing which makes good memories and stores up useful information.—*Child's Paper*.

4. VENTILATING CHAMBERS.

When it is considered that pure air is essential to the purification of the blood, and that the food we eat never becomes nutriment until it meets with the air in the lungs; and when it is furthermore remembered, that a full third of our entire existence is passed in our sleeping apartments, it must be clear to the commonest understanding that the difference between breathing a pure and impure air while we are asleep, is literally incalculable as to the effects upon our happiness and well-being. How an impure air is caused, and how it may be avoided, are plainly treated of in our new book of "Sleep," including, as it does, the general subjects of sleeping, ventilation, the planning and warming of houses, &c.—*Hall's Journal of Health*.

5. ITALIAN RAILWAYS.

Until the opening of the Turin and Genoa Railway, in December, 1853, no railway communication existed between the Mediterranean and extensive country comprised between the Swiss and Rhatian Alps on the north, and the Apennines on the south. Now the fortunes of war have rendered it probable that several of the Parmesian and Modenese provinces will be secured to Victor Emmanuel, that sovereign has commanded a survey for a railway from Spezia (50 miles southeast of Genoa,) across the Apennines to Parma. This line, although it will be but about 50 miles long, will be one of great importance, both politically and as a work of engineering. Spezia is one of the very best harbours on the Mediterranean, and it is said to be the intention of the King of Sardinia to establish his national dock-yards there on a grand scale. From Spezia the railway would extend up the valley of the Magra, to the thriving town of Pontremoli, and thence over or through the Apennines into the valley of the Taro, and past Borgataro Fornovo to Parma. As the latter city is but about 400 feet above the level of the sea, and as the Alpe di Succiso, the Orsaio, the Penna, and the Regola peaks of the Apennines, flanking the Cisa Pass, rise from 5,800 to 6,800 feet above the sea, it is evident that the easiest practicable ascent and descent on the two slopes must be inclined, on an average, at least 1 in 30 or 1 in 35. At present our railway approaches nearer to Parma than that from Verona to Mantua; and the Alessandria and Genoa line is the only railway between the Po and the Apennines. A great trunk line, however, 300 miles long, is likely to be soon made from Milan through Piacenza, Parma, Modena, and Bologna, to Rimini, and thence along the Adriatic coast to Ancona. From Bologna, a line is contemplated over the Porretta Pass to Pistola, whence are the Tuscan lines already completed to Florence, Pisa, and Leghorn. With the completion of a link of 35 miles from Modena to Mantua, the whole system of railways in the north of Italy would be placed in communication, at

Verona, with the Tyrolese Railway, a great northern trunk line, to be constructed by the Lombardo-Venetian and South Austrian Company, from Verona, through Innsbruck, to the Bavarian frontier. To the Lombardo-Venetian system, and to the extensive lines which is proposed on the north and south of it, the Spezia and Parma line will be the only direct outlet to the Mediterranean; and thus, with such a system of railways behind it, Spezia might attain a commercial importance greater than that of Trieste or Genoa. A wealthy company has proposed also to construct a great line of railway along the Mediterranean coast, from Toulon, through Nice, Voltri, Genoa, and Spezia, to Pisa. This line, which would be nearly 350 miles long, would be among the most costly in Europe, as the forty odd miles along the same frowning coast, from Marseilles to Toulon, are said to have been. The importance of this line of railway, in connection with that from Spezia to Parma, would be hardly, if at all, less than of a line across the Alps, nor, to tell the truth, would it involve much less difficulties of construction.—*Hunt's Merchants' Magazine*.

X. Biographical Sketches.

No. 17.—THOMAS G. RIDOUT, ESQ.

We exceedingly regret to have to announce the death of Thomas Gibbs Ridout, Esq., late cashier of the Bank of Upper Canada. Mr. Ridout's family is one of the oldest in Canada. His father, Thomas Ridout, came to this country in the year 1780, shortly after the American revolution. The incidents connected with his life—how he was taken prisoner by the Indians when passing down the Ohio river; how he escaped to Detroit, and finally to Canada, are full of interest, and we may return to the subject at a future time. Having arrived safely in Lower Canada, he became connected with one of the Government Departments. On the 10th October, 1792, Thomas G. Ridout, the subject of this obituary, was born near Sorel; so that had he survived till October next he would have been 69 years of age. In 1796, when the seat of the Upper Canada Government—with which Mr. Ridout would seem at that time to have been connected—was removed to Niagara, the family went with it. Subsequently Mr. Thomas Ridout was appointed Registrar of York, and more lately Surveyor General of Upper Canada. When the Government was removed to Toronto, some years afterwards, the family came with it. Muddy Little York was then but an Indian Settlement, consisting of a few wigwams, and the young Ridouts playmates on the spot on which Toronto now stands were the children of the Red men of that day. Mr. Thomas G. Ridout's first business connections were with the Commissariat, in which he acted as Deputy Assistant Commissary General. He was then 19 years of age. Having resigned this position, he was appointed Cashier of the Bank of Upper Canada, which was then "located" in a small building now used as a shoemakers shop, and which stands on the corner of King and Frederick streets, opposite the Canada Company's Office. In 1825, the Bank was removed to the building on the corner of Duke and George streets, where it remained until lately—all which time, except during the last few months, Mr. Ridout acted as Cashier. He leaves behind him a widow and twelve children, ten of whom reside in this country, and two are officers in the army—one in the 100th, now stationed at Gibraltar, and the other in the 80th, stationed in India. By marriage the family is connected with the Baldwins, the Sullivans, and the Boultons in Canada, and the Bramleys in the mother country. In private life Mr. Ridout was much esteemed. Upright in character, and exemplary in his dealings, he made for himself a large circle of friends, who deeply lament his death. It is rather a singular coincidence that the Bank and Mr. Ridout may be said to have passed away from the old building together. Mr. Ridout died on the day that the bank was opened in the new house.—*Leader*.

No. 18.—ELIZABETH BARRETT BROWNING.

A late arrival from England brings us intelligence of the death of Mrs. Browning, an event which occurred on the 29th of June, at Florence. She was born in London in 1809, and was educated with great care in a masculine range of studies, and with a masculine strictness of intellectual discipline. Beginning to write at a very early age, in 1826, there appeared from her pen a volume entitled "An Essay on Mind, with other Poems." In 1833 she again appeared before the public, in a volume entitled "Prometheus Bound, and other Poems." About the time of the publication of this volume, Mrs. Browning's health became impaired by the rupture of a blood vessel, and her state was rendered even more critical by the subsequent sad death of a much loved brother. In the retirement of her sick chamber, she sought refreshment in the gravest studies, and from her pen there appeared in the London *Athenaeum*,

a series of articles on the Greek Christian Poets. In 1844, the first collected edition of her works was published, and this was soon followed by her introduction to Mr. Browning, whose wife she became in 1846, being then restored to a good degree of health. Since their marriage, Mr. and Mrs. Browning have resided for the most part in Florence, where, in 1849, a son was born to them. "Casa Guidi Windows" was published in 1849. "Aurora Leigh," her most important work, was published in 1856.

XI. Miscellaneous.

1. THE AUTUMN CALM.

Calm is the morn, without a sound,
Calm as to suit a calmer grief,
And only through the faded leaf
The chestnut pattering on the ground.

Calm and deep peace on the high world,
And on those dews that drench the furze,
And all the silvery gossamers,
That twinkle into green and gold :

That sweeps, with all its autumn bowers,
Calm and still light on the great plain,
And crowded farms and lessening owens,
To mingle with the bounding main ;

Calm and deep peace in this wide air,
These leaves that redden to the fall ;
And in my heart, if calm at all,
If any calm, a calm despair.

Calm on the seas, and silver sleeps,
And waves that sway themselves in rest,
And dead calm in that noble breast
Which heaves but with the heaving deep.

2. ANECDOTE OF QUEEN VICTORIA.

The following admirable trait in the character of the Queen may not be generally known :—When Princess Victoria, she is said frequently to have amused herself by going, *incognito*, in a carriage, to different shops, and derived great entertainment, when divested of the appendages attendant upon royalty, in observing as a passive spectator the infinite variety of incidents and occupations with which London abounds. Being one day at Rundell and Bridges, among many other objects that attracted her attention, was one that fixed it. This was a young and intelligent lady, who was most sedulously employed in looking over different gold chains for the neck, which were alternately presented to her for inspection. After she had admired several, she asked the price of one which seemed to have peculiarly struck her fancy. The price was more than she imagined it would have been.

"Could it not be offered cheaper ?"
"Impossible."

The young lady seemed disconcerted, examined the chain again, took it up and finally laid it down again, appearing to part from it with reluctance. However, she at length admitted that the price was far too high, chose a much cheaper one, which she ordered to be sent home, and went away. The young Princess Victoria, who had silently observed the different workings of the mind of the lady as displayed in her countenance, enquired who she was and upon receiving satisfactory information, ordered the firm to pack up the gold chain which had so attracted her attention with the one she had purchased, and sent it with a card, signifying that the Princess Victoria was so well pleased with observing that the young lady who had been so much taken with the beauty and workmanship of the chain, had yet so much command of her passions as not to suffer these to overcome her prudence, that she, therefore, in token of her approval, desired her to accept the chain which she so much admired, in the hope that she would always persevere in that laudable line of conduct upon which female happiness so much depended.

3. ENGLAND—BY HENRY WARD BEECHER.

"The proudest sovereign in the world is Queen Victoria. She dignifies womanhood and motherhood, and she is fit to sit in empire. There is one reason why the English throne is the strongest also, because it is so many legged. It stands on thirty millions of people. It represents the interests of the masses of the subjects. Another reason why England is the strongest nation is because it is the most

Christian nation, because it has the most moral power. It has more than we have. We like to talk about ourselves on the fourth of July—we love to fan ourselves with eulogies ; but we are not to be compared to-day with old England. I know her surly faults—I know her stubborn conceit—I know how many things are mischievous among her common people, among her operatives of the factory, among her serfs of the mine ; but taking her up on one side, and down on the other, there is not another nation that represents so much Christianity as old England. If you do not like to hear it, I like to say it ; and the strongest power on the globe to-day is that kingdom. It is the strongest kingdom, and the one that is the least likely to be shaken down. England has been destroyed every ten or fifteen years from the time of the Armada to the present day, in the prophecies of men. Every few years she has been about to be overthrown by sea ; she has been about to be ploughed up by land ; she has been about to be stripped of her resources in India, and in other parts of the globe. Nations have formed alliances against her ; the armies and fleets of the civilised world have gone about her ; her interests, political and pecuniary, have been repeatedly and violently assailed, and yet she has stood, as she now stands, mistress of the seas, and the strongest power on earth, because she has represented the moral element."

4. STABILITY OF THINGS IN ENGLAND.

In one of his lectures, Mr. Emerson tells a story to exemplify the stability of things in England. He says that William of Wykeham, about the year 1050, endowed a house in the neighbourhood of Winchester, to provide a measure of beer and a sufficiency of bread to every one who asked it, forever ; and when Mr. Emerson was in England, he was curious to test that good man's credit ; and he knocked at the door, preferred his question, and received his measure of beer and quantum of bread, though its owner had been dead 800 years.

5. ORDER OF KNIGHTHOOD FOR INDIA.

The *Gazette* of a recent date announces that the Queen, being desirous of affording to the princes, chiefs, and people of the Indian empire a public testimony of her regard, by the institution of an order of knighthood, whereby her resolution to take upon herself the government of India may be commemorated, and merit and loyalty rewarded, has instituted an order, styled "The Most Exalted Order of the Star of India." The said order to consist of the Sovereign, a Grand Master, and twenty-five knights, together with such extra knights as shall from time to time be appointed. Earl Canning is appointed First Grand Master, and the Nizam of Hyderabad, the Maharaja of Gwalior, Lord Harris, Maharaja Duleep Singh, Lord Clyde, the Maharaja of Cashmere, Sir G. R. Clerk, the Maharaja of Indore, the Guicowar of Baroda, Sir J. Lawrence, the Maharaja of Putiala, Sir J. Outram, the Begum of Bohopol, Sir Hugh Rose, and the Nawab of Bampore, are appointed knights. The Prince Consort and the Prince of Wales are appointed ex-knights.

6. ORIGIN OF "DIXIE'S LAND."

On landing, the band played "God save the Queen" and "Dixie's Land ;" on returning, we had the "Marseillaise" and the National Anthem of the Southern Confederation, and, by way of parenthesis, it may be added, if you do not already know the fact, that "Dixie's Land" is a synonym for heaven. It appears that there was once a good planter named "Dixie," who died at some period unknown, to the intense grief of his animated property. They found expression for their sorrow in song, and consoled themselves by clamouring in verse for their removal to the land to which Dixie had departed, and where, probably, the revered spirit would be greatly surprised to find himself in their company. Whether they were ill-treated after he died, and thus had reason to deplore his removal, or merely desired heaven in the abstract, nothing known enables me to assert. But Dixie's Land is now generally taken to mean the Seceded States, where Mr. Dixie certainly is not at the present writing. The song and air are the composition of the organised African association for the advancement of music and their own profit, which sings in New York ; and it may be as well to add, that in all my tour in the South I heard little melody from lips black or white, and only once heard negroes singing in the fields.—*Russell's (Times) Correspondence.*

7. MEMORIES OF RUGBY SCHOOL.

He raised himself up and looked round ! and after a minute rose and walked humbly down to the lowest bench, and sat down on the very bench he had occupied on his first Sunday at Rugby. And then

the old memories rushed back again, but softened and subdued, and soothing him as he let himself be carried away by them. And he looked up at the great painted window above the altar, and remembered how, when a little boy, he used to try not to look through it at the elm trees and the rocks, before the painted glass came,—and the subscription for the painted glass, and the letter he wrote home for money to give to it; and there down below, was the very name of the boy who sat on his right hand on the first day, scratched rudely in the oak panelling.

And then came the thought of his old school-fellows; and from after form of boys, nobler and braver and purer than he, rose up and seemed to rebuke him. Could he not think of them, and what they had felt, and were feeling; they who had honored and loved from the first the man whom it had taken years to know and love? Could he not think of those yet dearer to him who was gone, who bore his name and shared his blood, and were now without a husband or a father? Then the grief which he began to share with others became gentle and holy, and he rose up once more and walked up the steps to the altar; and, while the tears flowed freely down his cheeks, knelt down humbly and hopefully to lay down there a share of a burden which had proved itself too heavy for him to bear in *his own strength*.

There let us leave him—where could we better leave him than at the altar before which first he had caught a glimpse of the glory of his birthright, and felt the drawing of the bond which links all living souls together in one brotherhood?—at the grave beneath the altar of him who had opened his eyes to see that glory, and softened his heart till it could feel that bond.

And let us not be hard on him, if at that moment his soul is fuller of the tomb, and him who lies there, than of the altar, and Him of whom it speaks. Such stages have to be gone through, I believe, by all young and brave souls, who must win their way through hero-worship to the worship of Him who is the King and Lord of heroes. For it is only through our mysterious human relationships, through the love and tenderness and purity of mothers and sisters and wives, through the strength and courage of fathers and brothers and teachers, that we can come to the knowledge of Him in whom alone the love and tenderness and the purity and the strength and the courage and the wisdom of all these dwell forever and ever in perfect fulness.—*Tom Brown's School Days*.

8. THE BLESSEDNESS OF OBEYING PARENTS.

The earthly parent is, for many years, the vicegerent of the heavenly one; so that the habit of honouring father and mother is a natural beginning to the obedience due to the Maker himself. Nor, under Christian teaching, can it often stop short of even Christian piety. The ordinary degrees of the lower grace may not always lead to the higher; but a hearty and persistent regard to the duties enjoined by the Fifth Commandment must always issue in hearty obedience to its Divine Author. A will broken in under this visible rule of the parent, can never long resist the highest commands of the God who has appointed it.

Here we see one of the most beautiful and beneficent provisions for our escape from the sin of our fallen nature. The child, before it can know its Creator, is made submissive to its authority in this delegated form, and thus trained to sentiments and habits that simply need direction to give them the character of religious feeling and piety itself. The transformation will require a hearty choice of the Supreme Parent as our own; but this is an act much more easily performed where the lower submission is the habit of one's life.

How deeply parents are concerned in this topic we need hardly say. For them to secure hearty obedience from their children is all but to ensure the true blessedness of these beloved ones for time and eternity. We, as parents, often determine the destinies of our children very early—perhaps, in many cases, before they leave the nursery. Of what infinite importance that we should be and do all that may contribute to their heartily honouring us and affectionately obeying our just commands! And how cruel to make ourselves dishonourable by vice and folly—thus leaving the child's early virtue no place for its natural growth!—*Parish Visitor*.

9. CURRAN'S GRATITUDE.

"Allow, me, gentlemen," said Curran one evening to a large party, "to give you a sentiment. When a boy, I was one morning playing at marbles in the village of Ball Alley, with a light heart and a lighter pocket. The gibe and the jest went gaily round, when suddenly there appeared among us a stranger of a remarkable and very cheerful aspect. His intrusion was not the least restraint upon our merry little assemblage. He was a benevolent creature, and the days of infancy (after all, the happiest we shall ever see)

perhaps rose upon his memory. Heaven bless him! I see his fine form, at the distance of half a century, just as he stood before me in the little Ball Alley, in the days of my childhood. His name was Boyse; he was the rector of Newmarket. To me he took a particular fancy. I was winning, and full of waggery—thinking everything that was eccentric, and by no means a miser of eccentricities; every one was welcome to a share of them, and I had plenty to spare after having freighted the company. Some sweetmeats easily bribed me home with him. I learned from Boyse my alphabet and my grammar, and the rudiments of the classics. He taught me all he could, and then he sent me to a school at Middleton. In short, he made me a man. I recollect it was about thirty-five years afterwards, when I had risen to some eminence at the bar, and when I had a seat in parliament, on my return one day from the court I found an old gentleman asleep in my drawing-room, his feet familiarly placed on each side of the Italian marble chimney-piece, and his whole air bespeaking the consciousness of being quite at home. He turned round; it was my friend of Ball Alley! I rushed instinctively into his arms, and burst into tears. Words cannot describe the scene which followed. 'You are right, sir—you are right. The chimney-piece is yours—the pictures are yours—the house is yours. You gave me all I have—my friend, my benefactor!' He dined with me; and in the evening I caught the tear glistening in his fine blue eye, when he saw poor little Jack—the creature of his bounty—rising in the House of Commons to reply to a right honorable. Poor Boyse! He is now gone; and no suitor had a larger deposit of practical benevolence in the court above. This is his wine—let us drink to his memory!"

10. "HE'S MY BROTHER."

One day, as I was hastening home after a short absence, I heard young voices raised in anger. A little way from me, just round a corner, two boys were quarrelling. They were on their way home from school, and their books, slates, and dinner-baskets lay on the pavement beside them, quite unheeded. One boy was much larger than the other, and as I drew near I heard him saying—

"You shall carry them, Eddie; every one of them. Stop crying now, and take up the books and come on home."

"I can't, Charlie," said the little one, through his tears. "They are too heavy, and mother told you to carry them. You are a very cross boy."

"Take that for calling me cross," said Charlie, in an angry tone; and he struck the child, and pulling off his little velvet cap, threw it into the dust.

"Charlie," said I, putting my hand on the elder boy's shoulder, "why do you strike such a little child? It's neither manly nor kind. Is this acting like a Christian boy, Charlie?"

He looked a little ashamed, but very sullen too. As I replaced the cap on Eddie's curly head, and asked Charlie to gather up the books and go home, like a good boy, he exclaimed—

"He's my brother! I can do what I like to *him*."

Dear little friends, when you are tempted to be cross or impatient with a little brother or sister, never make this excuse. It is just because God has made you an elder brother or sister, that you must try to be very patient, very loving, and very gentle. Here is your work—to help and cheer your kind mother, by bearing with the wee ones when they are fretful or wayward. God has given you this work to do. He does not forget that you are doing it; and when you try hard to keep in the way of love, his smile is resting upon you. What if he were to reach down his hand, and take up to a heavenly home the darlings who now try your patience and hinder you so often? How sad it would be then! Every day try to be good and kind to the younger brothers and sisters, and you will not lose your reward.—*Child at Home*.

11. UPWARD PROGRESS OF AN HONEST BOY.

The *Miners' Journal*, speaking of two graduates at West Point belonging to Pottsville, Pa., says: Frank U. Farquhar, of this borough, graduated with honor, and ranked No. 2 in his class at West point, last week. The No. 1 graduate was a poor Irish boy, named Peter O'Rourke, who, at sixteen, did not know his letters. This lad had saved the lives of several persons on Lake Erie, we believe, who out of gratitude, offered him a considerable sum of money, which he declined, on condition that they would secure him an education. They complied with his request, sent him to school, and afterwards secured him a situation at West Point, where he has just graduated with the highest honors. This poor, rough Irish boy bears himself as a perfect gentleman, and we feel confident that he will make his mark. It is out of such stuff that the great men of this country are made.

12. HOME LIGHT AND LIFE.

Even as the sunbeam is composed of millions of minute rays, the home light must be constituted of little tenderness, kindly looks, sweet laughter, gentle words, loving counsels; it must not be like the torch-blaze of natural excitement, which is easily quenched, but like the serene, chastened light which burns as safely in the dry east wind as in the stillest atmosphere. Let each bear the other's burden the while; let each cultivate the mutual confidence, which is a gift capable of increase and improvement, and soon it will be found that kindness will spring up on every side, displacing constitutional unsuitability, want of mutual knowledge, even as we have seen sweet violets and primroses dispelling the gloom of the gray sea-rock.

13. SELF DEPENDENCE.

Many an unwise parent works hard and lives sparingly all his life, for the purpose of leaving enough to give his children a start in the world, as it is called. Setting a young man afloat with the money left him by his relatives, is like tying a life preserver under the arms of one who cannot swim; ten chances to one, he will lose his preserver and go to the bottom. Teach him to swim, and he will not need the preserver. Give your child a sound education. See to it that his morals are pure, his mind cultivated, and his whole nature made subservient to the laws which govern man, and you will have given what will be of more value than the wealth of the Indies. You have given him a start which no misfortune can deprive him of. The earlier you teach him to depend upon his own resources the better.

XII. Papers on Books and Libraries.

1. IN MY LIBRARY.

Books are ever agreeable companions. Like their authors, they are of various characters, but we may select them to suit our different moods. We may choose them as we choose our friends, for many different excellencies, yet each ministering to some peculiar want in ourselves, and producing a more symmetrical development than we could otherwise secure. When we have selected our friends in the library, they do not change nor forsake us, but are steadfast in their integrity.

They furnish us always the same faithful and sincere instructions. They are friends with whom we can converse in the loneliest solitude; they have often gladdened the spirit in the prison-cell, and in the most humble dwelling. They are sources of genuine pleasure; in them the manifold scenes of life are painted, the affections are embalmed, the creations of imaginations are pictured, the beauties of Nature and the wonders of Art are portrayed, the noblest thoughts of the noblest minds, the best sentiments of the best hearts, are treasured.

Indiscriminate reading has been censured as unfavorable to mental vigor and originality. It has been said that the Ancients owed much of their excellence to the fact that they had fewer books than we and therefore read less and thought more.

Bacon was a great reader as well as a great observer and thinker, but he tells us the manner in which he avoided any evil from this habit. "Some books," said he, "are to be tasted, some swallowed, and some few chewed and digested."

Without doubt, the most powerful minds have been distinguished for extensive and varied research, combined with the most powerful originality. Nature has provided an endless variety for the support of man, and it is not the scanty and unvarying use of her blessings that invigorates; the healthy may enjoy them abundantly, if they are reasonably and temperately used.

However strong may be the objections to the use of miscellaneous books by students, they do not apply to the popular mind. The mass of the people have neither the disposition nor opportunity for mental discipline. With them there is but one alternative, either to reap the slight improvements, but genuine pleasures, of occasional and desultory reading, or suffer the inanition or worse accompaniment of an almost habitual neglect of books. Though the improvement by this unconnected source may be slight compared with the result of systematic study, yet, in itself considered, it is vast.

The inert faculties are awakened, the tendency of the uniform and minutely divided mechanic arts to stint the mind is checked, the languid imagination is vivified, and the taste and judgment are exercised.

A mechanic who is accustomed to spend an hour or two daily, in judicious reading, will show its effect in his whole bearing. It may awaken no peculiar energy; it may impart no new talent; but it will give a better tone to his ordinary powers; and greater purity to his common sentiments; and it will, almost invariably, distinguish him from the mass of his class.

The moral influence of popular reading is invaluable. The maxim that "A little learning is a dangerous thing," may be true when applied to the scientific, and the would-be-learned, yet not without qualification even then; but it is not appropriate, as applied to popular intelligence. The books are not generally speculative or vain, they are frank, confiding, implicit.

Though the chief sufferers from religious or political errors, they are seldom the originators.

They generally have too little presumption to disbelieve received truths, and too much common sense to propound theoretical absurdities; if they cannot be learned, they may be intelligent without danger.

Their intelligence is the conservative virtue of society. It is not the influence of the highly educated which preserves a community from the evils of error, but the aggregate intelligence of the masses.

If religion is the salt of the earth this is a part of its savor—it always co-exists with genuine religion and cannot exist without it.—*Vermont School Journal.*

2. BOOKS AND THEIR USES.

Charles Lamb's friend who left off reading to the great increase of his originality, assuredly erred on the right side. The danger in this much written for age is of reading too much. We read too much, and think too little.

"Young men now-a-days," says one, the late record of whose earnest and loving life has impressed the true stamp on all he has written, "read neither their Bible nor their Shakspeare enough."

The professor, whose young friend boasted that he read ten hours a day, inquired with amazement, "Indeed, then when do you think?" The old man was right. The master who sees a pupil with idle hands, and fears that, being without a book, he is losing his time, might not unreasonably hope that his other pupil, who is never seen without a book, is not losing his thoughts. "It is hard," Orlando says, "to see happiness through another man's eyes." It is also unprofitable always to see things reflected in another man's mind. There are other books besides those printed on paper, which are not without their value. Perhaps even it was intended that we should sometimes strive to see nature at first hand.

3. ORIGINAL BOOKS.

Sir Egerton Brydges says, "The strictly original authors are incredibly few. Most books are more or less the result of memory or compilation; while the original thoughts that are intermixed are faint and imperfect. In youth and middle-age we can read almost any thing; as we grow old, we grow very fastidious in our reading. Nothing secondary can any longer interest us. We demand what rises like the freshness of the morning breath from the pure earth."

TEACHERS' LIBRARY.

BOOKS relating to the Profession of Teaching, for SALE at the Depository, in connexion with the Educational Department for Upper Canada.

(Not including text-books, or works of reference in the various subjects of History, Mathematics, Geography, &c., of which there is a great variety.)

Barnard's Object Teaching for Primary Schools, <i>bar</i> ...	*\$1 36
— Aphorisms on Education, <i>bar</i>	1 36
— Pestalozzi and Pestalozzianism, <i>bar</i>	1 80
— American Teachers and Educators, <i>bar</i>	2 70
— American Pedagogy, <i>bar</i>	1 36
— German Schools and Pedagogy, <i>bar</i>	1 36
— National Education in Europe, <i>bar</i>	1 40
— German Universities. By Raumer, <i>bar</i>	1 36
— Reformatory Education, <i>bar</i>	1 36
— School Architecture, <i>bar</i>	1 75
Mayhew's Universal Education, <i>asbc</i>	0 85
Mansfield's American Education, <i>asbc</i>	0 90
Bates' Institute Lectures, <i>asbc</i>	1 00
Dwight's Higher Christian Education, <i>asbc</i>	0 85
Root's School Amusements, <i>asbc</i>	0 85

* These prices do not of course include postage (where the books are sent by post), which must now be paid in advance. (See notice on page 128.)

Page's Theory and Practice of Teaching, <i>asbc</i>	\$0 85	Riley's Latin Quotations, <i>hgb</i>	\$1 00
Northend's Teacher and Parent, <i>asbc</i>	0 85	Michelsen's Manual of Quotations	0 40
———Teacher's Assistant, <i>asbc</i>	0 85	Dictionary of Popular Quotations, <i>lingc</i>	0 40
Everett's Practical Education, <i>hb</i>	0 60	Blair's Chronological Tables, <i>hgb</i>	2 00
Edgeworth's Practical Education, <i>hb</i>	0 70	Hullah's Lectures on Learning to Sing, <i>jwp</i> ..	0 22
Spencer on Intellectual, Moral, and Physical Educa- tion, <i>dac</i>	0 80	Journal of Education for U. C., Vols. 1 to 14, per vol.	1 00
Murray's National Education Promoted, <i>Xtian. K. Soc.</i>	0 25	Educational Reports, U. C., per year	0 50
Short's Hints and Helps for Infant Schools, <i>Xtn. K. S.</i>	0 15	Trustees' School Manual	0 25
Mayo's Infant Education, <i>gs</i>	0 45		
Graduated Instruction, <i>gs</i>	0 35		
Infant Treatment, <i>wrch</i>	0 35		
Infant Education, <i>wrch</i>	0 35		
Trench on Education, <i>jwp</i>	0 35		
Mother's Book, <i>jwp</i>	0 35		
Introductory Lectures, Queen's College, London, <i>jwp</i> .	1 10		
Educational Lectures, St. Martin's Hall, <i>grc</i>	0 40		
Ellis' Education of Character, <i>jm</i>	1 06		
Muzzey's Fireside, <i>cnc</i>	0 60		
Mothers and Governesses, <i>jwp</i>	0 70		
Governess Life, <i>jwp</i>	0 45		
Responsibilities of a Governess, <i>lc</i>	1 00		
Self Improvement, <i>R. T. Soc.</i>	0 16		
Randall's Mental and Moral Culture, <i>csfc</i>	0 40		
Tom Brown at Rugby, <i>wrtc</i>	0 80		
Tom Brown at Oxford, <i>wrtc</i> 2 vols. ; per vol.	0 80		
Tyng's Forty Years' in Sunday Schools, <i>shel</i>	0 50		
Worcester's Dictionary, royal 4to	6 50		
Abbott's Teacher, <i>hb</i>	0 80		
Phelps' Fireside Friend, <i>hb</i>	0 60		
Pillans' Contributions to Education, <i>lc</i>	2 70		
Stow's Training System, <i>lc</i>	1 10		
De Laspee's Calisthenics, <i>dc</i>	5 00		
Hodgins' School-House, Architecture and Discipline, <i>educ</i>	0 50		
Beecher's Calisthenic Exercises, <i>hb</i>	0 40		
Wilderspin's Education for the Poor, <i>wtc</i>	0 75		
Young's Teachers' Manual, <i>tuy</i>	0 50		
Notes and Sketches of Lessons, <i>Xtian. K. Soc.</i>	0 30		
Symons' School Economy, <i>jwp</i>	0 70		
Pycroft's School Education, <i>wtc</i>	0 65		
Reid's Principles of Education, <i>lc</i>	1 15		
Stodart's Principles of Education, <i>lc wtc</i>	0 60		
Taylor's Home Education, <i>hgb</i>	1 10		
A Schoolmaster's Difficulties, <i>lc</i>	0 60		
Schmidt's Education, <i>hb</i>	0 38		
Hall's Instructor's Manual, <i>ppjc</i>	0 25		
Worcester's Comprehensive Dictionary, half-russia, 8vo.	1 55		
Crabb's Synonymes, <i>hb</i>	1 60		
Graham's English Synonymes, <i>dac</i>	0 75		
Roget's English Thesaurus, <i>gl</i>	1 12		
Head's Shall and Will, <i>jm</i>	0 65		
Pullen's Etymological Compendium, <i>wtc</i>	1 25		
Bedford's Canons on Punctuation, <i>tns</i>	0 10		
Fowler's English Grammar, <i>hb</i>	1 20		
Stoddart's Universal Grammar, <i>rgc</i>	1 00		
Mulligan's English Language, 8vo., <i>dac</i>	1 20		
Trench's Study of Words, <i>jsr</i>	0 60		
——— English, Past and Present, <i>jsr</i>	0 60		
——— Glossary of English Words, <i>jsr</i>	0 60		
——— Synonymes of the New Testament, <i>jsr</i>	0 60		
——— Lessons on the Proverbs, <i>jsr</i>	0 40		
Bohn's Hand-Book of Proverbs, <i>hgb</i>	1 00		

XIII. Educational Intelligence.

CANADA.

— UPPER CANADA TEACHERS' ASSOCIATION.—The annual meeting of the Teachers' Association for Upper Canada, met at Toronto, on Tuesday, August 6th, in the Hall of the Mechanics' Institute. There was a large attendance of the members of the association. In the absence of the President, the meeting was called to order by the 1st Vice-President, Archibald McCallum, Esq., Principal of the Hamilton Central School.

The Rev. Dr. Jennings opened the proceedings with prayer; after which he delivered a short introductory address, wherein he referred to the objects of the Association, and stated that in all their labours they might depend on his sincere co-operation. He was sorry he was obliged to leave, as he had to attend a Synod committee meeting.

The first business was the adoption of the constitution, brought forward at the last general meeting, and already published. After a lengthened discussion, the first four clauses were adopted without amendment.

The Convention adjourned at twelve o'clock, and on re-assembling at two, p.m., Mr. McCallum read a short essay on the "Objects, Benefits, and Prospects of Teachers' Conventions."

The discussion on some of the remaining clauses of the constitution was resumed.

In the evening, the Rev. Dr. McCaul delivered a very instructive lecture before a large and attentive audience, on the "Advancement and Diffusion of Knowledge." The lecture was delivered in the Doctor's usual eloquent manner, and was listened to with marked attention throughout. He was repeatedly applauded, and at the close received a cordial and enthusiastic vote of thanks from the audience.

On the second day, the association met at nine o'clock, a.m., in the lecture hall of the Mechanics' Institute. The chair was again occupied by the 1st Vice-President, A. McCallum, Esq., who called on the Rev. Dr. Barclay to open the proceedings with prayer.

The first business taken up was the consideration of the following preamble to the constitution and bye-laws, which after some discussion was adopted:—The objects of this association are—

1st. To secure the general adoption of the most approved system of imparting instruction.

2nd. To secure the improvement of text-books, or the adoption of others more suitable to the wants of the country.

3rd. To enlarge the views of teachers, and stimulate their exertions for the advancement and diffusion of knowledge.

4th. To encourage the frequent interchange of ideas and kindly intercourse among the members of the profession throughout the country.

The meeting adjourned at twelve, and re-assembled at two o'clock.

The Rev. Dr. Burns then delivered a most excellent dissertation on the "Educational Duties of Teachers, and the qualifications they should possess to mould and develop the tender minds of those who may be entrusted to their care, with a view to their physical, moral, and intellectual culture." The Rev. Dr. concluded his very able address amid the hearty applause of the members of the association.

The following officers of the association were then appointed for the ensuing year:

President: The Rev. Dr. McCaul, President of University College; 1st Vice-President: A. McCallum, Principal of the Central School, Hamilton; 2nd do.: J. Herbert Sangster, A.M., Normal School; 3rd do.: J. B. Boyle, Head Master, Central School, London; 4th do.: Thomas McKee, Head Master, Central School, Oshawa; 5th do.: Thomas Dixon, Superintendent, Newmarket; 6th do.: W. Anderson, Head Master, Park School, Toronto. Mr. Alexander, Newmarket, Treasurer; Mr. Acres, Paris, Secretary.

Councillors for Counties: Ontario, Mr. Robins; Middlesex, Mr. Ander-

son; Peel, Mr. Morton; Hastings, Mr. McShea; Stormont, Mr. Hay; Halton, Mr. Breckenridge; Oxford, Mr. Vardon; Brant, Mr. McFarlane; Northumberland, Mr. Young; Wentworth, Mr. R. Young; York, Mr. Rose; Carleton, Mr. G. Henderson; Wellington, Mr. Kidd; Perth, Mr. Stratford; Lambton, Mr. Taylor; Elgin, Mr. G. H. Brown; Durham, Mr. Rows.

The Chairman (Mr. McCallum) in bringing the business to a close, said he was highly gratified, not only with the manner and spirit with which the deliberations and discussions of the convention had been carried on, but also with the kindness and courtesy extended to himself. He had been unexpectedly called upon to discharge the duties of the President of the Association, whose absence they all so much regretted. He (the chairman) felt satisfied that the present meeting had been interesting and profitable to all present; and the next would be more so, as the discussion of practical questions would then be mingled with those of a theoretical and preliminary kind. The prospects of the association were most encouraging, and it only required that its members and friends should do their duty in bringing its claims fairly before the teachers of the country, to secure their earnest co-operation and support. No less than seventeen counties were represented in the present convention, and more than eighty teachers had had already become members. (Cheers.) He expected that the next meeting would be held in Hamilton, and he took the present opportunity of giving them a most cordial invitation to the *ambitious*, not *little*, but *growing* city. (Laughter and applause.)

It was then moved and seconded, that Mr. McCallum do leave the chair, and that Mr. J. B. McGann be called thereto.—Carried.

Mr. J. H. Sangster moved, seconded by Mr. H. Irwin,—That the thanks of this Association be and are hereby tendered to Mr. McCallum, for the able, courteous, and impartial manner in which he discharged the duties that devolved upon him as chairman of this Association. The resolution was carried amid much applause.

It was then agreed that the next annual meeting be held in Hamilton, on the first Tuesday in August, 1862.

The convention then adjourned.

— CANADIAN PUPILS IN ENGLAND.—The London *Times* contains a list of the students who passed their examination at the Military College, Sandhurst, England. It will be seen that of the sixty-five students who passed, Paul Bettridge, son of the Rev. W. Bettridge, rector of Woodstock, stands second. This success of a youth so well known here must be gratifying to us all, and particularly so to the members of his own family. Little Paul, as he was familiarly called, has given evidence of more than common abilities, and has opened his professional career in a manner to indicate a brilliant future. The other Canadian, Mr. Hood, also stands well on the list. It is pleasant to find, as it is now often the case, that Canadians, when they enter the lists for honours in the mother country, manifest no lack of ability; and, as in the case of Mr. Bettridge, we have the proud satisfaction of bearing off, in the face of the scions of nobility, the highest honours.—*Woodstock Times*.

— PROFESSOR JOHNSON, MCGILL COLLEGE.—We learn from recent university intelligence of Trinity College, Dublin, that Mr. Johnson, the Professor of Mathematics in McGill College, has been admitted to the degree of *Doctor in utroque Jure*—LL.D. May the Doctor return in safety, and long enjoy his newly-acquired honours.

— ST. FRANCIS COLLEGE.—We have pleasure, says the Montreal *Commercial Advertiser*, in noticing the appointment of the Rev. Daniel Falloon, D.D., minister of the English Church, Richmond, to the Principalship of the St. Francis College, Richmond. Professor Graham, who has been successfully connected with the institution for a number of years, has been transferred to the Chair of Latin and Greek. He has also been entrusted with the direction of some of the general affairs of the college, and the management of the boarding establishment in the college. This college is affiliated to the McGill University.

GREAT BRITAIN.

— PROPOSED EDUCATION TEST BILL.—An educational movement of a very important kind has been inaugurated in Glasgow. A meeting was lately held there of gentlemen favourable to the application of an education test to children before entering on employment. The principal heads of the bill then proposed were, that no child under nine years of age should be permitted to work for hire at any kind of continuous labour; and that no child under twelve should be permitted so to work who has not passed an examination in reading, writing, and arithmetic, and obtained a certifi-

cate from an examiner to that effect. This is the best form which a compulsory education measure can take in this country.—*Museum*.

— UNIVERSITY OF OXFORD.—A statute was recently passed in Convocation, abolishing the "*Ad Eundem*" degrees granted to the members of the University of Cambridge and of Trinity College, Dublin. Degrees, however, may still be conferred *comitatis causa* upon those who have *resided*, in order to graduate, at these Universities, and not obtained their B.A. by mere examination.—*Ibid*.

— OXFORD LOCAL EXAMINATIONS.—NEW STATUTE.—From the third annual report of the Delegacy to Convocation, we learn that the number of candidates examined in June, 1860, was 573 juniors and 291 seniors. Of these candidates, 181 juniors and 87 seniors obtained honours; 212 juniors and 65 seniors passed without honours; and 227 juniors and 139 seniors failed to satisfy the examiners. In accordance with a suggestion delegates, Convocation has issued a short statute, ordaining that candidates may henceforth be examined in the Bible without being examined in the doctrines of the Church of England; and though the certificate will only be granted when the examiners are satisfied in both departments, marks will be given for each separately.—*Ibid*.

— UNIVERSITY OF CAMBRIDGE.—At the annual commencement held in May, the honorary degree of D.D. was conferred upon Mr. Gell, the recently appointed Bishop of Madras, and the honorary degree of LL.D. upon the Earl of Elgin, Lord Stratford de Redcliffe, Sir W. R. Hamilton, Sir Roderick Murchison, Major General Sabine, Dr. Robinson, of Dublin, and Mr. Grote and Mr. Motley, historians. The Council of the Senate have prepared a scheme of military education to be conducted in the University, and have submitted it to the Government.—*Ibid*.

— UNIVERSITY OF LONDON.—The annual meeting for conferring degrees was held in May. The Chancellor, Earl Granville, who presided, suggested that if the Universities of Scotland continued to press their claim for a representative in parliament, they should modestly, but firmly, prefer their claim to representation. This suggestion has since been actively followed up. A requisition has been sent to Sir J. Romilly, inviting him to become a candidate for the university seat, should it succeed in obtaining enfranchisement. He has accepted the invitation.—*Ibid*.

— UNIVERSITY OF EDINBURGH.—At the public graduation at the close of the session in April, the honorary degree of Doctor of Laws was conferred upon Sir John M'Neil, Mr. Stirling, of Keir, and Mr. John Moore, D.C.L. On the same occasion, the degree of Master of Arts was conferred upon twenty-eight gentlemen, and thirty-four were admitted to that of Bachelor of Arts (now abolished).—*Ibid*.

— UNIVERSITY OF ABERDEEN.—The second statutory meeting of the general Council was held in April. The Duke of Richmond was unanimously elected Chancellor. Resolutions were passed disapproving of the present mode of electing the Lord Rector, recommending the admission of reporters to the meetings of the Court, and in favour of the representation in parliament of the Scottish Universities.—*Ibid*.

— NEW CURRICULUM IN THE SCOTTISH UNIVERSITIES.—By an ordinance of the Scottish Universities Commissioners recently issued, the Arts curriculum and degrees are henceforth to be, as far as possible, uniform in all the Universities of Scotland. The degree of B.A., for which hitherto students have been eligible at the end of the third year of their course, is abolished, and the degree of M.A. is no longer to be conferred in any case as an honorary degree merely. The usual M.A. curriculum is to extend as heretofore over four years; but students who, on entering the University, are found on examination qualified to enter the senior classes in both Latin and Greek, may take the degree of M.A. at the end of their third session. This will virtually allow many students to remain a year longer at school. The other important alterations are, that examinations are instituted for graduation with honours in the four Schools of Classics, Philosophy, Mathematics, and Natural Science; that paid non-professorial examiners are to be associated with the professors in conducting the examinations; and that every student must pass an examination before advancing from a junior to a senior class in any department.

— SCOTTISH UNIVERSITY REPRESENTATION.—In the re-distribution of four forfeited seats at the commencement of the present session of parliament, Mr. Stirling, of Keir, proposed that one of them should be given to the four Scottish Universities. Their general Councils now form an aggregate constituency of 3,320, while that of Cambridge is 4,566, that of Oxford 3,623, and that of Dublin 1,780. In favour of this proposal, the members of the four universities held meetings and petitioned parliament. Petitions in support of these claims were also voted by the Town Councils

of the chief burghs. Deputations have proceeded to London, and have had interviews with the leading members of both sides of the House.

UNIVERSITY OF ST. ANDREWS.—At the half-yearly meeting of the general Council, held in the end of March, Lord Jerviswoode was elected the Council's Assessor to the University Court, in room of Dr. Cook. The Council expressed itself favourable to the movement for University representation. A College Hall has been instituted for the residence of students at this University. Henry T. Rhoades, Esq., B.A., University College, Oxford, has been appointed Warden.—*Museum.*

MIDDLE-CLASS PUBLIC SCHOOLS.—Lord Brougham lately presided at an influential meeting in St. James's Hall, in support of a movement for establishing schools for the "upper, middle, and lower middle-classes," on the model of Eton and Harrow. The Society of St. Nicholas College, which has this object in view, has been in existence since 1848, and has already three different institutions in operation,—1st, a grammar school at Lancing, for the sons of gentlemen; 2nd, a boarding school for the sons of tradesmen, containing nearly 300 boys (terms, £20 to £30 a-year), and a training college for masters, at Hurstpierpoint, in Sussex; 3d, a cheap boarding school at Shoreham, for the sons of shopkeepers and artisans, attended by 230 boys (terms, 13 guineas a-year.) The meeting pledged itself to assist the society in erecting a building to accommodate 1000 boys, as a public boarding school for the "lower middle-classes."—*Ibid.*

THEOLOGICAL STUDENTS IN SCOTLAND.—The total number of students in Scotland attending the Theological Halls of the five dissenting denominations, is 398; and of students attending the Established Church Halls, 294; in all, 692,—representing about 159 added to the number of probationers in all the churches.

UNITED STATES.

VASSAR FEMALE COLLEGE.—We learn from the *Massachusetts Teacher*, that Matthew Vassar, Esq., of Poughkeepsie, N.Y., has given \$408,000 in trust, to found a female college in that town.

YALE COLLEGE.—Joseph E. Sheffield, Esq., of New Haven, has given \$100,000 to Yale College, to improve its scientific department.

XIII. Literary and Scientific Intelligence.

A NEW RESISTANCE THERMOMETER has been devised by Mr. C. W. Siemens, who was appointed by the Government to examine into the electric condition of the Rangoon and Singapore telegraph cable. His instrument consists of a rod or tube of metal about eighteen inches long, upon which silk-covered copper wire is wound in several layers, so as to produce a resistance of about 1000 units (Siemens) at the freezing temperature of water. The rod is covered with sheet india-rubber, inserted in a tube hermetically sealed, and the apparatus is then connected with a galvanic battery, &c. By this instrument, after ten days' use, such an increase of temperature was detected in the interior of the cable as would inevitably destroyed it if the generation of heat had remained unchecked.

A NEW ELEMENTARY BODY has been discovered by MM. Bunsen and Kirchhoff, in the course of their examination of the colorific effects of different metals. In the course of their investigations, some mineral waters gave results which could not be accounted for by any other of the previously observed facts, a new colour starting up before their eyes, and occupying a hitherto blank space in the glowing row of metals. Evidently this was a new element which thus revealed itself to an optical inspection. The next point was to collect some of the unknown body; but this for a long time baffled their chemical resources. After boiling down twenty tons of mineral water, however, and submitting the residue to various chemical agents they had at their disposal upwards of one hundred grains of Cæsium; this being the name under which the new metal enters the domain of science, given to it to recal the colour which it communicates to flame.

XIV. Departmental Notices.

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

The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department by Municipal and School Corporations, on behalf

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

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, SCHOOL PRIZE BOOKS, ETC.

[Insert Post Office address here.]

SIR,—The [Trustees, or Board of Trustees, if in Towns, &c.] of the ... School being anxious to provide [Maps, Library Books, or Prize Books, &c.] for the Public Schools in the [Section, Town, or Village, &c.] hereby make application for the ..., &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to ... for Public Schools. The ... selected are bona fide for the ...; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the ..., in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the ... Station of the ... Railway, addressed to ...

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of ...*, this ... day of ..., 186-.

Amount remitted, \$.....

Trustees must sign their own names here.—See page 41. } Corporate seal to be placed here.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the Trustees can be supplied, it will be necessary for them to have filled up, signed, and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the one hundred per cent. will be added to the remittance, and the order, so far as the stock in the Depository will permit, made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of two dollars additional, have one engraved and sent with the articles ordered.

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

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

ERRATA IN THE SCHOOL MANUAL.

In the Programme for the Examination and Classification of First Class Common School Teachers, on page 145 of the *Trustees' Manual*, an error occurs in one of the paragraphs, by which the word "four" is left out. The paragraph should read as follows:

4. To know the first four books of (Pott's) Euclid.

Another error occurs in a subsequent paragraph, which should read as follows:

6. To have some acquaintance with the elements of vegetable and animal physiology, and natural philosophy, as far as taught in the fifth book of national readers.

* The Trustees of the Section; Chairman and Secretary of the Board of City, Town, or Village Trustees; Warden, Mayor, or Reeve.

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 cents and 21 cents on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

INDISTINCT POST MARKS.

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

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. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

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

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

XVI. Advertisements.

EXAMINATION OF COMMON SCHOOL TEACHERS. COUNTY OF YORK.

NOTICE IS HEREBY GIVEN, that an Examination of Common School Teachers and others will take place on WEDNESDAY, the 28th day of August, 1861, at the Court House in the City of Toronto, at Richmond Hill, and at Newmarket, at 9 a.m. Candidates will be required to produce Certificates of Moral Character from their respective Ministers, and, if teachers before, from their respective Trustees.

JOHN JENNINGS, D.D.,
Chairman.
City of Toronto,
6th of August, 1861.

LOVELL'S SERIES OF SCHOOL BOOKS.

THE undersigned having long felt that it would be highly desirable to have

A SERIES OF EDUCATIONAL WORKS, PREPARED AND WRITTEN IN CANADA,

And adapted for the purposes of Canadian Education, begs to call attention to the Text Books with which he has already commenced this Series. These works have met with a very general welcome throughout the Province; and the Publisher feels confident that the eulogiums bestowed upon them are fully merited, as considerable talent and care have been enlisted in their preparation.

The following Text Books have already been published:

1. LOVELL'S GENERAL GEOGRAPHY, with 51 coloured Maps, 118 Engravings, and a Table of the Clocks of the World. By J. George Hodgins, LL.B., F.R.G.S.
2. National Arithmetic, in theory and practice adapted to Decimal Currency. By J. H. Sangster, Esq., M.A.
3. Key to ditto. By the same.
4. Elementary Arithmetic, in Decimal Currency. By the same.
5. Natural Philosophy, Part I, including Statics, Hydrostatics, &c., &c. By the same.
6. General Principles of Language; or, The Philosophy of Grammar. By T. J. Robertson, Esq., M.A.
7. Classical English Spelling Book. By Geo. G. Vasey.
8. English Grammar Made Easy. By the same.
9. Students' Guide to English Grammar, or the way to speak and write grammatically. By the Rev. J. G. Armstrong, M.A.
10. Elements of Elocution. By J. Barber, M.R.C.S.
11. Outlines of Chronology. By Mrs. Gordon.
12. Book Keeping by single and double entry. By John G. Dinning, Esq.
13. British American Reader. By J. D. Borthwick.

The following are in press:

14. Elementary Treatise on Algebra. By J. H. Sangster, Esq., M.A.
15. Natural Philosophy, Part II. By the same.
16. Key to the Elementary Arithmetic. By the same.
17. Easy Lessons in General Geography. By J. George Hodgins, LL.B., F.R.G.S.

The following text-books, printed from new stereotype plates and in superior bindings, have also been published:

1. The First National Book of Lessons.
2. The Second ditto ditto
3. The Third ditto ditto
4. The Fourth ditto ditto
5. The Fifth ditto ditto
6. Pinnock's improved edition of Goldsmith's History of England. By W. C. Taylor, LL.D., T.C.D.
7. Lennie's English Grammar.
8. Kirkham's English Grammar.
9. French without a Master.
10. French Genders taught in Six Fables.

Messrs. R. & A. Miller, Montreal and Toronto, are the general agents in Canada for the sale of Lovell's Series of School Books.

JOHN LOVELL, Printer and Publisher.

Montreal, 12th August, 1861. *ex.*

NEW VOLUMES OF THE FOUR REVIEWS AND BLACKWOOD, COMMENCING JULY, 1861.

TERMS:

FOR any one of the four Reviews, per annum.....	\$3 00
For any two of the four Reviews, per annum.....	5 00
For any three of the four Reviews, per annum.....	7 00
For all four of the Reviews, per annum.....	8 00
For Blackwood's Magazine, per annum.....	3 00
For Blackwood and one Review, per annum.....	5 00
For Blackwood and two Reviews, per annum.....	7 00
For Blackwood and three Reviews, per annum.....	9 00
For Blackwood and the four Reviews, per annum.....	10 00

Money current in the State where issued will be taken at par.

CLUBBING.—A discount of twenty-five per cent. from the above prices will be allowed to Clubs ordering four or more copies of any one or more of the above works. Thus: Four copies of Blackwood, or of one Review, will be sent to one address for \$9; four copies of the four Reviews and Blackwood, for \$30; and so on.

LEONARD SCOTT & CO.,
No. 54, Gold Street, New York. *ex.*

August, 1861.

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

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

LOVELL AND GIBSON, PRINTERS, YONGE STREET, TORONTO.