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FOR

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MUNIFICENT GIFT OF A FREE LIBRARY AND MUSEUM IN LIVERPOOL.

By WILLIAM BROWN, Esq., M.P., a LIVERPOOL MERCHANT.

One of those splendid gifts to the public, for which the Merchant Princes of England have become so very justly famous, has just been made to the city of Liverpool, by William Brown, Esq., M.P. for South Lancashire, and senior partner in the mercantile firm of Messrs. Brown, Shipley, & Co. The gift in this instance consists of a magnificent FREE PUBLIC LIBRARY AND MUSEUM, erected by Mr. Brown at a cost of £40,000 sterling, or \$200,000, and presented to the city, with fitting ceremonies, on the 17th October. In size and architectural style this building was designed to be a fitting companion, as it is a close neighbour, to the noble Hall of St. George, of which Liverpool is so justly proud. From the London *Times* we make the following extracts descriptive of the building and of the inauguration ceremonies.

DESCRIPTION OF THE BUILDING ITSELF.

This edifice, in connexion with which an extended series of festivities and displays has been observed, is a very elegant as well as an extensive and commodious building. It is placed on the north side of Shaw's-brow, in close proximity with the north end of St. George's Hall, and on a level corresponding with the general features of that structure. Externally its principal front consists of a hexa-style portico of Corinthian architecture, surmounted by a pediment. At each side of the central portico there is a wing. Interiorly the chief archi-

tectural feature of the edifice is a noble central hall, entering from a vestibule of moderate dimensions and tasteful decoration. The hall spoken of is 96 feet long by 55 feet wide, and 70 feet high. This hall is divided into two portions in its height by a gallery, on the front of which a handsome stone balustrade extends completely round the hall. The ceiling, which is richly ornamented, is pierced by three square apertures filled with ground glass, which transmit a copious supply of graduated light, further augmented by the light of seven large windows on the east and west sides of the hall, so high as to be almost top lights in all cases. The lower portion of this fine hall it is proposed still further to enrich by the introduction of statuary. Its upper portion, or gallery, is to be appropriated to the purposes of a picture gallery, for which its mellowed light and great extent admirably fit it. Access to this gallery is obtained by a beautifully-arranged staircase, which in itself constitutes an important and pleasing architectural feature of this principal portion of the whole edifice. The aspect of this arrangement is at once rich and satisfactory, the varied lines of which it is composed being sufficiently complex to produce richness without in any degree suggesting the idea of being crowded. As a whole, this hall and its complementary portions—the hall and the staircase—together with their numerous columns, long straight lines, and sharply conflicting curves, form an architectural combination of great and varied beauty, happily adapted to a variety of purposes, both ornamental and useful.

The wing portions of the edifice contains the really working or practically useful apartments of the institution. The right hand, or eastern, part of the building is devoted exclusively to the purposes of the library; the left, or west, to those of the museum. The leading feature of the former is a large and commodious reading-room 108 feet long, 49 feet wide, and 50 feet high in the ceiling. This is completely and copiously lighted from the ceiling. To the south-east of this is a "reference" reading-room, in which books of a more valuable class may be consulted. This room is 40 feet long by 28 feet wide. Both of these reading-rooms have immediate and private communications with the general library, an apartment 73 feet long by 23 feet wide. These last-named apartments are on the first floor, and a repetition of similar apartments on the second floor. The museum portion of the building consists of numerous apartments for the reception and display of objects of natural history.

An interesting feature of the museum department consists of the spacious hall, devoted to the purposes of a Polytechnic gallery, or museum of practical mechanical science. This is 86 feet long, by 50 feet wide, and 50 feet high. It is divided into three heights by two galleries, which completely encircle the hall. It is lighted from the roof, and presents a light and elegant, as well as an appropriately open, aspect. Besides the apartments specified, there are also class and committee-rooms, and a commodious lecture-room, and the basement is arranged to be applied in supplement of the whole. The building has cost somewhere about £40,000. The foundation stone of the building was laid with great pomp on the 15th April, 1858, and such has been the energy with which the operations have been conducted, that now, in a little more than two years and a quarter, the edifice has been most creditably completed.

CONTENTS OF THE LIBRARY AND MUSEUM.

The library books have been purchased by the Library Committee of the Town Council, and paid for out of a rate imposed, with their own consent, on the inhabitants of the town. The collection of books amounts to upwards of 40,000 volumes, of which many are valuable and standard works; and it is rapidly increasing in the number and importance of the works which it contains. The museum consists chiefly of an admirably preserved collection of objects of natural history, bequeathed to the town by the late Earl of Derby, to which, however, valuable additions have since been made, partly as purchases and partly as donations. The two institutions have now been united through the princely liberality of Mr. William Brown, whose name will be honourably associated with the public benefactors of his country.

At a meeting of the working classes preparatory to the presentation of the Free Library and Museum, the following address was presented to Mr. Brown:—"Sir,—On behalf of the working men of Liverpool we respectfully present for your acceptance—First, a silver shield bearing upon it a view of that temple of civilization which you so generously purpose handing over to your townsmen to-morrow; Second, we hand you a clock, which, while it chronicles the progress of time, will, we feel assured, never indicate that hour in which the name of William Brown will cease to be held in reverential estimation. These emblems will not, we trust, be estimated with reference to their intrinsic worth, but as an indication of the gratitude to which we feel you are so justly entitled. We hope that the institution will confer upon the town all those intellectual and inestimable advantages which it has been your object to secure; and desire that you may be spared among us for many years to witness the fruits resulting from your own good works." Inscription—"This testimonial, the result of a small subscription collected by the working men of Liverpool, was presented to William Brown, Esq., on the occasion of the opening of the Free Library, as an earnest of their grateful and sincere appreciation of his magnificent gift to the town to which they belong."

CEREMONIES OF THE INAUGURATION OF THE FREE LIBRARY.

The proceedings connected with the inauguration of the Liverpool Free Library and Museum took place, Oct. 18th., commencing with a levée in the Town-hall, at 10 o'clock a.m. Here the distinguished visitors and other parties invited to take part in the ceremonial, assembled to meet Mr. Brown. A joint address was presented to Mr. Brown from the Architectural and Archaeological Society, the Chymists' Association, the Historic Society of Lancashire and Cheshire, the Literary and Philosophical Society, and the Polytechnic Society; and an address from the Liverpool Chamber of Commerce. While such was the pre-arranged order of proceeding among the authorities and learned bodies connected with the town, the inhabitants at large were neither indifferent nor inactive participators in the general rejoicing which evidently pervaded the minds of all ranks. All the chief streets in the town were decorated with flags and festoons, and those streets through which a procession which had been determined on was to pass were bedecked in the manner stated to an extent which almost bordered on prodigality. By a tacit understanding, business of every kind which could be dispensed with, without direct public detriment, was suspended, the shops were closed throughout the day, and all classes paid homage to the occasion by holding a holiday.

A procession was formed for the purpose of escorting his worship the Mayor to the new library in Shaw's-brow, where, as representative of the town, he was to be presented formally with the deed of conveyance by which Mr. Brown was to transfer the entire property in the noble edifice to the public of Liverpool. This procession consisted of a strong brigade of the Fire Police, boys from the school frigate Conway, and seamen from Her Majesty's ship *Majestic*. These were followed by between 3,000 and 4,000 men of the Volunteer Corps. To these succeeded the boys in uniform from the Royal Institution, industrial schools, Orphan Asylum, Bluecoat School, and Liverpool Institute. These were followed by the

magistrates, Judges of the County Court, Town Councillors, Aldermen, regalia and officers of the Corporation, an open carriage and four, containing the Mayor, the Recorder, Mr. W. Brown, and his brother Mr. J. Brown; the Mayor's State carriage, containing the Lord Bishop of Chester, the Archdeacon of Liverpool, the Rector of Liverpool, and the Town-clerk; the Mayor's chariot; invited guests in open carriages; the clergy and ministers of all denominations, deputations who have presented addresses, members of literary and scientific institutions, commercial associations, townsmen generally, police. The line of procession fixed on was an extensive one, and the windows on both sides of the street through which it passed were densely filled by elegantly attired ladies, who waved their handkerchiefs. At numerous points throughout the line Lord Brougham and Mr. Brown were loudly cheered, as were also the Collegiate Cadet Corps and the other groups of schoolboys, who seemed especial favourites of the ladies. After completing the circuit prescribed for it, the procession halted in front of the new library.

PRESENTATION SPEECH BY THE DONOR.

An immense concourse of people assembled in the neighbourhood of the new building. When Mr. Brown, accompanied by the mayor, made his appearance on the platform erected in front of the building, cheer and cheer greeted him, the applause was again and again renewed, and the most enthusiastic demonstrations of acknowledgment were tendered to the donor of the handsome structure on which he stood. The acclamations of the people having subsided, Mr. Brown said,—Mr. Mayor, my lords, ladies, and gentlemen; When I look around and see the immense assembly that have met to celebrate the opening of the free library and museum this day, it is a most gratifying spectacle. It shows the deep interest that is taken by the public in the provision that is made for putting invaluable treasures within the reach of those who have not the means of providing libraries for themselves. Although it was not contemplated by me when this building was commenced that its usefulness could be extended further than the library and museum, fortunately it is not now limited to those objects alone. The five learned societies of this town have applied for such accommodation within these walls as will from time to time enable them to bring forward for inspection such models and new inventions and discoveries in the arts and sciences, or illustrations of antiquity, as may be deemed worthy of public notice and useful for instruction. Having the co-operation of these gentlemen under the same roof with the library and museum will add to the value and usefulness of these establishments, not only to the present, but to future generations. All gentlemen who visited the library when in Duke-street must have been struck with the large and constant attendance that they found there of our hard-working and industrial classes in confined and badly ventilated rooms. It created the necessity of providing for them more ample and better accommodation, which this building will for a time afford. But I look upon it as merely the nucleus of much larger premises that will be required to furnish the necessary accommodation, as the taste for reading is happily on the increase. By an Act of Parliament we are able to collect about £6,000 per annum for the support of the botanic gardens, the library, and museum—I should rather say the libraries, for there are two circulating libraries connected with this centre. And the books that are called for at those establishments are about 13,000 volumes per week. Our whole stock at present is about 36,000 volumes, but provision is made for 120,000. And it is pleasing to observe that the class of books that are called for is becoming of a higher standard and calculated to afford instruction. It is very honourable to the readers that the books are taken care of and regularly returned. There is scarcely an exception to this rule. Considering that this is one of the largest shipping ports in the world, and that we have vessels trading to every part of the earth, there are great opportunities for adding to the museum much that is valuable. Collections made by masters of vessels and other gentlemen are frequently lost to the public for want of suitable places of safety to keep and preserve them. The town is greatly indebted to Lord Derby for the large and valuable collection of subjects of natural history which he has presented to it; and it is a source of great gratification to me that the museum is united with the library under this roof. I should also mention that a very useful appropriation has been made, for the present at least, of a part of the basement story, which could not be made available for either the library or museum, and which does not in the least interfere with either. It is used as a place of deposit for the carabines of two companies of artillery volunteers, and also to teach the men their drill. These will instruct the men to handle those weapons to defend this library and other institutions of our country, should ever our soil be desecrated by a foreign foe. By the library we shall be enlightened and informed how the various nations of the earth are governed, and every man who thinks at all will be convinced that our constitutional Government is the best in the world, and that

when danger looms in the distance it is our duty to ourselves, our country, and our Queen, to be prepared to meet it. I have been looking forward for some time to the present occasion, when everything connected with this establishment would be placed under the parental care of the corporation. That day has arrived, and I have now the satisfaction of proclaiming that the library and the museum are open to my fellow-townsmen and others, be their religion or politics what they may. This is the neutral ground. To see this building consecrated to public good is most gratifying to me, and consummates my utmost wishes and desires. To you, Mr. Mayor, I now deliver it over, for the perpetual benefit of the public, and especially my fellow-townsmen, earnestly wishing that prosperity, happiness, and every other blessing may attend you one and all.

The Mayor said he considered it one of the highest honours which had devolved upon him during his mayoralty in taking part in the proceedings connected with the opening of the noble building which Mr. Brown had just presented to the town for the purposes of a free library and museum; but he knew well that Mr. Brown required no thanks at their hands, for he had the far greater feeling of happiness in his own mind. His worship, after congratulating Mr. Brown and the town generally upon the completion of the noble institution, said he on behalf of the aldermen and burgesses accepted his princely gift; and tendered him, as their official representative, a gold medal, which on one side bore a portrait of himself (Mr. Brown,) and on the other a view of the building.

Mr. Brown having briefly acknowledged the present, Lord Brougham said that in the view of facts and deeds, words and eloquence were of no avail whatever. They had the greatest eloquence that man could boast in the fact and deed of Mr. Brown's gift, not only to Liverpool, but to the world.

The Bishop of Chester, said he would never shrink back from joining, even with the feeble power of his voice that day, in doing honour to William Brown for his munificent gift to the town; and he could assure them his heart had been lifted up in prayer that the building might have God's blessing, and that it might fulfil every object of social improvement for which it was designed. He hoped whatever the working classes and others might read in that library, the books would have the effect of enlightening their minds with true knowledge, and foster in their hearts sentiments of humanity, patriotism, liberty, and obedience; and that in this way it would be a blessing for Liverpool, and the whole community for generations to come.

Mr. James Brown, brother of the donor of the building, having briefly spoken, Lord Brougham said it was a testimony, in the first place, to the good government of the town, and in the next place to the police; but, above all, it was a testimony to the people themselves that 400,000 persons of all ranks and of all ages had been gathered together, and without one single, not merely breach of the peace, but without one single word, or motion, or sign of discontent or ill-humour. He had seen many multitudes—he would not call them mobs (a laugh)—but he had seen many multitudes in his time, but such a sight of order and propriety, of good feeling and good manners, as he had witnessed in Liverpool he had never seen in his life.

The Rev. Dr. Raffles announced that the Local Committee of the British and Foreign Bible Society had agreed to present to the institution a copy of each of the translations of the Scriptures.

Mr. William Ewart, M.P., said that was a proud day for Liverpool to see opened that magnificent building, which, if properly used, would have a permanent civilizing and christianizing effect upon the community. It would scatter the blessings of peace and religion; and in what place could peace and religion more naturally abide than in a great commercial community?

Sir R. Peel, M.P., who was passing through the town, and who was observed among the spectators, said he had witnessed the ceremonies of that day with intense satisfaction and admiration for the character of Mr. Brown. He could conceive nothing more noble and nothing more honourable on the part of a citizen of this country than to find himself the subject of so much well-merited applause from his fellow-countrymen. Recollect this was a period when individuals were gaining distinctions in different parts of the world by the force of arms and military genius; but no distinction or renown was more honourable than that of a citizen who devoted a large portion of his fortune to promote the social well-being of his fellow-townsmen. He hoped this great institution, dedicated to the welfare of the commercial metropolis of England—to the welfare especially of the humbler classes of the district, would tend to promote their happiness and social well-being.

BANQUET IN ST. GEORGE'S HALL.

In the evening a grand banquet was given in St. George's hall in honour of the occasion, his worship the Mayor occupying the chair. It was attended by about 850 individuals, and among those present at this banquet, which presented a beautiful *coup d'œil*, were Mr.

William Brown, Lord Brougham, the Earl of Huntingdon, Lord Stanley, the Bishop of Chester, Sir J. K. Shuttleworth, Sir James E. Tennant, the Hon. Algernon Egerton, &c. There were also about 150 ladies present.

The usual loyal and constitutional toasts having been proposed from the chair, and duly honoured,

The Mayor said the next toast on the list was one which he felt peculiar pleasure in proposing. It was that of the health of the respected guest of the evening. (Cheers.) The town of Liverpool had that day received from Mr. Brown a gift which in the annals of the town was unequalled in munificence. Gifts were of various kinds, and in general these are more or less estimated in value by the benefits they will confer on the community. Received in this light, we prize highly, and are entitled to prize highly, the wisdom and liberality of that gift which will to all time associate the name of William Brown with the most liberal benefactors of our town. (Cheers.) It is, continued his worship, at once my duty and my pleasing privilege, to inaugurate this evening the marble statue representation of Mr. Brown which now adorns this hall. It, by a happy adaptation of the sculptor's art, presents us with the likeness of that venerable and benevolent gentleman to whom we owe the occasion of our present meeting. It is not that we of the present generation require to be provided with his likeness that is engraven on our hearts (cheers)—but it is desirable that we should be able to transmit to our children and our children's children a faithful likeness of their fathers' friend. (Loud and long continued cheers.)

THE DONOR'S VIEW OF THE VALUE OF PUBLIC LIBRARIES.

Mr. Brown, on rising was received with deafening cheers, which continued for some time. On silence being restored he proceeded to say,—I have looked forward with some solicitude to the period when we should be able to open the Free Library and Museum, and I assure you it has given me very great pleasure this morning that my wishes have been fully consummated in my being able to hand it over to my friend, our worthy Mayor, to be placed in the hands of the corporation, a permanent body, which secures to it the advantages of the management and control in perpetuity of gentlemen whom my fellow-townsmen from time to time are pleased to elect for the superintendence and regulation of our local affairs. Although it is impossible for me to feel otherwise than gratified at the general approbation that my conduct has met with, considering the position in which Providence has placed me in this increasing and prosperous community, I have done nothing more than what I considered my duty in giving assistance to build the museum and library. When the representatives of my fellow-citizens deemed it right to ask me to sit for my portrait, and that marble statue now presented to your view, and when numerous addresses were presented to me from various literary, scientific, religious, scholastic, and other learned societies, so totally unexpected and unlooked for, they were really almost enough to turn my head. I, however, trust and hope that I have had ballast enough to maintain my equilibrium, and that those honours have neither made me presumptuous nor vain. Although my mind is not stored with that literary lore which is possessed by many of the noblemen and gentlemen present, and although I have not the tact, the talent, nor the memory to bring forward such arguments and illustrations as will impress upon the minds of all the inestimable value of knowledge, I, nevertheless, feel strongly that the cultivation of our intellects by every means in our power contributes to our happiness and makes us more respected and more useful to those around us. Idleness is the greatest misfortune that can befall any man; but those who are fond of reading, if they have no other pursuit, never can be idle. We ought to encourage boys to read well-selected, moral, and amusing books. It is of much importance, as it leads them to look to biography, travels, and history, and paves the way to a taste for the arts and sciences, every step in which gives pleasure and prevents listlessness and idleness. The want of invigorating and rational amusements at proper seasons, and useful employment, too frequently leads to immoral and vicious pursuits, and I think we must all feel that a well-selected library aids in preventing these evils. No matter in what position in life a man's lot is cast, the better informed he is the more he is respected, and the more he influences the circle around him. What would the power and social position of England be without our commerce? Where would commerce be without some knowledge of political economy, the aid of the chemist, the botanist, the mechanic, the engineer, and others, who, with persevering industry, cultivate the arts and sciences? Civilization is greatly indebted to those gentlemen. Without their aid we should be little better than the untutored Indian, who lives from day to day on the precarious resources of the forest, and who knows nothing of the comforts and conveniences of a civilized life. When I had the honour of addressing you in this hall, on the day of laying the foundation stone of the library, I expected we were on the eve, through the means of the Atlantic telegraph and science, of being brought into hourly communication

with the Western World. The problem has been solved, which is an important fact, of our having sent messages 2,800 miles through the Atlantic Ocean, as 300 communications were made between the New and Old World by the servants of the company, before the cable, from some cause or other, was so injured that it gradually ceased to speak. I still hope, as experiments are being made by the united talents of America and Europe, we may soon find a cable that will meet the duty it has to perform, and enable us to communicate with our transatlantic friends as rapidly as we do with those in London or Edinburgh. Every day is bringing to light some new discovery. Had we possessed the knowledge fifty years ago, which geologists have now acquired, many bitter disappointments would have been prevented, and much treasure have been saved, in looking for coal and other minerals where none are to be found. I am sanguine that the library and museum, from the valuable works which will be found there, will contain information that will prevent much loss of time and many of these disappointments to our thoughtful and inquiring people, as there they will have an opportunity of referring to the specification of all existing patents, and more or less information on every subject interesting to mankind. And the five literary and scientific societies, which have grafted on the museum in the course of its erection, cannot fail to turn to the best account the knowledge that is contained within its walls.

THE NECESSITY AND ADVANTAGE OF EDUCATION.

The great advantage of education is shown in every movement of our lives. Officers of the army and militia, whose duty it is to inspect the drilling of uneducated recruits, are very much struck with the rapid progress that educated volunteers have made in the knowledge of their duties in so short a period. The time has happily gone by when it was considered dangerous to instruct the people. Nothing is more satisfactory than to see how knowledge enables the labouring classes to understand and appreciate the advantages that they and their country derive from improved machinery. The more we are instructed, the more we value the advantages we possess over every other nation, and the less we are exposed to any misunderstanding among ourselves. Every day we live we see the importance of putting within the reach of the masses the means of getting instruction. It is a most important element in securing to us the freedom of the press and of discussion, and that knowledge which is necessary to amend our laws and to convince all of the advantages of a constitutional Government; I do not believe that there ever was a period in the history of this country when we were a more united people, and more determined to support the honour and dignity of the nation and the stability of the throne, now occupied by our virtuous and illustrious Queen, who sets a good example to every crowned head in the world. Mr. Brown then proposed as a toast, "The House of Stanley," and in doing so expressed his regret that the head of that house, through serious indisposition, was unable to be present. The toast was drunk with loud cheering.

Lord Stanley, in rising to respond to the toast, was hailed with loud and continued applause. When silence was obtained he proceeded to say, that he felt great pleasure in returning thanks for the honour which had been done to the house of which he was a member. If anything could add to the value of the compliment it would be from the circumstance of its having been proposed by a gentleman whose proud public position all envied. He need not make his father's excuses for absence, for all knew the reason of that absence. Ill as he had been, however, he could assure all present that no one felt more cordially in sympathy with the objects of this meeting, or with more cordiality applauded the purpose for which Mr. Brown had devoted his energies. (Cheers.) Long before the subject of a public library was mooted, and while the late Lord Derby was busied in collecting specimens of natural history, which in their collected form now held a place in the building, the gift of which to the public they had inaugurated that day, it had been a subject of deep consideration and of cordial agreement between him and his immediate successor as to its immediate destination. Both had agreed that no place was so fully entitled to the advantages to be derived from such a collection as the town of Liverpool, to which the House of Stanley owed so much. The carrying out of the intentions connected with that institution in its fullest extent had devolved on others, and he was proud to find that it had devolved on one of Liverpool's townsmen.

Mr. Bagley, M.P., proposed as a toast "The House of Lords and Lord Brougham."

Lord Brougham, on rising, was received with a perfect storm of cheers and applause. On its subsidence his Lordship proceeded to say he felt fully persuaded of the absolute necessity of the House of Lords as a means of maintaining that form of government under which alone true liberty can be enjoyed. Some parties complained of the aristocracy; his belief was that without the aristocracy we

had no chance whatever of having a mixed constitution which would preserve the liberties of the people.

The Mayor here intimated that a donation towards the library had been received from Mr. Joseph Shipley, a partner of Mr. Brown, to the extent of £1,000. (Cheers.)

Other toasts followed, and at a late hour the party broke up.

II. HARVARD COLLEGE ZOOLOGICAL MUSEUM.

In November last a very fine Zoological Museum (which originated with Professor Agassiz) of Harvard University, was opened at Cambridge, Massachusetts, with appropriate ceremonies. From a Boston paper, kindly forwarded to us, we make the following extracts relating to the interesting event:

CIRCUMSTANCES CONNECTED WITH THE FOUNDING OF THE MUSEUM.

As a preliminary we select from Professor Agassiz's statement regarding the founding of the museum, the following. He says:

When I came to this country in 1846, I had no thought of staying here. I had come upon an invitation of Mr. John A. Lowell, to deliver a course of lectures before the Lowell Institute. I had taken leave for a year and a half from the college of Neuchatel, with which I was then connected, and it had pleased the King of Prussia, at that time Prince of Neuchatel, to grant me the means for a scientific exploration of some parts of this continent. I had not been much more than a year here, when the convulsions which disturbed Europe led me to consider seriously how far it would be advisable for me to return to my native country, or to prolong my stay in America. While I was hesitating, the late Honourable Abbott Lawrence one day called upon me, and explained to me confidentially his plans respecting the foundation of a Scientific School in Cambridge, relating that it would be an additional reason for him immediately to carry out his intention, if I should accept a professorship in that school. I did not feel at liberty to decide before having obtained a regular discharge from the College with which I had been connected for fifteen years. This was, however, granted in the most considerate manner, and in the spring term of 1848 I entered upon my duties as Professor of the Scientific School—a post which I still hold.

One of the most tempting inducements I had for staying in America was the offer to me by the Superintendent of the United States Coast Survey, to avail myself of the facilities afforded by the different parties carrying on the work of the survey, to visit in person the coast and collect the animals living along our shores, with most accurate indications respecting the nature of the bottom on which they are found, the depth at which they occur, and other information for which naturalists sigh, without having frequent means of obtaining them. To these facilities I owe part of the most valuable information I have been able to obtain in my life.

Placed as I was at the head of a new department of public education, I had now to make the necessary collections for my instruction, as none existed in the University; and during my vacations I visited successively, for that purpose, our Southern and Western States, delivering lectures on my way to defray the expenses necessary to make extensive collections, which to me were very heavy, as I never had any thing but what I earn from year to year.

In 1852 the Treasurer of Harvard College obtained by private subscription the sum of \$12,000, amounting to the expenses I had thus far incurred, to secure as property for the University the collections I had brought together. With these new means at my command and some additions, obtained in the same way as in former years, I have gone on enlarging the collection until, by a succession of fortunate circumstances, a movement was started to found a public museum.

Nearly two years ago Mr. William Gray presented to our University the sum of \$50,000, left by his uncle, the late Hon. Francis C. Gray, to found a Museum of Comparative Zoology, without determining the institution to which it should be granted, but leaving to his executor the final disposition of his generous bequest. With such a basis of operations it was at once plain that the usefulness of the Museum of the University should be extended beyond what had been thus far contemplated, and that perhaps a great establishment might be founded, if the public in general could be interested in it. With this impression, a committee of gentlemen was formed at the suggestion of the committee annually appointed to examine the condition of the Scientific School, and in a surprisingly short time the sum of \$75,000 was raised by private contributions, with the view of erecting a suitable building to receive and preserve the collections then on hand.

A munificent grant of \$100,000 was also made by the Legislature in accordance with a recommendation of His Excellency, Governor Banks, in his message to the General Court. The nascent institution was thus endowed with \$225,000, and it became necessary to organize

a permanent body to administer its affairs. A law was passed to that effect by the Legislature in the summer session of 1859, and an agreement having been entered upon with the corporation of the University, the College ceded to the Board of Trustees their collections and a piece of land of about five acres upon which to erect the building of the Museum, reserving to the Professor of Zoology and Geology the administration of the collections under the direction of a special faculty, while the whole became public property as an independent institution under the direction of the Board of Trustees. * * *

WHAT A ZOOLOGICAL MUSEUM SHOULD CONTAIN.

I beg leave to make some remarks upon the organization of museums in general. This is the more necessary since, in many respects, ours will differ essentially from all the others thus far completed, and this difference will also explain the name it bears. A Zoological Museum should contain every thing relating to the history of the animal kingdom; but in practice and owing to the circumstances under which our science has reached its present condition, Zoological collections consist chiefly of adult specimens of the animals now living upon earth. The remains of extinct types found as fossils in the strata forming part of the crust of our globe, are generally collected separately and arranged by themselves, or kept in distinct museums, and even united with the geological and mineralogical cabinets. This should not be, and every year makes it more urgent that the collections of fossils should be combined with those of the animals now in existence, as they cannot be accurately identified without a direct comparison with one another. Some of the most mistaken views now prevailing in our science would long ago have been abandoned, did the great museums now existing contain such combined collections of fossil and living animals. * * *

COMPARISON WITH SIMILAR MUSEUMS IN EUROPE.

I have often been asked how our museum now compares with similar institutions abroad? To answer this question with precision, I may be allowed to say a few words of the different kinds of zoological museums now existing. In Europe every University has its scientific collections, generally limited to the wants of the Professors in their courses of lectures, and therefore more or less extensive and arranged with more or less care in proportion as the teachers themselves are more or less eminent in their scientific attainments. Besides these University Museums, there are scientific collections in most of the large cities, the best of which are in those capitals which are at the same time the seats of Universities, as Berlin, Vienna and Munich, with which Frankfort may compete, though it has no University. Above all these stand the Jardin des Plantes and the British Museum, both on account of their extent and their scientific importance. And yet it should not be forgotten that now and then private individuals have succeeded, by an exclusive devotion to some one special subject, in making special collections unrivalled by the great public museums. Such is the collection of shells of Mr. Cummings in London, and such was the collection of birds of Temminck before it was incorporated in the Museum of Leyden. Now I can fairly say that we have outrun all the museums of the European Universities, excepting those placed in large capitals, and that among these we would probably occupy the ninth or tenth place, but we are still at an immense distance from the two greatest museums now existing; even though for the class of fishes I am sure we have only two superiors, and probably none for that of Echinoderms and Corals. If we are ever to gain any further advantage over other museums, I see only two ways of doing it—one is to buy up the special collections made by private individuals, which may be for sale from time to time, and the other to send able explorers to parts of the world thus far little known, which may be done very cheaply in furnishing the means of travel to young enterprising naturalists. * * *

POSITION OF SCIENTIFIC MEN IN AMERICA.

Now, gentlemen, the position of men of science in this country is not what it should be. I do not say that they do not enjoy all the privileges of all other citizens; they do enjoy them fully, the recognition science receives among us is gratifying in the highest degree. But how is it abroad? Singly the men who have distinguished themselves receive due distinctions, but they feel themselves isolated. They stand in the position of men with liberal ideas forced by circumstances to remain in a country destitute of free institutions. Such men may within their own souls live the life of the free, but their acts are doomed to be in accordance with the institutions of the land. So it is with our scientific men,—they must look to Europe for their reputation, because the institutions with which they are surrounded are not on a level with their own scientific attainments, they may be hailed abroad as men deserving recognition and receive it, but that recognition is not carried across

the ocean as a natural consequence of a position earned at home. If you will free your best men from that tantalizing position, raise your scientific institutions to a level with the foremost in Europe, that the American man of science may have the satisfaction of knowing, when visiting the Old World, that he is backed by the institutions he leaves at home. In so doing, you will gain another advantage—that of freeing yourselves from the importunities of those pretenders in science who surround themselves with a fictitious reputation, made up of newspaper articles, and supported perhaps by a correspondence with some tenth-rate scientific men in Europe, whom nobody knows in their native country. But these are, after all, subordinate considerations; for the intellectual world everywhere finds its natural level, and science is not knit with national prejudices. The founding of scientific institutions of the highest class is a worthy object for the ambition of an enlightened nation, and such institutions should be supported merely on the ground that they are an unmistakable sign of a higher culture. It is to science the world is indebted for a growing insight into the forces of nature—to it we owe the first glimmerings of the light illuminating the plan of the creation. The revelation which is dawning upon mankind from the study of the phenomena of nature cannot fail to bring his intelligent children nearer to their Creator. What more elevating inducements could be mentioned to foster such studies? And America has a rising generation of scientific students eager to enter into the race for the advancement of knowledge. The means wanting to reach such a result are few and simple: encourage scientific explorations in every part of the world, provide for the means of publishing the results so obtained, secure to your country the scientific collections of eminent men whom unfavorable circumstances may induce to part with their dearly earned and precious harvest of specimens, and never leave a useful undertaking to languish from want of support. To my young friends I would give a last advice: be industrious, be patient, and do not snatch at a crown before you have fought and won your battle!

EXTRACTS FROM PRESIDENT FELTON'S ADDRESS.

Cornelius C. Felton, LL.D., President of Harvard University, delivered an address, from which we make the following extracts:—I cannot but regard this occasion as most auspicious to the progress of knowledge, not only in our country, but in the world. The members of our University justly consider the founding of such a museum as a great event in the history of Harvard. No doubt it will increase the means of intellectual cultivation enjoyed by the University to a large extent, and in a department of the highest interest and importance. They rejoice in its achievement, not only for this reason, but chiefly on account of its larger relations to the commonwealth and to mankind. They see in it a means of drawing hither ardent and aspiring youth, fired with the sacred love of Nature, who shall in due time go forth bearing with them over the land the lights of science. They see in it the means, under the noble provisions of the law, of acting directly upon the public and popular instruction of the State, by opening its priceless treasures, and the living lessons of master minds—present and future—to the great body of Massachusetts teachers, men and women. They see in it the means of adding day by day to the sum total of the world's knowledge. * * * A museum of Comparative Zoology is a chapter in the history of Creation. It is a significant, though accidental, fitness of arrangement, that this establishment stands front to front with the Theological School of the University, God's Word and God's works mutually illustrating each other. We accept the omen: it is propitious to science, morals, religion. The University was consecrated in the beginning to the Truth, as the highest aim of education. Science, letters, art, Christian morals and manners, come within the generous scope of the founders, and the noble array of benefactors who have built it up to its present height of usefulness and renown. The laws of nature and the forms of life, no less than the messages of prophets and the evangel of apostles, are revelations of God, to be reverently studied by man.

EXTRACTS FROM THE ADDRESS OF HIS EXCELLENCY GOVERNOR BAKER.

The keys of the museum having been delivered to the Governor of the Commonwealth as President of the Board of Trustees, by Dr. Bigelow, Chairman of the Building Committee, he spoke as follows:—Mr. Chairman,—I am authorized to accept the keys of the museum, as the symbols of the legal possession of the building on the part of the Board of Trustees. * * * To investigate and determine the circumstances and conditions of animal life; to dissect and compare the organs, through the agency of which animals exist; to trace their effects upon the habits, capacities and destiny of the creatures themselves; to arrange them in groups upon principles of similarity of structure and function; to ascertain the laws that regulate their distribution over the earth's surface; to show the services they render and the uses they subserve in the

general economy of nature; their adaptation to purposes and their possible contribution to the necessities and luxuries of domestic life; their importance to commerce, manufactures, and arts; and the advantage of this species of knowledge in every department of education—these things constitute a branch of natural science that challenges attention, that justifies labor, and compensates for great individual sacrifices and large public expenditures. * * *

DEFECT IN THE METHODS OF SCHOOL AND COLLEGIATE INSTRUCTION.

It is hardly to be denied—and it were scarce an advantage if denial were possible—that a feeling is creeping upon the minds of men and scholars, not merely of indifferent but interested men, that our methods of school and collegiate instruction are not in all respects best calculated to develop the superior qualities of body, mind, or conscience. It is a problem as ancient as civilization, whether acquired or native powers are more valuable, and the policy and theory of education or non-education are sometimes made to depend upon supposititious advantages of one or the other of these powers. A similar diversity of opinion grows out of what is called self-culture, as compared with that conferred by educational institutions; or, in other words, that which comes early in life, with most favored opportunity, or that which comes limping later, with such advantages only as accident vouchsafes. It is error, in my judgment, that identifies education exclusively with acquired information, or contrasts acquired capacity with natural powers, as evincing the utility or non-utility of scholastic institutions. That men may misapprehend its nature and abuse its privileges is apparent. To regard mere acquisition of fact, the treasures of attainment as education; to seek the culture of the mind at the sacrifice of bodily vigor; to estimate memory as the equivalent of the powers of observation, analysis, and the faculty of reason; to consider, because a young man has won collegiate honors, and is therefore qualified for every pursuit of life, useful or ornamental, that he is for that reason disabled for any pursuit, except a few overcrowded professions, is both to misapprehend the nature and abuse the privileges of true education. But these things, so common among us; so correctly demarcating the line between what is called self-education and other education, if such a thing were possible, are no more the result of a true system, than—to borrow a bill of fare from Emerson—"the flesh of dried grass and the broth of old shoes" constitutes high living. The error, rather of practice than of theory, is that we identify education with attainment, and rely almost exclusively for instruction upon the contents of books. It is assumed that students know something because they are taught that other men know something. Men think they see, when in fact they are only looking on. If the acquisition of facts were the exclusive object of education, books would be a safe reliance, provided that the first men were authors. But in our age, the first men make newspapers, steam engines, arguments, street railways; they plant cities, command armies, give new powers to empires, solve problems of life and death, have little time to read, much less to make books. I welcome the creation of the museum because it opens to its students the book of Nature. Reading and writing are important to them because they are enabled thus to ascertain what was known before them, and to record their own discoveries and additions to the stock of human knowledge. Observation and comparison are their reliant powers. When a student contemplates a naked stone placed in his hand until he is able, by study, to discover its laws and analyze its character, new faculties of mind are given him which our theories of education never contemplated.

Mr. Kohl tells us of a picture in one of the Florentine galleries, which represents a monk seated in one of the cells of a monastery, intently gazing upon a black letter volume, his hands resting upon its pages. Not a ray of light makes darkness visible, until, from intensity of study alone, from his finger's end gradually breaks a faint glimmer, which gradually strengthens, until the black letter page returns the reflection, the folds of his garment become translucent, and the cell is filled with the light of his intellect. This is education—the education of the faculties. It proceeds from the student to the work, and does not come from the book to the man. An institution in which this theory of instruction is daily practised, which is frequented by students of the University and teachers of the Public Schools—which cannot fail to become the model of scientific establishments on this continent, and will equal, if it does not surpass, the renowned Museums of Europe—must renovate the customs of other institutions, and contribute to establish the true theory of mental culture. Its pupils—like Humboldt and Agassiz, Fremont, Arago, and Bache—will become a part of the scientific and intellectual development of the age, and each become in his time a type—

"The first fiery soul
That makes a low name honorable,
They who take it by inheritance alone,
Adding no brightness to it,
Are like stars seen in the ocean,
That were never there but for
Their bright originals in heaven."

From such a system of education, pervading families as well as colleges and schools, we may hope to attain the highest advantages of popular intelligence—accustomed to contemplate the subtleties of nature, which, as Lord Bacon says, "so far exceed the subtleties of sense and intellect;" our scholars will avoid the errors of the scholastic age, and our people escape the quicksands of prejudice and error that have swallowed so many of our predecessors. Our reliance is in the virtue and intelligence of the people, and not in constitutions nor in schools, nor in great men, alone.

Rome had her orators and her statesmen. Greece had her academies of learning and her schools of philosophy. Erudition poured forth her treasures to the multitudes in the groves and public walks. Philosophy unburdened her mind of its richest stores, in the streets and in the forum. The great of the age, Homer, Demosthenes, Cicero, Cæsar, answered in person the many-voiced call, and spoke face to face with the giant multitude. They had their constitutions and their laws, whose theoretic simplicity won the emulation of ages. The sister arts, poetry, and painting, music and sculpture, hand in hand with the lore of the schools and the progress of the sciences passed from perfection to perfection, approaching the standard of ideal excellence and transcending the fame of after ages. Yet Greece and Rome, as free governments, lasted but for a day. The fair form of a fictitious Republic arrayed in the panoply of freedom—adorned by the elegancies of the arts and protected by the supernatural powers of their philosophy—could not long withstand decay. The frail but beauteous vesture could not hide her mortality. The edifice had no sufficient foundation. The vesture of the people—the soul—was wanting. Who does not pray that America may escape a like desolating end? Who does not welcome an institution, in the benefits of which so many participate, that opens new avenues and new methods for the discovery of the truth? * * *

As President of the Board of Trustees, by virtue of the office I hold, one of the most satisfactory acts of my administration, in the name of the trustees representing the Commonwealth, the University, and the donors; in the presence of this assembly, I dedicate the Museum to its uses and the cause of Natural Science! May it enlist the continued support of the wise and the affluent! May it promote learning, and strengthen the Christian faith! May it honour the cause of Science, the Commonwealth of Massachusetts, the Institutions and People of America!

III. BOTANICAL SOCIETY OF CANADA.

EXTRACTS FROM THE ADDRESS OF THE REV. DR. LEITCH, PRINCIPAL OF QUEEN'S COLLEGE UNIVERSITY, KINGSTON.

At a meeting held in Kingston on the 7th of December to organize a Botanical Society of Canada, an address was delivered by Rev. Dr. Leitch, (the newly appointed Principal of Queen's College) from which we make the following extract:—"Universities (he said) do not discharge all their functions by merely teaching the acknowledged truths of literature and science; it is a part of their duty to organize and instigate original inquiry in the different departments of knowledge. Systematic research must not only be directed, but, to a large extent, carried out by the personal labour of those who are connected with Universities. This is especially the case in a comparatively new country, where amateur labourers are few, and scientific appliances not generally available. In a new country the prosecution of scientific research is needful, for various reasons; we have here commenced at the right point. Industrial production and commerce are all-important to a new country; and botany, as now pursued, yields to no other science in its bearings on field industry and other useful arts of life. The country, too, is comparatively unexplored. * * * In old countries a botanist may long pursue his studies, not indeed without great benefit to sciences, but without having his labours rewarded by meeting with anything new, with plants that had not been collected and described by his predecessors in the science. But here there is room for new discovery; the student may go forth to the woods, and hope, sooner or later, to set eyes upon a plant which no human eye has seen before. His name, it may be, will become associated with it, and thus a permanent record of his discovery will be inscribed in the book of science. All sciences have not such advantages; some have not the same direct appeal to commerce: some may be as well pursued in other countries as in Canada, and thus do not present the same attraction to the Canadian resident, who desires to extend the sphere of knowledge. An Astronomical Society, for example, would not have the peculiar advantage of a Botanical Society in a country like this. Referring to the interest manifested in the object of the meeting, Dr. Leitch alluded to the early history of the scientific societies in other countries. The Royal Society of London and other leading scientific institutions in Europe began at an early period, under humble auspices, and with unambitious objects. They gradually increased as science progressed, and a taste for it diffused;

and so it will be with the Botanical Society, if we do not at the first attempt too much. It may be said that now is scarcely the time to commence a Botanical Society, that the country is not yet far enough advanced, that botany is not sufficiently studied, to warrant the establishment of a Botanical Society. It is true that botany has been neglected in this country. But there is a patriotic feeling rising up in Canada, which is especially strong in the youth of the province, and every well-wisher of Canada must be delighted to see it. Here then is an opportunity, by the establishment of this Society, to wipe off a reproach that has long hung over the country, by prosecuting a path of research that has been neglected. The proper method, then, is to begin early, to engage in the work, and the Society will progress, increasing not only our botanical knowledge, but fostering the taste for its study. Thus, as the science progresses among us, the Society will extend, so that we may hope in time to see the germ which we this evening cast into the soil grow up into a goodly tree, spreading its branches over the length and breadth of Canada, which is yet destined to be a great country.— See page 14.

EXTRACTS FROM THE ADDRESS OF PROFESSOR LAWSON.

After referring to the prosecution of botanical science as at a low ebb in Canada, he said: At the close of the eighteenth century only five dissertations on botanical subjects had been published by the whole medical graduates of the great continent of America. Since then the indefatigable labours of such men as Michaux, Torrey, Harvey, Curtis, Boott, Engelmann, Tuckermann, Sullivant, Lesqueux, and especially of one whose name and fame rise above all the rest, Asa Gray, have brought our knowledge of the botany of the United States on a level with that of the best botanized countries of Europe. The Flora of Canada has also been elaborated since then by one who still presides over the destinies of botanical science, not in England alone, for the authority is recognized wherever the science is pursued. But during a period of nearly thirty years very little has been added to our published knowledge of Canadian botany. Information respecting our indigenous plants must still be sought in the work of Sir William Hooker, issued from the Colonial office in England in 1833. That work, founded as it necessarily was, on dried specimens carried home by passing travellers, afforded to the botanical world an admirable example of how much could be made out of slender material when in good hands. Unimpeachable as a work of science, unsurpassed in the whole range of botanical literature in the accuracy and beauty of its illustrations, the *Flora Boreali-Americana* afforded the means of developing still more fully a knowledge of the Canadian Flora. The North American Flora of Torrey and Gray, and the Manual of the Botany of the Northern States, afforded additional temptations to the pursuit; but advances have not been made commensurate with the advantages that were offered; we have still, therefore, the singular anomaly of a country distinguished by its liberal patronage to science, dependent for its information respecting its native plants on the descriptions of specimens culled by early travellers. * * * We already possess in Canada several important scientific societies in active operation. While the Canadian Institute is of a comprehensive character, embracing all branches of science, literature and philosophy, the special department of geology is amply cultivated by the Natural History Society of Montreal, which has also, however, made valuable contributions to zoology and botany. In addition to such institutions as these, we have, of still more special character, the Government Geological Survey, which has been instrumental in carrying out investigations of the greatest importance to the country, whether their results be viewed as intellectual achievements or as contributions to material industry. It is proposed that our Society shall have for its object the advancement of Botanical Science in all its departments,—Structural, Physiological, Systematic and Geographical; and the application of Botany to the useful and ornamental arts of life. * * *

IV. THE EDUCATIONAL MUSEUM, UPPER CANADA.

From the Report of the Chief Superintendent of Education for 1859.

This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect and scarcely secondary to the direct means of training the minds and forming the taste and character of the people. * It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums of Europe, including busts of some of the most celebrated characters in English and French history; also copies of some of the works of the great masters of the

* See my Annual Report for 1857, in which is a full detail of what is done in England in this respect.

Dutch, Flemish, Spanish, and especially of the Italian schools of painting. These objects of art are labelled, for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people; and the opinion is, at the same time, strongly expressed, that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of school grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means of models, objects and publications, collected in a Museum, in connection with this department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling, &c. A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum in London.

V. ACADEMY OF ART, ST. LOUIS.

As showing the flourishing state of Art in the West, it may be stated that the Western Academy of Art, in St. Louis, has just completed a gallery for its accommodation, and opened an exhibition of nearly five hundred works of art.

VI. LIBRARY HALL AT THE CAPE OF GOOD HOPE.

While at the Cape of Good Hope, Prince Alfred laid the foundation stone of the Sailors' Home and inaugurated a new Library-hall, where Sir George Grey delivered an address, which was answered on the part of the public by the Attorney General.

VII. CATALOGUE OF FRENCH MUSEUMS.

A catalogue is being made by authority, of all the objects of art in the numerous French museums and palaces. The number already reached amounts to 40,000. A second catalogue is to follow of the paintings and sculptures in the public buildings of France—churches, convents, hospitals, town halls, &c.

VIII. MUSEUM OF ANTIQUITIES IN EGYPT.

The Pasha of Egypt is establishing a magnificent palace, built of French cast iron, for a museum of antiquities, to be filled with relics of antiquity found in Egypt, in the execution of which 2,500 men are now employed under the direction of Mariette, the French archæologist.

IX. INTERESTING EGYPTIAN DISCOVERIES.

Dr. Simonidez announces the discovery in the Egyptian Museum of Liverpool, of the following papyrus manuscripts:—

1st.—A portion of eight chapters of the Book of Genesis, written on papyrus in the Alexandrian style of Greek capital letters, which, from the purity of the text, and the quality of the papyrus, (being first class, and that called sacred,) I conclude to belong to the first century before Christ.

2nd.—The Ten Commandments, written in Greek and Egyptian Demotic characters in parallel columns, belonging also to the first century before Christ.

3rd.—The Voyages of Annon, King of Carthage. This MSS., is more correct than any yet known, and bears evidence of being written about the same period as the foregoing, viz.: the century before Christ.

4th.—The first page of a work by Aristæus, written in the first century after Christ.

5th.—A fragment containing a few lines of ethical writings from the Oracles of Zoroaster Magus, of the first century after Christ.

6th.—Fragments of historical writings, author unknown, but very interesting, from the fact that they contain historical and geographical information never yet known. Written about the second century after Christ.

JOURNAL OF EDUCATION,

Upper  Canada.

TORONTO: JANUARY, 1861.

CALENDAR FOR THE YEAR 1861.

1861.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.	1861.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
JANUARY... (31 days.)	6	7	8	9	10	11	12	JULY (31 days.)	7	8	9	10	11	12	13
	13	14	15	16	17	18	19		14	15	16	17	18	19	20
	20	21	22	23	24	25	26		21	22	23	24	25	26	27
	27	28	29	30	31				28	29	30	31			
FEBRUARY... (28 days.)	3	4	5	6	7	8	9	AUGUST..... (31 days.)	4	5	6	7	8	9	10
	10	11	12	13	14	15	16		11	12	13	14	15	16	17
	17	18	19	20	21	22	23		18	19	20	21	22	23	24
	24	25	26	27	28				25	26	27	28	29	30	31
MARCH (31 days.)	3	4	5	6	7	8	9	SEPTEMBER.. (30 days.)	1	2	3	4	5	6	7
	10	11	12	13	14	15	16		8	9	10	11	12	13	14
	17	18	19	20	21	22	23		15	16	17	18	19	20	21
	24	25	26	27	28	29	30		22	23	24	25	26	27	28
	31								29	30					
APRIL..... (30 days.)	7	8	9	10	11	12	13	OCTOBER .. (31 days.)	6	7	8	9	10	11	12
	14	15	16	17	18	19	20		13	14	15	16	17	18	19
	21	22	23	24	25	26	27		20	21	22	23	24	25	26
	28	29	30						27	28	29	30	31		
MAY (31 days.)	5	6	7	8	9	10	11	NOVEMBER... (30 days.)	3	4	5	6	7	8	9
	12	13	14	15	16	17	18		10	11	12	13	14	15	16
	19	20	21	22	23	24	25		17	18	19	20	21	22	23
	26	27	28	29	30	31			24	25	26	27	28	29	30
JUNE (30 days.)	2	3	4	5	6	7	8	DECEMBER.. (31 days.)	1	2	3	4	5	6	7
	9	10	11	12	13	14	15		8	9	10	11	12	13	14
	16	17	18	19	20	21	22		15	16	17	18	19	20	21
	23	24	25	26	27	28	29		22	23	24	25	26	27	28
	30								30	31					

NUMBER OF TEACHING DAYS, 1861.

<i>County Grammar Schools.</i>			
January	19	July	0
February	20	August	15
March	16	September	21
April	20	October	23
May	21	November	20
June	20	December	15
Total	116	Total	94

<i>Common Separate Schools.</i>			
January	22	July	23
February	20	August	12
March	20	September	21
April	22	October	23
May	23	November	21
June	20	December	16
Total	127	Total	116

OFFICIAL REPLIES OF THE CHIEF SUPERINTENDENT OF EDUCATION, TO LOCAL SCHOOL AUTHORITIES IN UPPER CANADA.

In continuation of the Chief Superintendent's Official Replies to letters of Local School Authorities, involving questions and proceedings under the School Law, published in former numbers of the *Journal of Education*, we insert the following, which have been selected from hundreds of answers which have been sent out from the Department.*

No. 1. RIGHTS AND DUTIES OF RURAL TRUSTEES.

Regulations in regard to Holidays and Vacations.—No person or persons have anything to do or decide in a school section, as to how long the school shall be kept open, and how much shall be paid the Teacher, and for how long a time, but the Trustees who are elected and invested with the corporate powers of the Section, for those purposes.

2. But neither the Trustees or Teacher, nor both together, have any right to over-ride or disregard the General Rules and Regulations authorized by law. It is not, therefore, lawful for the Trustees and Teacher to agree to teach school during the legal holidays or vacation, and to close the school during legal teaching days. No return or apportionment can be permitted for teaching the school on legal holidays; and for every legal teaching day the school is closed, a corresponding deduction must be made in the returns and apportionment. If the returns are not made in accordance with the legal regulations and official instructions, both Trustees and Teacher are liable to fine and punishment for making false returns in order to obtain a larger portion of the School Fund than they are legally entitled to.

3. The legal School year cannot close earlier than the Friday before Christmas.

4. The times and length of the vacations and holidays, and of the teaching days, and the length of the School year, and the number of teaching days each month in the year, are for the benefit of the whole people, and cannot be chopped and modified for the sake of an individual Teacher or Trustees.

5. The legal Regulations do not allow anything to be apportioned to a School for teaching during any of the legal holidays, or to any Teacher for teaching during any of those days; nor have the Trustees authority to levy and collect rates for the payment of a Teacher for teaching on unauthorized days.

6. In the half-yearly returns and in the printed Manual of School Laws and Regulations for Trustees, page 13, you will find the number of legal teaching days during *each month of the year.*

The Saturday Holiday must be observed.—A Teacher is as much authorized and bound by law since May last, to allow the pupils to rest from School every Saturday, as he was before required to allow them every other Saturday. Did he not now allow every Saturday as a holiday, the Trustees might complain of him for not conducting his School according to law, but not if he complies with the law. Both Trustees and Teachers, and all agreements between them, are subject to the law as made or amended by the Legislature.—(See *Journal of Education* for July last.)

Using the School House for Public Meetings, &c.—If there be a provision in the deed of a site on which the school house is built, requiring the Trustees to open it for all kinds of public or religious meetings, then, in case of refusal to do so, applica-

* Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases where so many letters are received (nearly 700 per month) on various subjects.

tion can be made to the Superior Courts, if it be thought desirable, to compel the Trustees to give effect to that provision of the deed. But if there is no such clause in the deed, the Trustees have discretionary power to open or close the house to whom they please, and upon such conditions as they please. Whatever individuals may have said at the time of building the house as to the uses to which it might be applied, imposes no legal obligation upon the elected Trustees for the time being.

2. Strictly speaking, the Trustees have no legal power to permit their school house to be used for other than school purposes, but usage has invested them with a sort of discretion in that respect: but if they should abuse their trust, an application may be made by any dissatisfied party to the Court of Chancery for an injunction to compel the Trustees to confine the use of their school house to school purposes, though no mandamus from the Queen's Bench would likely be granted to compel the Trustees to allow it to be used for other than school purposes, unless provision be made to that effect in the deed.

Use of the School House for Night Schools.—The Teacher has charge of the School house in behalf of the Trustees, and has no authority to use the School house other than as directed by the Trustees; nor to make or prevent the use of it at any other time than during school hours, without the sanction of the Trustees. But with the permission of the Trustees, I think it very desirable, whenever practicable, for the Teacher to have a night school for advanced pupils, and for those who cannot attend the day school, and for which he could, of course, receive fees from the pupils as in a private school,—allowing duly for the fuel, &c., used in the evening school.

Unauthorized Books.—Penalty.—If Teachers employ text-books not authorized to be used in the Schools, such Schools are not entitled to the School Fund apportioned to them, as they are not conducted according to law; nor can any foreign book be used in a School, without such School forfeiting its right to share in the School Fund. The great evil in the country schools in the State of New York, is the multiplication of text-books, according to the fancy of each Teacher or his agreement with some bookseller,—parents being called upon to buy new books as often as they get new Teachers,—an evil which we have studiously guarded against in Upper Canada. Trustees and Teachers should observe that the School Act declares that no foreign books in the English branches of education shall be used in any Model or Common School, without the express permission of the Council of Public Instruction. The School Act also provides that the Council of Public Instruction shall examine, recommend, or disapprove of text-books for the use of Schools; and further, that no portion of the Legislative School Grant shall be employed in aid of any School in which any book is used that has been disapproved of by the Council.

NOTICE TO CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.—In addition to the subjects heretofore prescribed in the programme for the examination of Candidates for Grammar School Masterships, it may be proper to state, that the first book of Ovid's *Fasti* was added last year, it is now one of the regular subjects of examinations.

SCHOOL MANUALS.—The School Manual, now passing through the press, will shortly be sent out to the County Clerks for distribution, through the Local Superintendents, without further application to the Department.

BLANK FORMS OF REPORTS.—The Blank forms for Trustees annual and semi-annual reports were sent last November to the Local Superintendents, through County Clerks, as notified in the *Journal* for that month. The blanks for the Local Superintendents own reports have been sent out this month.

XI. Papers on Practical Education.

1. ENGLISH GRAMMAR VERSIFIED.

1. Three little words you often see,
Are Articles—*a, an* and *the*.
 2. A Noun's the name of anything,
As *school* or *garden*, *hoop* or *swing*.
 3. Adjectives tell the kind of Noun,
As *great*, *small*, *pretty*, *white* or *brown*.
 4. Instead of Nouns the Pronouns stand—
Her head, *His* face, *your* arm, *my* hand.
 5. Verbs tell of something to be done—
To read, *count*, *laugh*, or *jump* or *run*.
 6. How things are done the Adverbs tell,
As *slowly*, *quickly*, *ill*, or *well*.
 7. Conjunctions join the words together—
As *men and* women, *wind or* weather.
 8. The Preposition stands before
A Noun, as *of* or *through* a door.
 9. The Interjection shows surprise,
As *ah!* how pretty—*oh!* how wise.
- The whole are called Nine Parts of Speech,
Which reading, writing, speaking teach.—*Mountaineer*.

2. CONDUCTING RECITATIONS—VALUE OF A CENTRAL DEPARTMENT OF EDUCATION.

TO THE EDITOR,—I chanced to see a number of the *Lower Canada Journal of Education*, and taking it up to peruse, my eye lit on a communication upon the subject I have named, which I found originated with the Inspector of Schools. Running it over I found the following topics treated of, viz:

1. Consider well the natural order of presenting a given subject.
2. Thoroughly understand what you attempt to teach.
3. Neglect not self-preparation.
4. Study your teaching-language, that you may be able to use it fluently and correctly.
5. Endeavour to make your instruction attractive and interesting.
6. Avoid a formal monotonous routine in teaching.
7. Be careful to use language which is intelligible to children, when an explanation is given.
8. Require prompt and accurate recitation.
9. In conducting recitations, the twofold object of instruction and educating children should be steadily kept in view.
10. What you teach, teach thoroughly."

These several thoughts were briefly, but pertinently elaborated. Under the last division these sentences occur:

"Whatever the subject of recitation is, bring all the powers of your mind and those of your class to bear upon it. Dive into the very head of it; and in presenting it to your class go round its entire circumference. But be sure that your class—heart and soul—is going along with you."

I give this specimen only to show the drift and tone of the Inspector's instructions. Coming from any other than an official source they would be received by the profession only as suggestions—to be considered or not as suited their pleasure or convenience. But emanating from the heart of the Department, the moral force of authority is added, which all teachers and subaltern officers are likely to feel in duty bound to respect. However negligent they may have been they are likely to bestir themselves, inquire into their own qualifications, and their manner of discharging their several duties.

The thought has led me to reflect upon the importance of having over our Common School System, an able, earnest, active head—one alive to the mental and moral welfare of our youth, capable of directing the public mind, and able to make his influence for good felt throughout the State. May we not hope that a future of this sort awaits the now dwarfed and famishing Common School interests of this State. The puny efforts of here and there a County Commissioner who knows his duty, and knowing, faithfully labors to do it; and the unsystematic, scattered, and casual labors of a few who love our youth more than gold, can accomplish but little compared with that which may be done under the electrifying and enervating influence of an able head, whose powers are wisely devoted to the vitalizing of our public schools.

Will you not call the attention of the public to this matter, and let us have an awakening, a wholesome "revival" upon this subject?
A TEACHER.

—*The Missouri Educator.*

3. ADVANTAGES OF ILLUSTRATION.

These are numerous and important, both to Teacher and Scholar.
1. *To the Scholar.*—Nearly all his faculties may be brought into play through illustration. If your illustration be verbal, he must, before he can comprehend it and make the subject of it his own, use his reasoning powers, his memory being required to retain the knowledge imparted. And here I would remark, that, as the pure verbal illustration requires the use of the conceptive powers of the children, it should seldom be used with young children, without the help of an object to train the perceptive faculties instead of the conceptive, as the too early development of these latter is often injurious to children. In illustrating by diagrams and sketches on the board, you may, besides perception, excite the powers of comparison and memory. One great advantage of illustration, both to Teacher and scholar, is, that every thing once well illustrated prepares the way for something higher; thus, besides pleasantly learning many facts, the road is smoothed for the pupil's further advancement.

To the Teacher.—Beside the advantage stated above, which the Teacher enjoys as well as the scholar, he will find his own faculties trained. To illustrate a subject properly it must be well understood; the condition and capabilities of the children for whom that subject is intended receiving their due amount of consideration, that the illustration may correspond in quantity and kind. The Teacher will also be exercised in the use and power of language, as his words must be well weighed, and "carefully chosen, before spoken."—*English Pupil Teacher.*

4. COUNTY GEOGRAPHY OF CANADA.

We would suggest to the conductors of the public schools the practicability of getting up a geography of their several counties, somewhat in this wise: Let it be required of every advanced pupil to write a description of his own village, town, or township; character of its surface, its hills, mountains, lakes and rivers; the character of its rocks and soil; its population, valuation and productions; leading employments of the inhabitants, and prominent features of its history. If then some places remain undescribed, let members of the school be required to supply the deficiency as well as they can from sources accessible. Then let these first attempts be filed for future examination, correction and addition, until the survey of the County is complete. If the grand result shall not be a large addition to the sum of human knowledge already attained, the exercise will be of very considerable profit to those who make the necessary inquiries and record the same in proper form.

5. CORRECT SPEAKING—VULGARITY OF SLANG PHRASES.

We advise all young people to acquire in early life the habit of using good language, both in speaking and writing, and to abandon as early as possible any use of slang words and phrases. The longer they live, the more difficult the acquisition of such language will be; and if the golden age of youth, the proper season for the acquisition of language, be passed in its abuse, the unfortunate victim of neglected education is very probably doomed to talk slang for life. Money is not necessary to procure this education. Every man has it in his power. He has merely to use the language which he reads, instead of the slang which he hears; to form his taste from the best speakers and poets of the country; to treasure up choice phrases in his memory, and to habituate himself to their use—avoiding at the same time that pedantic precision and bombast, which show rather the weakness of a vain ambition than the polish of an educated mind.—*R. I. Schoolmaster.*

6. SOWING WILD OATS.

In all the wide range of accepted British maxims, there is none, take it for all in all, more thoroughly abominable than this one as to the sowing of wild oats. Look at it on what side you will, and I will defy you to make anything but a devil's maxim of it. What a man,—be he young, old, or middle-aged,—sows, that and nothing else shall he reap. The only thing to do with wild oats is to put them into the hottest part of the fire, and get them burnt to dust, every seed of them. If you sow them, no matter in what ground, up they will come, with long, tough roots like couch-grass, and luxuriant stalks and leaves, as sure as there is a sun in heaven,—a crop which it turns one's heart cold to think of. The Devil, too, whose special crop they are, will see that they thrive, and you, no-

body else, will have to reap them; and no common reaping will get them out of the soil, which must be dug down deep again and again. Well for you, if with all your care, you can make the ground sweet again by your dying day.—*Tom Brown at Oxford.*

XII. Biographical Sketches.

No. 1.—SIR CHARLES JOHN NAPIER, K.C.B.

Sir Charles was the eldest son of the late Hon. C. Napier, of Merchiston Hall, N.B., and consequently grandson of the sixth Lord Napier, whose family has enjoyed the Barony of Merchiston for upwards of three centuries, and who was sixth in lineal descent from the renowned inventor of Logarithms. Sir Charles was born March 6, 1786, and entered the navy in 1799. In 1800 he was transferred to the Mediterranean station. Here he took part in several minor actions between this date and August 1808, when, in command of the Recruit brig, he had his thigh broken by a shot in action with a French corvette. Next year he assisted in the reduction of Martinique, and was the first to scale the walls. For his gallantry here and in a subsequent action he obtained post rank; for a short period after this he served on land as a volunteer in Spain. In 1811 we find him engaged on the coast of Sicily, near Talinuro, the heights of which he carried under a gallant fire, a success which he afterwards followed up by the capture of several merchantmen and ships of the enemy. In 1813 he served in North America, and earned the thanks of Captain Gordon for his support in the expedition against Alexandria and the operations against Batimore. Having been paid off at the close of the war in 1815, and nominated a C.B., he remained unemployed until 1829, when he was sent on a special service to the Portuguese coast for the purpose of compelling Don Miguel to restore certain ships which he had seized contrary to the law of nations. A narrative of this expedition will be found in his "History of the War of Succession in Portugal." Being appointed to the command of the Portuguese Fleet in 1833, he engaged the fleet of Don Miguel, and gained for Don Pedro a decisive victory, for which the emperor rewarded him with the post of admiral of the Portuguese fleet and the title of Viscount Cape St. Vincent, and the Order of the Tower and the Sword. The subsequent treatment which he experienced in Portugal was such as to determine him to resign his post and return to England.

In 1839 he was nominated second in command under the late admiral Sir Robert Stopford, then commander on the Mediterranean station. Here he took a prominent part in all the operations on the coast of Syria, the storming of Sidon, the defeat of Ibrahim Pasha near Beyrout (which was speedily followed by the surrender of that city,) and finally the siege of Acre, which was taken almost by a "coup de main." By his conduct here, as well as by his Portuguese services Captain Napier had gained a high reputation for personal courage and daring, which seemed always successful, though too often spoiled by great vanity and excessive self-confidence. After the reduction of Acre, he went on to Alexandria, where he put himself at the head of the British squadron and made terms with Mehemet Ali. For his Syrian and Egyptian services he received the thanks of Parliament, was made a K.C.B., and was presented with the ribands of most of the military and naval orders of Europe. In the following year he gained flag-rank, and for two years held the command of the Channel fleet. Sir Charles Napier had been from his early days an advocate of Naval Reform, on which subject he had frequently written letters in the public papers. These letters he reprinted in 1851; they are caustic and severe, but they lost much of the influence that they might otherwise have exerted from their extreme personality against the ministers of the day; still there was much sterling common sense in many of his suggestions, several of which he has lived to see carried into effect. Among the more valuable of his remarks were those of urging the abolition of flogging, and the introduction of a system of registration. In 1849 he was superseded in his command of the Channel fleet; but when the war with Russia broke out in 1854, the popular tide ran so strongly in his favour that the ministry were induced to entrust to him the command of the Baltic Fleet. He left the shores of England with boasts, in which he was not alone, of all that was to be performed in the regions of the Baltic, declaring, among other things, that within a month he would be in Cronstadt. On reaching those parts however he found or fancied that the fortress of Cronstadt was impregnable; he returned home without having gained any laurels except by the destruction of the petty town and fort of Bomarsund; but he was able to announce that he had brought home his ships uninjured—a valuable service no doubt, but the first time probably that such claim to honour was put forward by an English admiral in time of war. On returning to England, however, in November, 1855, he was elected to represent the borough of Southwark in the place of the

late Sir William Molesworth. He had sat for Marylebone in the parliament of 1841-47, when he had signalized himself by repeated attacks on the ministry of the day. He now commenced a system of attacks on Sir James Graham and the rest of the ministry of Lords Aberdeen and Palmerston, declaring that his failure at Cronstadt was owing to the fact that he was fettered by unfair restrictions, and not adequately supplied with stores from home, while his fleet was inadequately manned. The result was the waste of much valuable time in fruitless recriminations between the home ministry and their commander-in-chief. Latterly he devoted his time to the discussion of naval affairs through the columns of the press, in the same caustic, acrimonious style which characterized his former efforts in the same direction. As a member of the House of Commons he was a supporter of the ballot, an extended suffrage, and administrative reform in all departments.

No. 2.—THE EARL OF DUNDONALD.

Thomas Cochrane, tenth Earl of Dundonald, and better known to fame as Lord Cochrane, went to sea in 1793, and in 1795 fought his first action with the French, whom he defeated off the North American coast. In 1799, as commander of a party sent to relieve the Lady Nelson cutter, then surrounded and attacked off Cabritta Point by several French privateers and Spanish gun-boats, he displayed that desperate gallantry for which he became remarkable in after life. In 1800 he captured the French 75-gun frigate *Le Genezou*, and was appointed her acting captain. Thence he was promoted Commander of the sloop-of-war *Speedy*, and during the ten months that he held this appointment he took 14 of the enemy's vessels. On the 8th of August, 1801, Lord Cochrane received his commission as Post Captain. The *Speedy* herself, ultimately fell into the hands of a 74-gun frigate, but during the action Lord Cochrane displayed such conspicuous courage that the conqueror refused to accept his sword, requesting him to wear what he had so nobly used. During the next five years Lord Cochrane distinguished himself in a variety of ways. Among the Spanish prizes that he captured was one from *La Plata*, with nearly a million in specie. He destroyed the semaphores along the French coast, carried by storm the battery at Points l'Equillon, and during January, 1807—some days short of a month—he took and destroyed fifteen of the enemy's ships. In 1808 Lord Cochrane co-operated with the Spanish patriots of Catalonia, against Napoleon, and was engaged in many brilliant enterprises on shore and at sea. In April, 1809, he was selected, from his daring intrepidity, to command a fleet of fire ships intended for the destruction of the French fleet, then lying at anchor and blockaded by Lord Gambier, in the *Banque Roads*. On the night of the 11th of that month, he went on board one of the explosion ships containing 1,500 barrels of gunpowder, and performed the hazardous service confided to him most effectually. For this act he received the Knighthood of the Bath. At this time the illustrious sailor was member of Parliament for Honiton. It is to his political course and his continued opposition of the ministry, that the ruin of his own prospects of promotion is, in the first instance, attributed. His stock jobbing operations, in 1816, did him more serious injury. Early in that year a false report was circulated that Napoleon had fallen, on which the funds suddenly rose, and Lord Cochrane and several of his friends sold out to a large amount. He was tried and found guilty of being implicated in the fraud, and was sentenced to a heavy fine, a year's imprisonment, and to stand in the pillory. He was also deprived of the Order of the Bath, of his rank in the navy, and expelled from the House of Commons. The sentence to the pillory was remitted. The electors of Westminster again chose him for their representative, and under circumstances of extraordinary daring, he broke out of prison and re-appeared in his place in Parliament. In 1818 Lord Cochrane accepted the command of the Chilean fleet, and mainly contributed to the success of the Chilean war of independence. The cutting out of the *Esmeralda* from the guns of the *Castle of Cailso*, has always been regarded as one of his most celebrated exploits. In 1823, Lord Cochrane gave his services to Brazil, and was appointed by the Emperor to the command of the Brazilian fleet, and created Marquis of Marenham. In 1827 and 1828 he served in Greece. In 1830 he was reinstated in his rank in the British Navy, and in 1847 the Order of the Bath was restored to him. He became Vice-Admiral of the Blue in 1841, of the White in 1851, and Rear-Admiral of the United Kingdom in 1854. Lord Cochrane was the possessor of various foreign orders of merit and distinction. As a scientific man his reputation stood high, and the projectile which he invented for blowing up fleets, is said to be overwhelmingly destructive. A pamphlet written by the Earl, entitled "Observations on Naval Affairs," attracted considerable attention at the time of its publication. Lord Dundonald was engaged, at the time of his death, in writing his personal memoirs. Two volumes have already appeared,

and it is to be hoped that the others are sufficiently advanced for publication. He was 85 years of age at his death.

No. 3.—SIR HARRY SMITH, G.C.B.

Sir Harry Smith died on the 12th ult. He was born in 1788, at Whitlesea, in Cambridgeshire, where his father was a surgeon. Entered the army in 1805, and served with the Rifle Brigade at the siege, storm and taking of Monte Video, under Sir S. Auchmuty, and at the assault upon Buenos Ayres, under Brigadier General Craufurd. Employed with the troops in Spain, under Sir John Moore, from the battle of Vimiera to the embarkation of the troops at Corunna. Embarked for the Peninsula, under Major-General Robert Craufurd, in 1809; was seriously wounded in the action upon the bridge of the Coa, near Almeida. Commanded a company in the pursuit of Massena from the Lines of Lisbon; at the actions of Redinha, Condeixa, and Foz d'Arouce. Appointed Brigadier-Major to the Second Light Brigade in the Light Division, and was present in the action of Sabugal, battle of Fuentes d'Onor, siege and storm of Ciudad Rodrigo, siege and storm of Badajoz, battles of Salamanca and Vittoria, attack of the heights of the Vera and passage of the Bidassoa, battle of Sarre, attack upon the position of St. Jean de Luz and heights of Arcanguez, battle of Orthes, affair at Tarbes and battle of Toulouse. Appointed Assistant Adjutant General to the troops under Major-General Ross, destined against Washington, and was present at the battle of Bladensburg and destruction of Washington. Brought home despatches, and went out again immediately under Sir Edward Pakenham, and was present at the attack upon the enemy's lines near New Orleans. After the death of Sir Edward he was appointed Military Secretary to Sir John Lambert, commanding the army, and was present at the siege and taking of Fort Bower. Appointed Assistant Quarter-master General to the Sixth division of the army, under the Duke of Wellington, and was present at the battle of Waterloo. In 1828 he was appointed Deputy Quarter-master General at the Cape of Good Hope, and commanded a division under Sir Benjamin D'Urban throughout the operations against the Kaffir tribe to 1834 and 1835. In 1840 he proceeded to the East Indies as Adjutant General, and was nominated a K.B. for the action of Maharajpoore, in which battle he was present as Adjutant General, and for his distinguished services in the campaign on the Sutlej, and brilliant victory over Sikhs at Allwal, he was nominated a G.C.B., and afterwards created a baronet. Finally, as Governor and Commander-in-Chief at the Cape of Good Hope, he attacked and defeated the Rebel Boers at Boem Plaats, August 29, 1848. He was recalled from the Cape in 1851, and has since occupied the post of Commander of the Forces in the Northern and Midland Districts.

XIII. Miscellaneous.

1. THE HOLIDAYS!

BY DR. BETHUNE DUFFIELD, OF DETROIT.

Hurrah! for the school-boys' happy lot,
The school-girls' sunny hours,
And the holidays that fill with praise
This happy land of ours.
Hurrah! tra la la,
Hurrah! tra la la,
This happy land of ours,
And the holidays that fill with praise
This happy land of ours.
Hurrah! tra la la,
Hurrah! tra la la,
This happy land of ours.

Hurrah! for the old year rolling out,
And the new year rolling in,
For tasks well done and a race well run,
And sports we now begin.
Hurrah! tra la la, &c.

Hurrah! for the winter's frosty days,
And the stormy winds that blow,
In echoes loud, from the driving cloud
That sheds the Christmas snow.
Hurrah! tra la la, &c.

Hurrah! for our homes our bright free homes,
With all their founts of joy—
For the schools that tell from turret bell,
How we our days employ.
Hurrah! tra la la, &c.

Hurrah! for the life, the shadowy life,
That lies beyond to-day;
Bright hours we'll meet, if our young feet
But seek the perfect way.
Hurrah! tra la la, &c.

Hurrah! once more, for the school-boys' lot,
The school-girls' sunny hours,
And these holidays that fill with praise
This happy land of ours.
Hurrah! tra la la, &c.

2. EXERCISE FOR BOYS.

We love to see boys happy. We well remember our school-days—how the joyful scenes of those golden hours rise before us as we write. After a long and laboured session of school, what is finer for boys than a good frolic on the green grass? See them!—they hop and run, and toss their hats and balls;—every bone, and cord, and muscle of their young and active frames is brought into full and vigorous play. Their minds are unbent as well as their bodies. Let boys have exercise. They must have it, and a good deal too; and they must have the right kind, or they will become sickly and dwarfish, their minds feeble, and their feelings peevish and fretful. The open air, and the more free and pure the better, is important to good exercise to any one, but especially to boys. Otherwise they will be pale and weak, as a plant doomed to the shade.

They must have exercise which makes them forget themselves, and all their troubles and tasks, and throws the mind and heart into a glow of life and joy. It does them good to be excited. Our natures were made to be excited. This excitement, however, must be innocent, and kept in proper bounds. The notion which some parents and teachers have that the boys must be kept as prim as soldiers, and that every motion and step must describe certain angles, is as false to nature as it is destructive to their health and happiness. Let your boys, mothers and teachers, have enough of well-cooked, nutritious (not rich) food at regular and suitable intervals, good clear water in abundance, well applied to all parts of their bodies; air, free and pure as nature makes it; studies, to the full extent of their capacities, judiciously distributed; exercise, that will stir the whole being, and keep in full play every life current; and then let them have sleep, early, and enough of it, in well ventilated rooms, and they can hardly fail to be happy, and grow up well-proportioned and strong "to the full stature of men."—M. G. C., in *British Mothers' Journal*.

3. AUTUMNAL LESSONS.

Every green thing loves to die in bright colours. The vegetable cohorts march glowing out of the year in flaming dresses, as if to leave the earth were a triumph, and not a sadness. It is never Nature that is sad, but only we that dare not look back on the past, and that have not its prophecy of the future in our bosoms.

But there is as much of life in autumn as of death, and as much of creation and of growth as of passing away. Every flower has left its house full of seeds. No leaf was dropped, until a bud was born to it. Already another year is hidden along the boughs—another summer is secure among the decking flowers. Along the banks, the green heart-shaped leaves of the violet tell me that it is all well at the root; and, in turning the soil, I find these spring beauties that died to be only sleeping.

Heart, take courage; What the heart has once owned and had, it shall never lose. There is resurrection hope, not alone in the garden sepulchre of Christ. Every flower, every tree, and every root, are annual prophets sent to affirm the future, and cheer the way. Thus, as birds, to teach their little ones to fly, do fly first themselves and show the way—and as guides, that would bring the timid to venture into the darked-faced ford, do first go back and forth through it—so the year and its mighty multitudes of growths walk in and out before us to encourage our faith of life by death—of decaying for the sake of better growth. Every seed and every bud whispers to us to secure, while the leaf is yet green, that germ which shall live when frosts have destroyed both leaf and flower.—*British Mothers' Journal*.

4. CHILDREN—LITTLE COMFORTERS.

When the lone spirit is crushed beneath an accumulated weight of sorrow, and the soul shrouded in darkness and gloom, what is more soothing than the sweet caressings of a dear child! I have a little son, who for more than seven years has cheered my pathway. Three weeks since we stood by an open grave, and in that grave saw a coffin, which we knew contained the precious remains of our dearest

earthly friend. In early manhood he had passed away, leaving us to mourn the loss of such a husband and father as "few have to lose." We left the dear spot, and sought the home where for years we had enjoyed uninterrupted happiness. I threw myself on a chair, and was giving full vent to my agonized spirit, when a pair of little arms were thrown around my neck, and a sweet voice whispered, "Don't cry, mother, father is better off than we are. We will be good, and pretty soon we will go too." Oh! thought I, what a precious treasure is left me even now; and I thanked my Heavenly Father that He had not left me comfortless. I not only had a child, but he was affectionate, and manifested a disposition to assuage my grief. True, as days passed he said many things that thrilled my inmost soul, and gave freshness to the wound he vainly endeavoured to heal; making his very sympathy painful. But they were prompted by a spirit of affection, which made them a source of comfort to my desolate heart; I knew they were kindly said. I shall not soon forget his words, as one day he imprinted a score of kisses on my tearful face, saying, "We are all together now, mother; you and I are all our little family. Never mind, mother, I'll take care of you, and love you just as well as father did."

I have always felt the importance of cultivating the kindly feelings of children, but never before realized the vast responsibility resting upon mothers to cherish every generous emotion—every feeling of sympathy and tenderness. What a happy world would ours be, were love, kindness, benevolence, and pure philanthropy, in full operation! And where can these divine principles be more successfully disseminated than in the youthful mind? And who better adapted to foster and cherish such heavenly virtues, than the mother? What would be the glorious results if every child should be taught to "do unto others as they would have others do unto them? I would teach them the "art of thinking," and "inspire in their young hearts the love of the beautiful." I would teach them to think how many tears they might dry—how many hearts they might make happy—how many little acts of kindness they might perform among their brothers and sisters, or towards their school and play-mates. I would show them beauty in soothing and lessening the cares of a father and mother; or if one had been left alone in this vale of tears, the magnanimity of cheering the lonely hours of the stricken one. I would show them beauty in kindly words and tones of love—in participating in the joys and sorrows of their little associates—in doing good to all—in loving all, and trying to throw sunshine on the pathway of all with whom they come in contact. If children from their infancy are educated to feel—to love—to rightly appreciate earthly blessings, will they not be more inclined to love and seek after Him who is goodness itself, when they shall arrive at the years of accountability; and will not the world be made better through their influence?—A. L., in *British Mothers' Journal*.

5. GARIBALDI'S ISLAND OF CAPRERA.

The small island of Caprera, to which Garibaldi has retired, is situated on the northern coast of Sardinia, towards the eastern entrance of the Straits of Bonafacio, by the side of the Mledela Madelana, and almost opposite the southern point of the island of Corsica. It is somewhat less than six miles in length from north to south, and about two miles in breadth. It is very fertile in wheat, and derives its name from the number of goats that are bred there. Caprera must not be confounded with another island called Capraja, the ancient Ægidion or Capraria, which lies to the east of Cape Corsica, to the north-west of Elba, and opposite Piombino. The latter, although rather smaller than the former, is nevertheless more important from its military and maritime position, from the safe port which it has on the east, and from its town and fort, which defends it. The surface is mountainous and volcanic. Grapes are grown, and the wild goats which gave it its name are still very numerous.

6. LIVE NOT FOR YOURSELF.

Man seeks to live for himself. God made him to live for others. How swells that mother's heart with joy when she can make her child happy! What a thrill of delight comes with that look of gratitude, that tear of joy, and that word of love, which are all that the widow and orphan can render to their benefactor.

7. CIVIL LIST LITERARY PENSIONS.

A list of all pensions granted between the 20th day of June, 1859, and the 20th day of June, 1860, and charged upon the civil list (pursuant to Act the 1st of Victoria, chap. 2), has been published. The total is £1,200. The following will specially interest our readers: Miss Caroline Lardner, Miss Louisa Lardner, Miss Amelia Lardner, Miss Adeline Lardner, Miss Clarinda Lardner, and Miss Jane

Lardner, sisters of the late Dionysius Lardner (in equal proportions), in consideration of their late brother's labours in the cause of science, and of their scanty means, £125. Mrs. Helen Galloway (daughter of Hoppner, the painter) in consideration of the long services of her husband as British Consul at Naples, £100. Dr. Robert Blakey, in consideration of his exertions to aid and promote the study of philosophy, and of his straitened circumstances, £100. Mr. Edward Atherstone (in addition to the pension of £75 granted to him in 1858), in consideration of his great services to literature, and of his advanced age, £25. Miss Julia Pardee, in consideration of thirty years' toil in the field of literature, by which she has contributed both to cultivate the public taste, and to support a number of helpless relations, £100. Mrs. Ellen Beecroft, in consideration of the services of her late husband, Captain Beecroft, for the suppression of the slave trade, and the advancement of British interests and of science during 25 years on the coast of Africa, where he ultimately fell a victim to the climate, £50. Dr. Robert Bigsby, in consideration of his great services and contributions to the literature of his country, £100. The Rev. Henry Logan, in consideration of his contributions to mathematical and scientific literature, and his present state of destitution, in consequence of the loss of his eyesight, £100. Mrs. Catherine Liddon (daughter of the late Henry Cort), in consideration of the great benefits which have accrued to this country from her late father's inventions in the manufacture of iron, and of the large fortune which he expended in carrying them into execution, £50. Miss Caroline Cort (daughter of the late Henry Cort), the same observations apply to this as to the preceding pension to Catherine Liddon, £50. Mrs. Sarah Jane Le Blanc, in consideration of the great benefits conferred on naval science by her father, the late Sir Samuel Benthham, £100.—*English Journal of Education.*

XIV. Anecdotes of the Queen.

1. THE QUEEN AS A SANITARY REFORMER.

At a meeting of the Aberdeen Ladies' Sanitary Association, held a short time ago, Dr. Kilgour, who presided, made the following remarks regarding the Queen at Balmoral:—"The highest lady in the land, or, if not she entirely, her highly talented and sensible husband, is an ardent sanitary reformer. Those who visited London during the season of the Great Exhibition will remember the two cottages which the Prince erected near the Exhibition buildings as models of dwellings for promoting the health and comfort of the humbler classes. Wherever the Queen or the Prince has erected cottages on the Scotch property, they may not have adhered to the style alluded to (which mainly contemplated the English style and mode of life) but they have built the cottages more in accordance with the taste and feelings of the Scottish peasantry, but yet with an undeviating eye to ventilation and pure air. They have never harshly interfered with the domestic habits of their tenantry by dictating to them that this or that change must be made, but they have given encouragement wherever improvements in sanitary arrangements were adopted. Last year scarlet fever broke out with great virulence in the district, and many lives were lost by the spreading of the infection. It became necessary to take measures to arrest the extension of the disease, and orders were given to sweep away every "boxed in" bed on the estates. An order was also given to substitute a sufficient number of iron bedsteads for each family at the cost of the Queen."

2. THE QUEEN'S PORTRAIT FOR THE PEOPLE.

The following anecdote of the Queen illustrates her good sense and real desire to promote the welfare of her subjects. She had agreed to have her photograph taken for the gratification of such of her subjects as might desire to possess the counterfeit presentment of their ruler. She presented herself in a plain black silk, without a particle of ornament. The photographer ventured to suggest that she should send for some jewels. "No," said the Queen, "this photograph is to go among my people, and I wish to do all in my power to discourage extravagance." It is such little anecdotes as these that have secured the Queen a high place in the regard of the people.

3. THE QUEEN AND THE PRESIDENT.

The Queen has written an autograph letter to the President of the United States, through Lord Lyons, expressing, in the strongest terms, her grateful acknowledgment of the cordial manner in which the Prince of Wales was received by the people of the United States.

XV. Short Critical Notices of Books.

— JOURNAL OF THE BOARD OF ARTS AND MANUFACTURES.—We have received the first number of this valuable publication. It extends to 32 pages, and contains an editorial and a number of excellent selections, designed to promote the object of the publication. In the prospectus it is stated that each monthly number shall contain:—1. An original article on some subject connected with the Arts and Manufactures of Upper Canada. 2. Notices on subjects bearing upon the introduction into the Province of new branches of industry, and of the progress and improvement, both at home and abroad, of those already established. 3. Abstracts of reports and proceedings of the Board, and of the Mechanics' Institutes associated with it. 4. Notices of the Arts and Manufactures department of the Provincial Exhibition. 5. List of Patents issued in Canada, with remarks on such as are considered of general practical utility. 6. Correspondence on any of the foregoing subjects. 7. Selections from foreign scientific and mechanical journals. 8. Short notices of books suitable for Mechanics' Institute Libraries. Each monthly number of the Journal will consist of 32 closely-printed octavo pages, and will be supplied to Mechanics' Institutes, through their respective Secretaries or other officers, at the rate of 50 cents per annum for any number of copies, and to the general public for \$1 per annum, or to clubs of not less than ten at 75 cents per annum, in all cases payable in advance. The Journal is, we believe, edited by Professor Hind, M.A., of Trinity College University.

— ALIBONE'S DICTIONARY OF AUTHORS. Vol. I. Philadelphia: Childs and Peterson. This invaluable work has already become a Standard Reference Book among scholars both in England and America. The first volume of the work has been published in Philadelphia and London. It contains the letters from A to J, both inclusive, 1005 pages, imperial double column, minion and nonpareil type, about 200 lines on each page on an average, the volume containing upwards of two millions of words. In bulk of typographical matter it is equal to about fourteen volumes (460 pages each) of Prescott, Bancroft, or Hallam's Histories, 8vo. The number of Authors whose works are noticed in the first volume is above 17,100; making in the forty indexes (to be inserted at end of volume ii.) about 24,100 names. It is expected that the second volume will contain about 26,000 authors' names, or 50,000 in all for the two volumes. The number of works recorded, and in very many cases criticized, both favourably and unfavourably, in the work, exceeds one hundred thousand. The best, because the briefest, description which can be given of the Critical Dictionary is, that it is intended to be to the literature of the language what a dictionary of words is to the language itself. We cordially recommend the work as a most valuable addition to our works of reference. The type, paper and typography are excellent.

— KRAFF'S TRAVELS AND RESEARCHES IN EASTERN AFRICA. Boston: Ticknor & Co. This is a valuable and interesting addition to the numerous books of travel which now issue from the Press. Rev. Dr. Kraff has long been favourably known for his missionary labours in eastern Africa, and in this book he gives the results of his eighteen years' residence and travels in that part of Africa, from the upper Nile to Cape Delgado. In the appendix is given a concise account of the geographical researches which have been made by Dr. Livingstone up to September last. The book is accompanied with a good map, and, like all of Messrs. Ticknor's books is beautifully printed.

— TODD'S ANGEL OF THE ICEBERG AND TRUTH MADE SIMPLE. London: James Hogg & Sons. This is one of Hogg's series of popular and attractive books. It is written by the Rev. Dr. Todd, so well known as the author of the "Students' Manual," and consists of a series of moral tales and stories for the young. It is illustrated with numerous engravings, and in style and typography is a handsome gift book.

XVI. Educational Intelligence.

CANADA.

— NORMAL SCHOOL.—The 24th Session of the Normal School closed on the 22nd ult. After some preliminary exercises Dr. Ryerson delivered a lecture to the Normal School Students, of about an hour in length. He pointed out to them the duties which would devolve on them as school

teachers; referred to the necessity of intelligence in school trustees; and showed what he considered the advantages of the present school system, especially in its providing the certainty of remuneration to the teachers. After the delivery of the Rev. Superintendent's lecture, the students presented their master with an address.—*Leader*.

— **TORONTO CITY SCHOOLS.**—The semi-annual public examination of the several City Schools, eight in number, took place simultaneously. The Rev. Mr. Porter, the Local Superintendent, spent a short time at each of the schools, examining the children. The attendance of parents and others was good for this season of the year, though not quite as large as the summer examinations. The branches in which the children were examined are Reading, Grammar, Geography, History, Arithmetic, Algebra, Geometry, and in one school, and in one only, we believe—George Street, in which Mr. Richard Lewis is head teacher—composition. The best "essay" was on Toronto, and was very creditable to the little boy who wrote it. In the senior division of the girls' department there was of course sewing and fancy needle-work, which in many cases were very fine indeed. Drawing also is taught in a few of the schools. The examinations were altogether highly creditable to the scholars, and were certainly not inferior to those of any former similar occasion.—*Ibid*.

— **HAMILTON CENTRAL AND PRIMARY SCHOOLS.**—The Examination of the city schools took place on the 20th and 21st ult. The Central school, as usual, made a very fair appearance, children and teachers seemed to be in excellent trim. We were impressed very favourably with the practical character of the instruction imparted. The mode of instruction is emphatically the *drawing out process*, the pupils appearing to have a thorough understanding of what they had been taught. The French classes under Mons. Lafont bore ample testimony to the ability of that gentleman as a teacher of the French language. The Grammar School department was examined by Dr. Blackman and by Mr. Gray. The recent change in that department is already beginning to bear fruit. All seemed highly pleased with the order, harmony and thoroughness of the pupils in their various studies. The first division of the Central school is under the instruction of the Principal, assisted by Mr. Carlyle. The proficiency of the pupils in their various studies excited general admiration. The music under Mr. Packard, was alike creditable to the teacher and his pupils. The other divisions were well up in their studies. The proceedings were closed by recitations by some of the pupils of the first division, in which they very creditably acquitted themselves, after which Dr. Ormiston delivered a short address, in which he spoke in very flattering terms of the day's proceedings. Dr. Billings, the Chairman of the Board, also made a few remarks, dwelling with particular emphasis on the gratifying fact, that during the past year there had been fewer complaints against the internal management of the schools than he had known in any previous year, and paying a high compliment to Mr. Macallum for his successful administration.—*Spectator*.

— **HAMILTON ROMAN CATHOLIC SEPARATE SCHOOLS.**—The Examination of St. Patrick's and St. Mary's Separate Schools took place on the same day as those of the Central school. In these a few prizes were distributed to the most deserving of the pupils, to reward them for the studies of the session. The efficient staff of teachers were highly complimented by the visitors, on the success which had attended their labors, as evinced by the proficiency of their pupils, in the various branches of study, in which they underwent a thorough and searching examination. On the whole, Hamilton has reason to be proud of its public schools.—*Ibid*.

— **VICE CHANCELLOR, UNIVERSITY OF TORONTO.**—At a recent meeting of the Senate of the University, the Hon. James Patton, LL.D., M.L.C., President of the University Association, was elected vice-Chancellor of the University, in the room of Mr. John Langton. Mr. Langton was proposed by Professor Wilson, and seconded by Rev. Dr. Lillie. In amendment, Dr. Patton was proposed by Dr. Herrick and seconded by Mr. Crooks. The vote stood as follows,—Patton, 13; Langton, 11; Dr. Patton was therefore declared duly elected.

— **UNIVERSITY OF QUEEN'S COLLEGE.**—INAUGURATION OF THE REV. DR. LEITCH AS PRINCIPAL.—On Thursday morning last the appointed Principal of Queen's College, the Rev. Principal Leitch, D.D., of Glasgow University, was initiated to the vacant chair. The ceremony took place in the College Chapel, situate in the new building. The commodious hall was filled with students, graduates and visitors, including a good number of ladies. The Hon. John Hamilton presided. The Chairman directed the proceedings to commence by calling upon the Rev. Dr. Urquhart to ask

the Divine blessing. The Rev. Dr. Urquhart, in the course of a fervent appeal, prayed specially that God would bless the servant who in His Providence had been brought to preside over this institution. Mr. John Patton read the minutes of the Board of Trustees. The Chairman then said:—I would merely say on behalf of the Trustees of Queen's College that they made this appointment with no hesitation whatever, but with great confidence; indeed, they have never made an appointment with more satisfaction. Dr. Leitch comes to us from Scotland after a career of great usefulness there, and we feel satisfied that with the Divine blessing he will be the means of advancing University education and knowledge in this Province. It is now my pleasing duty to introduce to you the Rev. Dr. Leitch. The Rev. Dr. Leitch on being introduced to the assemblage seated himself in the Principal's chair, and delivered an address. Observing that if he were about to address a similar assemblage at the western seat of learning in Scotland, he would seek inspiration by recounting the names of the famous men, of Stewart and Playfair, and no student had ever heard those illustrious names without experiencing a feeling of reverence and respect; but he had no such venerable names to fall back upon; the glory of Queen's College was not in the past, but in the future; although there was no halo of antiquity shed around those walls, and no basis of reverence for the past, yet the institution had not the decrepitude of age, and there was ground for hope that it was possessed of the buoyancy and vigor of youth. The Principal referred to the gradual growth of Universities in Great Britain, instancing the Universities of Glasgow and Oxford, and expressed the hope that Queen's College would partake of the rapid growth of the other institutions of this country. Alluding to the influence of national scenes in forming national character—to Scotland's mountains, and England's mineral wealth—he drew the conclusion that it was reasonable to expect a future for Canada, ideal with the vastness everywhere thrust upon the traveller who traversed this land. He should not regret that he entered Canada by its majestic river, a fit portal for so noble a domain. Dr. Leitch referred to the value of collegiate institutions to a new country, comparing the universities of the middle ages to lights in the darkness that surrounded them. The Principal gave valuable counsels to the studious portion of his audience, addressing particularly the arts classes, urging them when in the pursuit of knowledge to sacrifice range to gain precision, to practice self-denial, to commence at once with their task whatever it might be, and exhorting them to practical piety. The rev. gentleman then directed his remarks more particularly with reference to the theological course, mentioned that one had been appointed to the theological chair more for his devotion to his parent church than his acquirements, and that he felt honor in receiving an appointment which was a true pledge of affection between the churches, and adding that if he should succeed in any measure in imbuing the ministers of this church with the spirit and zeal of those who laboured in glorious Scotland, he should feel that he had not laboured in vain. To the medical profession he could not offer any professional counsel; he could only express his sympathy with them, feeling it consistent that they should be brought together with those who were preparing for the ministry. Medical men were distinguished as a class for their heroic sacrifices, and he trusted that it would be their highest ambition to maintain the dignity and honor of the profession. In concluding, he remarked that it had been his lot to come among them at a time when a tide of loyalty, as it were, had swept through the land, and this had been to him strong assurance of their attachment to their Queen and country. He hoped that the work of the session now begun might redound, under God's blessing, to His Glory. [Applause]. Professor Weir addressed the Principal to the effect that he had been requested by the senatus to introduce to him some of the office-bearers of the Alma Mater Society. The Professor then introduced Mr. Currie to Dr. Leitch. Mr. Currie read an address from the Alma Mater Society congratulating the Principal upon his safe arrival on these shores, and recounting that the Alma Mater Society had been but recently formed with the view of keeping up the *esprit de corps* amongst the students and alumni, of cultivating a literary taste among the students, and providing in general for the interests of its members. The address commends the Society to the Principal's sympathy, renews the assurances of welcome to him, and expresses the hope that his term of office may be long and happy. The Principal in replying to the address begged the members to accept his grateful acknowledgements for their welcome; he could not ask a higher proof of the prosperity of the College than the formation of such a society. Again he would thank them for their very kind and cordial address. Professor Weir announced the hour of attendance at the classes in the faculty

of arts. The Principal announced that Dr. Lavell had been appointed to the vacant chair of the faculty of medicine, after which Dr. Stewart made known the hours of attendance at the classes in this department. The proceedings terminated with a benediction by the Rev. Principal.—See page 6.

— **SCOTTISH UNIVERSITY AT QUEBEC.**—The *Canadian* alludes in the following terms, to Dr. Morrin's munificent donation to the St. Andrew's Society:—"At the celebration of St. Andrew's day—the patronal festival of the Scotch—on Friday last,—Mr. Cook made mention of a handsome donation from Dr. Morrin. This generous citizen, one of the most esteemed as well as the most eminent medical men of this city, has placed at the disposal of the Rev. Dr. Cook, Dr. Smith, and James Dean, Esq., a property valued at £11,000 or £12,000 for the purpose of founding a Protestant College, and of making ameliorations to the building occupied by the English High School in this city. The desire of the donor is that the above named gentlemen make application to the Provincial Legislature as soon as possible to obtain the passing of an act incorporating certain persons named in the deed as directors of the projected institution, and authorizing them to act in accordance with its dispositions. Although the new college is to be under the management of the Scottish Church, of which Dr. Morrin is also a member, it will nevertheless be open to students of all religious denominations, without distinction! We may be permitted to add that this munificent act on the part of Dr. Morrin is more than sufficient to earn for him the gratitude of the public, and above all of his co-religionists."

— **MCGILL COLLEGE UNIVERSITY.**—Great alterations have of late been made in McGill College, Montreal. Lecture rooms capable of accommodating three hundred students have been erected.

— **THREE RIVERS COLLEGE.**—The establishment of the Three Rivers College [says the *Inquirer*] has been quite a success, over eighty students having entered the first week, and fresh additions are daily taking place. Most of the Professorships are filled—we believe ably—and, as the fees are remarkably low, this institution cannot fail of success.

— **LOWER CANADA FRENCH SCHOOL READERS.**—In addition to a series of Protestant and Roman Catholic school text-books, authorized by the Council of Public Instruction for Lower Canada. The Council has resolved on publishing a series of French Readers, and has entrusted the Hon. the Superintendent of Schools, the care of preparing them, which task he has consented to fulfil without any remuneration. He is to be aided in the discharge of this important duty by Mr Joseph Lenoir, of the Educational Department, and by Messrs. Ossaye and Perrault, to whom the articles on agricultural subjects are confided.

— **PRINCE OF WALES' LOWER CANADA NORMAL SCHOOL PRIZES.**—The Superintendent of Education for Lower Canada having laid before the Council a letter from his Excellency the Governor General, informing him of the liberal gift made by His Royal Highness the Prince of Wales of a sum of \$800 for prizes to be given in the Lower Canada Normal Schools, the Council passed the following resolutions:—1. *Resolved*,—That this Council acknowledges with deep gratitude the liberality which His Royal Highness the Prince of Wales has been pleased to extend to the Normal Schools of Lower Canada, in placing a sum of two hundred pounds in the hands of His Excellency the Governor General, to be distributed as prizes in these schools. 2. *Resolved*,—That it is the opinion of the Council, that this sum should be permanently invested, so as to form with the interest a prize in each school, to be called "The Prince of Wales' Prize." 3. *Resolved*,—That this prize should be equal in amount to one-third of the interest on said sum, for each school, to be paid to the most successful competitor at the examination for Model School Diplomas; provided always that for moral conduct and application to study he shall have been set down as entitled to the highest grade of merit, in both Semi-Annual "Reports of Progress;" and also entitled to the highest grade of excellence, for the following branches, in the last "Report of Progress:—"Religious Instruction, Writing, Reading, Grammar, and Spelling in his vernacular idiom, Arithmetic, Book-Keeping, Geography, History of Canada, the Art of Teaching, and Teaching in Model Schools." He should also be classed by said Reports at least in the second grade of excellence, for all other branches, with the exception of "Gymnastics, Drawing, and Music, vocal or instrumental," for which this proficiency should not be required of him. 4. *Resolved*,—That if no one pupil fulfil the necessary conditions, the sum accruing to the school for the year should be deposited in a Savings' Bank by the Superintendent, and when it shall have amounted

to one hundred pounds, be placed at interest, together with the original principal, so as to increase the annual prize. 5. *Resolved*,—That the Superintendent should be authorized to cause bronze medals to be struck, to serve as testimonials to the pupils taking the prize.—*Lower Canada Journal of Education.*

BRITISH AND FOREIGN.

— **THE PRINCE OF WALES AT OXFORD.**—The Prince of Wales has made a donation of £50 towards the funds of a debating society in Oxford, of which he is a member, and, as an indication of his character and tastes, the appropriation of the money is encouraging. If the Prince is ever to shine as a speaker, the present is the time for cultivating the faculty, and a debating society in Oxford the exact place for bringing out his powers. An assemblage of this kind, says the *European Times*, is a mental gymnasium, where the intellectual muscles are developed by exercise, and where mind is held to be higher than rank. Even a Queen's son must work hard in such an arena to hold his own. Perhaps it is to be regretted that the Prince, before he proceeded on his western tour, did not avail himself of the facilities for public speaking which this Oxford debating club afforded. Had he done so, he would have left a still more favorable impression on the multitudes with which he came in contact, and perhaps it is the consciousness of his short-comings in this respect that has induced him to open his purse with a view to exertion hereafter in a field in which he desires to excel. The cup given by the Prince of Wales, to be shot for by the members of the Oxford University Rifle Corps, has been gained by Mr. T. Lee Warner, scholar of Trinity College. His Royal Highness the Prince Consort, Chancellor of the University of Cambridge, being pleased to give annually a gold medal for the encouragement of English poetry, the vice-Chancellor gives notice that the prize will be given this year to such resident undergraduate as shall compose the best poem on "The Prince of Wales at the Tomb of Washington." N.B.—The exercises are to be sent in to the vice-Chancellor on or before March 31, 1861, and are not to exceed two hundred lines in length.

— **THE PRINCE OF WALES.**—The *Oxford Chronicle* says:—"It is probable that his Royal Highness the Prince of Wales will remain at Frewen Hall, Oxford, until the middle of December, when his academical connection with this University will terminate. It is understood that the heir apparent will go to Cambridge in January, and will become a member of Trinity College.

— **WELLINGTON COLLEGE.**—The first examination of Wellington College took place lately. The Prince Consort was present. After an introductory anthem, Master Boughey, the head prefect of the school, stepped forward on the platform, and began the recitations with a portion of Mr. Tennyson's well-known ode on the death of the late Duke of Wellington. After the recitations, the Rev. Mr. Benson, the head master, proceeded to award the Queen's medal, which is to the school in point of honour what the Victoria Cross is to the United Services. The following extract from the statute will show the object for which this prize was established—"Her Majesty would wish, by establishing this prize, to hold up to the admiration of the students, and to their emulation as far as they are capable of emulating such virtues, the great qualities of the hero and statesman in whose honour and to whose memory the college has been instituted. It is not beyond the power of anybody to exhibit cheerful submission to superiors, unselfish good fellowship with equals, independence and self-respect with the strong, kindness and protection to the weak, and a readiness to forgive offences towards himself, and to conciliate the differences of others, and, above all, fearless devotion to duty, and unflinching truthfulness. He who displays all, or any of these qualities, will have so far trod in the steps of the great Duke." Amid the hearty applause of his comrades and of the whole assembly Master Boughey was called up to receive the medal by the head master, who in a few brief words highly complimented him upon the good conduct which he had always exhibited, and upon the great assistance which he had given the masters in forwarding the discipline and organization of the school. At the conclusion of the speech his Royal Highness the Prince Consort presented the medal, expressing at the same time a hope that the success which had marked the opening for his career might attend him through life. The medal, designed, as we were informed, by the Prince Consort himself, bore on one side the head of the present Majesty; on the other the simple motto, "Duty towards God and man" occupied the centre, encircled by the words, "In honour of Arthur, Duke of Wellington." Various other prizes were awarded. The number of

pupils is not yet completed. At present there are 149 pupils, and there is ample room for 60 more. It is, however, expected that after the vacation there will be but few vacancies, as the excellence of the education, combining as it does "those branches of scientific knowledge which have a special application to the arts, commerce, and industry of the country," with "what is usually understood by a good English and classical education," is beginning to be appreciated. The boys, if we judge from their appearance, are the best sanitary comments on the situation of the school. A more healthy, happier, manlier set of lads it has never been our lot to see. The system which is pursued is identical with that of the late Dr. Arnold—viz., of trusting everything to the honour of the boys, and the results of it, we were informed, are excellent, corporal and other punishments having much diminished since its introduction.—*English Journal of Education.*

— **RUGBY SCHOOL**, in England, has received, as a present from an American gentleman named Mills, a large crimson velvet flag, in token of his admiration of the school from reading "Tom Brown's School Days." The flag has the arms of the school worked in the centre, and the American ensign in the corners.

— **THE PRINCE IMPERIAL OF FRANCE** has just had a school room prepared for him on the ground floor of the Palace of the Tuilleries, on the side of the garden. It contains a well selected library, philosophical and mathematical instruments. etc. The Prince will be five years old on the 16th of March next.

— **UNIVERSITY OF NAPLES.**—A decree of Garibaldi's abrogates one of the 2nd of April, 1857, and permits the students of the provinces to come up to Naples and pursue their studies in the University. The University of Naples—and, indeed, every other literary and scientific institution—has been virtually closed against the youth of the country, and all for the defence of the vilest despotism of modern times.

— **SWISS SCHOOL CHILDREN AND TELL.**—The school children of Switzerland have purchased, for \$11,000, the Grutli, the birthplace of Tell, where he and three others conspired for the deliverance of his country from its oppressors. The place is to be consecrated to national uses.

— **EDUCATION IN CHILL.**—For a population of 1,500,000 inhabitants stands thus, counting all schools: 226 private schools, with 6,807 scholars, 561 free, (State and city,) with 27,914 scholars; 50 private high-schools with 3,580 scholars; 59 public high schools, with 2,140 scholars; total children at school, 40,441. The outlay from city and State funds for this object is \$237,801 per annum.

UNITED STATES.

— **A NOBLE BUILDING** for the Yale College Scientific School is on the point of completion at New Haven, at a cost of \$50,000,—the entire property being a gift from Joseph E. Sheffield, Esq.

— **HARVARD COLLEGE.**—The annual catalogue of Harvard University, Cambridge, Massachusetts, has been received. The total number of students connected with the University is 896. There are 448 in the Under-graduate Academical Department, divided as follows: Seniors 82; Juniors 101; Sophomores, 184; Freshmen, 126; The Law Students number 157, the Medical Students 191, and the Scientific Students 72. The remainder of the total of 896 are Resident Graduates, Divinity Students, and one Astronomical Student.

XVII. Literary and Scientific Intelligence.

— **INDIAN RELICS AT MONTREAL.**—A skeleton has been found in Montreal during the excavation for the continuation of Burnside Palace, between Sherbrooke and St. Catherine streets, together with many fragments of Indian pottery, pipes, bone implements, bones of beavers and other animals. In fact, it appears that these sandy knolls have at some former time been the site of an Indian village and burying ground,—doubtless that found by Jacques Cartier on the South Eastern slope of Montreal Mountain. The most interesting of the relics are being transferred to the Natural History Society's museum.

— **TELEGRAPH EXPLORING EXPEDITION.**—The Arctic exploring yacht *Fox* had returned home from the coast of the Faroe Islands, Iceland and Greenland, where she has been engaged surveying the route of the proposed North Atlantic Telegraph. She succeeded in examining and sounding the fiords on the south coast of Greenland, and proving their practicability

for the reception of a cable. She also coasted down a considerable extent of the east coast, hitherto supposed to be inaccessible. The severity of the season in the northern regions is reported to have been greater this year than for twenty years past.

— **BUNSEN ON DATE OF THE CREATION.**—Baron Bunsen, in his great work, "Egypt's Place in Universal History," fixes the creation of the world at about the year B. C. 19,752. He determines, also, that the flood occurred about the year B. C. 9252. He says the Egyptians knew nothing of the Deluge, "the climate centre of which was in the tenth millennium B. C., but which was assuredly many hundreds in operation."

— **THE QUEBEC TYPOGRAPHICAL Society** seems to be in a flourishing condition. It has a library which now numbers 743 volumes—240 of which were received this year. Among the donors we find Sir N. F. Belleau as having given 23 vols.; Hon. Judge Caron, 20; Hon. Judge Meredith, 11; and Chas. St. Michel, Esq., late proprietor of the *Chronicle*, 67. We are pleased to see the printers of the "ancient capital" manifest such a spirit in collecting a library.

XVIII. Departmental Notices.

1. POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

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

2. 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 Municipality or Trustees, 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. Where Maps, Apparatus, Prize, or Library Books are required, it will be necessary to send *not less than \$5* for each class.

3. INDISTINCT POST MARKS.

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

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