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REPORT OF THE CHIEF SUPERINTENDENT OF PUBLIC INSTRUCTION FOR LOWER CANADA FOR 1856.

We are indebted to the Hon. Mr. Chauveau for a copy of the English version of the Report on Public Instruction for Lower Canada, for 1856, which has been published for some time in French. As it may be of interest to some of our readers, we will make some extracts from this important document.

The Report is divided into three sections; the first contains remarks on the operation of the new educational laws, the second contains suggestions of new reforms to be introduced, and the third is devoted to a review of the statistics collected during the past year. It is followed by three appendices—the first contains the statistical tables; the second, the circulars, regulations and reports made by the Superintendent to the date of the Report (2nd May 1856,) and in the third are to be found extracts from the reports of the several school inspectors. The whole forms a document of 244 pages, 8vo.

In the first part, the Superintendent congratulates Lower Canada on the results obtained by the recent legislation on school affairs, and more particularly with regard to the increase in the assessment and the more regular collection of the monthly fees.

One of the most important clauses of the laws on education passed last year, says the Superintendent, is, without doubt, that which grants to school municipalities the power of doubling the amount of their assessments, and the obligation imposed upon them

to collect regularly the monthly fees, for all children of age to attend school: I considered it necessary, however, to interpret these two requirements of the law, the one by the other, and therefore, in some municipalities in which it would seem difficult to insist upon the collection of the monthly fees, and where the people appeared to prefer the levying an additional amount of assessment equivalent to these fees, I thought it would be better, for this year, to allow them their share of the grant, as by law I am empowered to do.

Besides this, the advantage of a system of which, the value of property and the number of children to be taught, form the basis, appears to be generally felt. Out of 490 school municipalities, only 65 have not, this year, collected their monthly fees; of this number, 51 have furnished an amount of additional assessment, equal to the minimum amount of the fees. The 14 other municipalities are almost all poor, exempt even from assessment. The few municipalities who still refuse to obey the law in this respect, have received due warning to conform to its requirements, and their share in the next half year's grant will be withheld until they have levied at least the *minimum* amount of the monthly fees.

When this law was passed, it appeared to me to be the general impression that the clause permitting municipalities to increase the amount of their assessments would prove a dead letter, or that very few of them would take advantage of it. Those who entertained such an opinion, will be astonished to learn, that more than one half of them have raised their annual assessment. Three have actually increased it fourfold, 16 have tripled the usual annual tax, 101 have doubled it, 22 have increased it a half, 39 a third, 34 a quarter, and 14 a fifth. Forty others have also raised their assessment, in a small amount, so that out of a total of 490 municipalities, 271 have already taken advantage of the enactments of the new law.

Besides the increase in the annual assessment, the new blank returns which I caused to be printed for the use of the school Commissioners, contain columns in which the amount of additional assessment for the payment of debts, imposed by virtue of a clause in the new law, voluntary contributions, fuel wood, &c., furnished, are to be specified. Under the head of "assessments over and above the amount of the grant and special assessments," the third column in statement B, indicates as well the amount of the increase of the assessment as also all extraordinary contributions, and it is this amount which I shall hereafter designate as "*additional contributions.*"

From this statement it appears that 457 municipalities have by "additional contribution" exceeded the amount of their share of the grant; which will only leave 33 municipalities that have not furnished by assessment or voluntary contributions (independently of the monthly fees and taxes for the erection of school houses,) a sum more than equal to that granted by the Government.

In 120 municipalities the amount of additional contributions equals the ordinary assessment, in some even it far exceeds it, in 105 others it exceeds the half.

In reference to the examination of teachers, the Superintendent proceeds as follows:

One of the most essential enactments of the new law after those I have above alluded to, is the obligation imposed upon all teachers, whether male or female, to undergo an examination before their respective boards of examiners, and the prohibition of school commissioners to employ teachers who have not received a diploma.

This clause of the law has been strictly put in force, and the consequence has been that the labours of the different boards of examiners has been considerably increased by the number of candidates presenting themselves for examination, not only at their regular, but also at the special meetings which I recommended them to hold for this purpose.

The Statistical Statement of the Report, (the Superintendent remarks) is deserving of the attention of all persons of education, desirous of becoming acquainted with the intellectual progress of the country.

The Department of Education had not, until lately, any officer whose particular duty it was to collect and compile the information obtained by this office from the various sources from which it is derived.

It will not be considered surprising, then, that this branch has this year assumed an importance which it did not previously possess, and which can but augment considerably with the experience and proficiency daily attained by the clerk of accounts and statistics, Mr. de Lesignan, whose perseverance, assiduity and ability have been of the greatest assistance to me.

In re-examination of the calculations of the last year, some errors were discovered, resulting from figures in the tables of some of the Inspectors having been twice added. The revised summary of all the Educational Institutions, of the pupils, and of all the contributions and assessments, will show as follows, and exhibits considerable progress during the present year:—

	1863.	1864.	1865.	1866.	Inc. over 1855.	Inc. over 1854.	Inc. over 1853.
Institutions.....	2352	2795	2869	2919	50	124	567
Pupils.....	108284	119733	127858	142141	15133	22408	33857
Contributions.....	£ 41463	£ 62284	£ 62284	£ 101691	£ 38408	£ 42183	£ 60229

As I have already remarked, real progress should be judged more from the number of children who really derive benefit from what is taught them, than from the number of children attending the schools. The following statement will, however, prove (although we might wish for a more satisfactory one) that in this respect we are not altogether stationary:—

	1863.	1864.	1865.	1866.	Increase over 1855.	Increase over 1854.	Increase over 1853.
Pupils reading well.	27367	32861	43407	46940	3533	14079	18573
do writing do	50072	47014	58039	60086	2083	13072	10012
Learn. simple arith.	18281	22897	30631	48359	17728	25462	30078
do compound do	12448	18073	22586	24431	845	5358	10983
do book-keeping.	799	1976	5012	3036	4213	5012
do geography ...	12185	13826	17700	30134	12434	16308	17948
do history.....	6738	11486	15520	17580	2060	6094	10842
do French gram.	15353	17851	23260	38328	16068	21476	23975
do English do	7066	7097	9004	11824	2820	4727	4758
do parsing.....	4412	9283	16439	26310	9871	17027	21898

According to statement, there are 229,216 children between the ages of five and sixteen, in Lower Canada, of whom 121,755 attend the schools located within their respective municipalities. The first of these totals must certainly be below the real number; and I should estimate the difference at about twenty per cent. Upon these calculations, the number of children from five to sixteen years of age, would appear to me to be, in the year 1856, 292,059.

With reference to the 121,755 children attending school, as stated in the census, this number appears to me to be correct, in so far as the same refers to Elementary Schools. The Statement G, (that of the Inspectors), gives 121,568, exclusive of convents, which are all

included in the class of female academies. The number of children between five and sixteen years of age attending Institutions for superior education, is 16,485: giving 138,240 children from five to sixteen years of age attending all the different Educational Institutions out of 292,059, or 47.23 per cent. It would appear then, there are 153,819 children between five and sixteen years of age who receive no instruction whatever, and if we add to this at least one-fourth of those whose names are inscribed as attending school, but who, from want of punctuality in their attendance may be considered as deriving very little if any benefit therefrom, this state of things offers a very melancholy and important subject for deep reflection, calculated however at the same time doubly to increase the zeal of those who take any interest in the education of youth.

Without reference to the preceding remarks, the results of the last census show 93,430 children of from seven to fourteen years of age (the obligatory legal age) attending the schools, out of 145,177, that is to say 64.33 per cent or 1 in 1.80. The number of boys of from five to sixteen years of age would be 62,374, in 117,875: of boys from seven to fourteen years of age 45,716 out of 74,459. The number of from five to sixteen years of age, 59,381 in 111,341 of from seven to fourteen years of age 45,716 out of 70,718.

Table B contains a statement of the amounts levied for elementary Education in Lower Canada. I have already, in the first part of this Report, given the results of this statement within the different districts of Inspection, and called attention the sacrifices made by a great many municipalities. I must state, however, that the great increase of all kinds of assessments shown this year, as compared with preceding years, is not altogether real, and this arises from the fact, (which I have already explained) that the statistics of former years did not include all the different kinds of contributions.

The amount is £101,691, which would give an increase over 1855 of £39,407, and over 1854, of £42,183, which would show a sudden increase from £2,776 to £39,407. The fees paid to the several institutions for superior education amount this year to £64,346, which shows that the inhabitants themselves have contributed directly for the purposes of Education £166,037,—the annual grant for Elementary Schools amounted to £28,994—the amount of supplementary aid to poor municipalities to £1,000; the grant to Institutions for Superior Education £18,777. The costs of the establishment and fitting up of the Normal Schools £5,733. The salaries of the officers of the Department and of the School Inspectors, the Library of the Department, the Parochial Libraries, the superannuated teachers' pension fund—books given as prizes in the different schools, and all other contingent expenses of the Department form together an item of £8,007; showing that the Government has expended, in all, £62,511. To this amount expended for Educational purposes as well by individuals as by the Government, should be added £20,753, representing interest at six per cent. on the value of the real estate possessed by the different Educational Institutions (£345,895) which will give £249,301, for the total amount expended for the purposes of Education in Lower Canada, a large sum for a population of only 1,200,000 souls.

The recapitulation of statement B gives: for voluntary contributions or legal assessment sum granted £28,471; assessment over and above the amount of grant or special assessments £24,474; monthly fees £43,372; assessments for building and repairing School-houses, &c., £6,373.

Statement C shows the number of schools in each county in which the books, generally in use throughout the schools, are studied; but independently of those mentioned in this statement, there are many others which are only used in a very few schools.

Among the books used for reading, the "Devoir du Chrétien," "The duty of a Christian towards God," from the collection published by the Brothers of the Christian Doctrine, is almost universally in use. It is read in 1,442 schools. The Bible or the New Testament are read in 506 schools. The National school books of Ireland are read in 431 schools. The 'Guide de l'Instituteur,' 'Teachers Guide,' a kind of Encyclopedia, written by Mr. Valade, is used in 533 schools: the Latin version of the Psalm of David, is used in 936 schools; and books printed in imitation of manuscript, are used in 948. The French grammars most in use are L'Homonds, and the grammar of the Brethren of the Christian Doctrine; the first is used in 506 schools and the latter in 855. The English grammars, are Murray's and Lennie's: the former is used in 254 schools, and the latter in 182 schools. A small volume, containing an abridgment of Sacred History, of the History of Canada, and of the History of France, is used in 1008 schools. The Geography by the Brothers of the Christian Doctrine is used in 1064, Morse's in 139, and Olney's in 83 schools. The Geography written by the Abbé Holmes, is in general used in all the Colleges and Academies, and is far superior to the others. The Arithmetics by Bouthillier and the Christian Brethren are used; the former in 476 and the latter in 738 schools. Adam's and Walkingham's English Arithmetics are used, the former in 198 and the latter in 173 schools.

Statement D contains the Statistics of all the Educational Institutions, more especially those relating to Superior and Secondary Schools. It comprises three grand divisions,—Superior Schools, Secondary Schools, and Primary Superior Schools.

The first division comprises two sections: Universities and special Superior Schools. The total number of volumes contained in the libraries of these Institutions is 15,200; number of Professors, 56, and of Pupils 377.

The second division comprises four sections: Classical Colleges, Commercial Colleges, Academies for boys or mixed, and female Academies.

Among the young men who left the institutions for superior education within the last two years, after having completed more than half the course of studies, 96 entered the church; 3 the army; 232 devoted themselves to agriculture; 21 are preparing for the bar; 28 are studying medicine; 28 the notarial profession; 23 surveying; 2 civil engineering; 355 follow, or are preparing to follow, mercantile pursuits; 201 are engaged in some branch of mechanics; and 66 have left the country. These figures are far from being complete. The total number of books in the libraries, was 96,823; the number of globes and orreries, 180; the number of geographical maps, 1552; the value of the apparatus for the study of natural philosophy, and of museums of natural history, about £16,000. There were in the Classical Colleges 174 professors; in the Commercial Colleges, 101; in the academies for boys, or mixed, 180 professors and female teachers; in the academies for female pupils, 406 female teachers. Of this total number of professors, 260 belong to the regular clergy or to some religious order, and 155 are lay teachers; of the number of female teachers above stated, 333 belong to some religious order, and 113 were lay teachers. The number of students in the Universities and Special Superior Schools was in 1855, 331; in 1856, 377, showing an increase of 46. In the Classical Colleges, the number was 2380; in 1856, 2576, being an increase of 190. The Commercial Colleges had 1709 pupils in 1855; in 1856 they had 1935; increase, 226. The Academies for boys, or mixed, had 4472 pupils in 1855; in 1856 they numbered 6104; increase 1655. The Female Academies, in 1855, had 11,639 scholars; in 1856, 12,893; increase 1254. The Primary Superior or Model Schools had, in 1855, 12,025 scholars attending them; in 1856, 13,072; increase 1047. In 1855, the Elementary Schools numbered 100,163 scholars, and in 1856 they numbered 105,912; increase 5749. A great number of pupils in all the institutions receive nothing more than an elementary education, or at most, Primary Superior, as they generally leave the establishment before having gone through more than half the course. Some of this class of institutions have returned, as pupils, scholars belonging to preparatory schools, or elementary schools affiliated with them. Deducting a certain portion of the pupils under sixteen, from each class of institutions, and adding one half to the Primary Superior Schools and one half to the Elementary Schools the result would be: students receiving either a university or professional education, 377; pupils receiving classical education, 2170; pupils receiving an academical education 16,303; pupils receiving Primary Education 15,564; pupils receiving Elementary Education 108,404. In 1858 the exact sciences were much more generally studied than heretofore. The total number of pupils learning to count by memory, was 4407, of whom 378 were studying in classical colleges, 664 in commercial colleges, 1,584 in academies for boys or mixed schools, and 1871 in academies for females. Book-keeping was taught to 1,314 pupils: to 248 in classical colleges, to 234 in commercial colleges, to 586 in academies for boys or mixed, and to 246 in academies for females. Algebra to 777 pupils, viz: to 255 in classical colleges, to 135 in commercial colleges, to 379 in academies for females. The number of pupils studying geometry was 737: 238 in classical colleges, 187 in commercial colleges, 310 in academies for boys or mixed, and 2 in academies for females. The number learning trigonometry was only 240, of whom 132 attended the classical colleges, 35 commercial colleges, and 74 academies. The number of pupils studying conic sections was 112, of whom 62 attended classical colleges, 6 commercial colleges, and 24 academies. 160 pupils were learning differential and integral calculus: 20 in classical colleges, 13 in commercial colleges, and 127 in academies. This last figure Mr. Chauveau conceives to be the result of some error or misapprehension. The natural sciences are much more generally taught now than heretofore, although from the want of proper instruments and collections this branch of teaching must be yet very imperfect. The number of students learning natural philosophy was 545; of whom 325 were studying in classical colleges, 41 in commercial colleges, 142 in academies for boys or mixed, and 37 in academies for females. The number of students learning to take meteorological observations was 265, namely: 238 in classical colleges, 9 in commercial colleges, and 18 in academies. Astronomy was taught to 559 pupils, of whom 297 studied in classical colleges, 41 in commercial colleges, 102 in academies for boys or mixed, and 119 in academies for females. Chemistry was taught to 249 pupils, of whom

95 studied in classical colleges, 85 in commercial colleges, 62 in academies for boys or mixed, and 7 in academies for females. Natural history was taught to 668 pupils; 120 in classical colleges, 96 in commercial colleges, 167 in academies for boys or mixed, and 285 in academies for females. English was taught in secondary schools to 6,309 pupils whose vernacular language is French; and the French was taught to 1,680 pupils whose vernacular language is English. The number of pupils practising composition was 2652 for French, and 2017 for English composition. The number of pupils learning French versification is 180; 79 in classical colleges, 15 in commercial colleges, 50 in academies for boys or mixed, and 36 in academies for females. The number of pupils learning English versification, was 235; 64 in classical colleges, 15 in commercial colleges, 105 in academies for boys or mixed, and 51 in academies for females. Latin grammar was taught to 1,642 pupils; to 1,377 in classical colleges, 41 in commercial colleges, and to 224 in academies; 479 practise versification, and 470 amplification in that language, besides themes and versions. The Greek grammar was taught to 571 pupils in classical colleges, and to 36 in academies. Hebrew was taught to 15 pupils, and the German to 12 pupils. Belles-lettres were taught to 554 pupils, rhetoric to 460, and 1250 take lessons in declamation. Lessons in intellectual and moral philosophy are given to 204 pupils; in the elements of theology to 132, in law to 39, in constitutional law to 108. Theoretical agriculture was taught to 310 scholars, practical agriculture to 133, and horticulture to 459. Some institutions have a special commercial course distinct from the ordinary studies, and 610 scholars follow these courses; 288 in classical colleges, 128 in commercial colleges, and 194 in academies. Neither the useful nor the fine arts are neglected; 730 scholars learned linear drawing, of whom 158 study in classical colleges, 180 in commercial colleges, 232 in academies for boys or mixed, and 160 in the academies for females. This branch of study was also taught in the model schools to a great number of pupils. 191 pupils were studying architecture and painting; crayon and water-color drawing were taught to 402, vocal music to 2,447, and instrumental music to 1,225 pupils. There is no regular gymnasium established in any institution, with the exception of the St. Mary's College at Montreal, and 50 pupils in this establishment practised gymnastics, as did also 16 pupils in the academies. Dancing was taught to 40 pupils; fencing to 44.

The very small number of pupils instructed in the more elevated branches of Education Mr. Chauveau thinks can be attributed to two causes. Many have been but recently established, and have not as yet completed the programme of their course of studies; and parents are in too great haste to withdraw their children from the colleges, consequently very few complete their regular course. There were 9,806 boys and 14,073 girls in the institutions for superior and secondary education. 15 male and 30 female deaf-mutes in private institutions, and 62,274 boys and 59,381 girls attend elementary schools. From this last number must be deducted 2,781 pupils attending secondary schools, two thirds of which are probably females, the academies for girls under the control of the Commissioners being the more numerous,) will thus give 71,268 boys and 71,630 girls in all the educational institutions.

There were in the Universities and special Superior Schools 200 boarders and 177 day scholars; in classical colleges 1,013 boarders, 322 half boarders and 1,235 day scholars; in the commercial colleges, 337 boarders, 441 half boarders, and 1,157 day scholars; 156 boarders, 178 half boarders, and 5,770 day scholars in the boys or mixed Academies; 2,146 boarders, 1,489 half boarders, 9,258 day scholars in the girls' Academies; making a total of 3,852 boarders, 2,430 half boarders and 17,597 day scholars. The distribution of the pupils with reference to their religious creed was as follows: in Universities, catholics 281, protestants 96; in classical colleges, catholics 1,866, protestants 704; in commercial colleges, catholics 1,796, protestants 139; in boys or mixed academies, catholics 4,234, protestants 1,870; in girls' academies, catholics 12,770, protestants 123. The total number of catholics was 20,947; the total number of protestants 2,932. Many Institutions have a high reputation beyond the limits of the counties in which they are situated, for 1,961 pupils attend colleges and academies out of their own counties. *There were also, in the Universities 20 students from Upper Canada, in Classical Colleges 26 from the same place, in Commercial Colleges 4, in boys' Academies 19, in the girls' Academies 13,—forming a total from the Upper Province of 82.* The number of pupils whose parents reside in the United States, was 6 in Universities, 45 in Classical Colleges, 16 in Commercial Colleges, 51 in boys' or mixed Academies, and 35 in girls' Academies; making in all 153. There were 490 municipalities, divided into 2,619 districts; the School Corporations own 1,945 School houses; 2,502 Schools under the control of the Commissioners, with 94,629 scholars; 93 Schools under the control of the Trustees for dissentient minorities, 2,584 scholars. There were 802 male teachers, of whom 443 possess diplomas, and 1,574 female teachers, of whom 303 only have received diplomas. 112 male

teachers and 878 female teachers received less than £25 per ann. ; 386 male and 519 female teachers received from £25 inclusively to £50 per annum exclusively ; 100 male teachers and 50 female teachers received from £50 inclusively to £100 exclusively, and 10 male teachers received over £100. The average salary given to male teachers may be taken at from £40 to £60, and to female teachers from £20 to £30. In many cases teachers receive besides their salaries, lodging and fuel free. The number of parochial libraries is 92, containing 57,493 volumes.

II. Papers on Practical Education.

1. IRREGULAR ATTENDANCE AT SCHOOL.

The evil of irregular attendance is one that has long engaged the attention of the Chicago Board of Education, and one that has hitherto baffled all the efforts that have been made for its removal. It is now universally regarded as the most dangerous evil that exists in connection with the free school system.

Near the close of 1857, the Board adopted the following rule, which took effect on the first of January, 1858:

"Any scholar who shall be absent six half days in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness or by sickness in the family, shall forfeit his seat in the school; and the teacher shall forthwith notify the parent and Superintendent that the pupil is suspended. No pupil thus suspended shall be restored to school, till he has given satisfactory assurance of punctuality in the future, and obtained permission from the Superintendent to return."

The propriety or impropriety of adopting such a rule, involves grave questions, which lie at the very foundation of our system of free schools.

That education should be free and universal, is now the prevailing sentiment of this nation. The primary basis on which the doctrine of free schools rests, is the safety of the State. Uneducated men and women are regarded as a dangerous element in a free country. There are, however, many who still look with distrust upon schools entirely free, and the number would be found to be much larger than it appears, if it were not for the odium of entertaining sentiments that are unpopular with the masses. Even among the ablest and most devoted friends of popular education, there are not wanting those who regard it as unwise to make our schools entirely free to children whose parents are able to contribute to their support. They believe that opportunities which cost nothing can never be fully appreciated, and that our schools can never rise to the highest order of excellence while those who enjoy their benefits do not put forth any direct effort to aid in sustaining them. The Hon. Henry Bernard, of Connecticut, one of the ablest and most devoted friends of education in the country, has long entertained this view of the subject. During the last year, an animated discussion on this question took place on New England ground, between Mr. Bernard and the Hon. George S. Boutwell, Secretary of the Massachusetts Board of Education.

The friends of free schools have much to fear from the arguments that are based upon the irregular attendance of scholars, and the consequent waste of so large a portion of the funds that provided for the support of schools. If this waste was as apparent as it is real, a remedy in some form would long since have been demanded.

Let us take, for illustration, our own city. The average number of absences from all the Grammar and Primary Schools during the year, was more than one-fifth of the average number belonging to the schools. But if one-fifth of the children are always absent, there is an absolute loss of one-fifth of the expense of sustaining the schools, for it is obviously much easier to instruct any number of pupils that are punctual, than the same number that are habitually irregular in their attendance. The derangement of classes, and the time required to bring up lost lessons, are always more than equivalent for the time saved by any reduction of numbers that may be occasioned by absences. Here, then, is a positive loss to the city of more than \$12,000 during the year 1857. In two years, this loss amounts to a sum sufficient to build one of our first class school-houses.

But it is not the waste of money alone, that is sapping the foundations of our free school system. One of the principal objects in making the schools free and common to all classes, is to remove the danger of having an uneducated and vicious class of persons constantly growing up, to prey upon society. This object is of course in a great degree lost, if those whom the schools are desired to raise from vagrancy and ignorance, are to regard them with indifference and neglect.

In this city, as in others, there is a class of parents who seem to regard the public schools as convenient places, where they may send their children on days when they happen to have nothing else for them to do. The consequence is, that many children have been in the habit of attending school only one or two days in the week—in

some instances not more than two or three days in a month; often enough to retard the progress of the class with which they were connected, but not often enough to derive any substantial benefit themselves.

But there is another evil connected with the irregular attendance of scholars, that is seriously affecting the interests of free schools. The absence of a portion of a class, retards the progress of all the rest. It is safe to say that in many of the classes in our schools, the advancement has not been more than two-thirds or three-fourths as great as it would have been if the pupils had been punctual in their attendance. If all the members of a class were equally irregular, each pupil would suffer his own share of this loss. But the records of the schools show that more than one-half of the absences belong to less than one fifth of the scholars. Here, then, is a most glaring injustice. Parents sometimes claim that they have a right to keep their children from school when they please, without stopping to consider that other parents, whose children are uniformly punctual, have also a right to expect that they will not be kept back in their classes by those who are habitually irregular.

Heretofore this right of the few to hinder the progress of the many, has been yielded; while the right of the many to advance without these impediments, has been disregarded. A large portion of the children that are taken from the public schools and placed under private instruction, are transferred from that cause; while many of the parents whose children still remain, have an abiding feeling that their rights are disregarded for the gratification of those who are indifferent to the education of their own children.

Every one at all conversant with our schools, is aware that most of the absences that occur, are occasioned by the carelessness and neglect of parents, and not by any real necessity.

If this evil is to continue unchecked, our schools can never reach a high standard of excellence, and many parents will contrive to send their children to private schools, rather than submit to the annoyance of having them classed with those who have no ambition to improve, and who are not willing to put forth the necessary effort to establish habits of punctuality.

On the other hand, if the *rights of all shall be equally regarded* and an ordinary degree of regularity in attendance upon the schools shall be made a condition of membership, than may we expect that our schools will continue to advance, and become more and more worthy of all classes in the community.

I have taken the liberty to present these views, because it is vain for us to close our eyes against evils that threaten the stability of our noble system of public instruction. I believe that this system is destined to triumph, and that, in the future history of the country, the common schools will be entirely free. But of nothing do I feel more fully assured than this, that if the free-school system is finally to prevail, it must be by reducing it to a rigidly economical basis, and by treating the rights of all with equal consideration.—*Extract from Report of W. H. Wells, Supt. of Schools Chicago.*

2. EMULATION IN SCHOOLS.

Ambition has been called the last infirmity of noble minds; yet how often is the first impulse to their nobility! A generous emulation acts on the mind like the fairy in the legend of romance, who guided her votary amid innumerable difficulties and dangers till she led him to happiness. To awaken the pupil's ambition should be the first object of the teacher; for until that be awakened he will teach in vane. This is the reason why so many eminent men have passed through school with so few honors, and afterward have won so many from the world. They have been the "glory of the college and its shame;" and not until their energies were aroused and their ambition stimulated by stirring strife of the world, did they exhibit those faculties which have made memorable an age or country. Had not these men genius at school? Certainly! It was only dormant, like the strength of the sleeping lion. And many boys have been thought dunces at school, because their teachers had no penetration and sagacity enough to discover and develop the latent spark of intellect within them.

Swift's college-mates and teachers thought him a dunce at the very time that he was writing his "Tale of a Tub"—the rough draft of which he then showed to his friend and room-mate. The "Tale" was not published until many years afterward. He got his degrees at college by the "special favor" of the faculty; as it stands recorded in the archives. It appears he would not read the old works on logic, but preferred laughing over Rabelais and Cervantes. His teachers did not understand his character. They should have studied it, and then they could easily have controlled him, and have prevented the lamentation on his part, in after days, that he had thrown away eight years of his life. Let those youths of talent who may have acted as Swift's did, remember what Dr. Johnson said of him, viz., that though he had thrown away eight years of his life in idleness, he was determined not to throw away

the rest in despair. Doubtless some young man who ran away with all the honors of his school, Swift was his class-mate as easily as all the honors of the world afterward ran away from him, used to quote Swift as a proverb of stupidity; but it was this after-resolution of Swift's that gave him the world's honors and perhaps a want of spirit to follow up the honors acquired at school that caused his competitor to lose them.

One of Byron's teachers pointed to him one day, saying, "That lame brat will never be fit for any thing but to create broils." Poor Byron, it is true, had great talents for creating broils; but Doctor Drury, another of his teachers, discovered that he had talents of a far higher kind, and successfully sought to awaken his emulation. It is pleasing to know that, though Byron was always satirizing his other teachers, and setting their authority at defiance, for Dr. Drury he entertained the highest respect, and has so expressed himself in language that will not die.

When Sylla was about proscribing Cæsar, some one asked him what he had to fear from that loose-girdled boy. "In that loose-girdled boy," said he, "I see many Mariuses." Cromwell's associates thought him a foolish fanatic; and it was his kinsman, Hampden, who discovered his capacity, predicting that he would be the greatest man in the kingdom should a revolution occur.

We all know the history of Patrick Henry. He gave so little promise of mind, that when he went to be examined touching his qualifications to practice law, one of the gentlemen appointed to examine him abruptly refused the duty—he was so struck with the unpromising appearance of the applicant. Yet, but a short time afterward, Henry made his great speech in the "Parsons." His talents were so little known, even to his father, that the old gentleman, who was one of the judges, burst into tears on the bench; while the people raised their champion on their shoulders and bore him in triumph through the streets. How much sooner would have been the development of Henry's mind if his emulation had been earlier aroused, and a fit opportunity had been given him for display. And when he was driving the plow, or officiating as the bar-keeper of a common tavern, or roaming wild through the wood in pursuit of deer, if he had met with a teacher who could appreciate his abilities, who would have talked to him of the immortal names of history, and cheered him on to emulation, we should now look back upon him, not only as our Demosthenes, but his own glowing pages would have been the best monument of his renown.

Dr. Barrow's father said that if it pleased the Lord to take any of his children, he hoped it would be Isaac, as he was fit for nothing but to fight and set two dogs fighting. Nevertheless, when this Isaac grew to manhood, and his emulation was awakened, he was thought in mathematics to be inferior only to Newton, and was the greatest divine of his age.

Dr. Parr, the celebrated teacher, who used to boast that he had flogged all the bishops in the kingdom, and who, whenever it was said that such and such a person had talents, would exclaim: "Yes, sir; yes, sir; there's no doubt of it—I have flogged him often, and I never threw a flogging away"; this reverend gentleman was remarkable for discovering the hidden talents of his pupils. He was the first who discovered Sheridan's. He says: "I saw it in his eye, and in the vivacity of his manner, though, as a boy, Sheridan was quite careless of literary fame." Afterward, when Richard felt ambitious of such honors, he was thrown, as Dr. Parr says, "upon the town," without resources, and left to his own wild impulses. This, no doubt, was the cause of many of Sheridan's errors and wanderings, which checked the whole of his splendid but wayward career. A teacher wanting the observation of Dr. Parr might have concluded that because Sheridan would not study, and no inducements could make him apply himself, he wanted capacity. This was the case with Dr. Wythe, his first teacher, who did not distinguish between the want of capacity and the want of industry. It appears from the exploits of the "apple-lofts," and the partiality which Sheridan's school-mates entertained for him, that he was more ambitious of being the first at play than the first at study. Sheridan had not then verified the proverb of "good at work, good at play;" but it often happens that he who wins the game among boys afterward wins the game among men, when there is a far deeper stake, and when, too, these is not half so much mirth among the losers, and, alas, not half so much happy-heartedness with the winner.

There are few young persons who do not feel the thirst of emulation—the panting to reach the goal—when once the faculties are aroused by an appreciative teacher. They forget how many have fallen in the race; how many have been pushed aside by the strong and determined, who, in their turn, have shrunk from those of higher powers. How much circumstances which seemed but a feather, wind wafted any and every where! How often best-laid schemes, the profoundest plots, the most cunning contrivances, have passed away like the bubble on the stream, or turned to the ruin of those who were exulting in their handiwork! How often the best talents, adorned with every virtue, have fallen before the inferior talents,

disgraced with every vice! Yet, nevertheless, the development of the talents and character of those who have struggled through difficulties and danger to eminence and power is interesting and instructive, no matter whether the individual uses good or bad means to attain his ends. And if interest attaches to him who struggles ardently in a bad cause, how much more does he excite who struggles nobly in a good one! Washington, no doubt, in contemplating the actions of Cæsar and Cromwell, felt that if they dared so much for mere selfishness, he could dare more for patriotism; that if they pledged life and fortune for their own success, he would pledge "life, fortune and sacred honor" for the success of his country. Besides, to show to aspiring ambition the rock on which so many split, victims to unhallowed passions, is as salutary as the Spartan's practice, when he exhibited his intoxicated slave to his sons, that they might shun the beastly vice to which the menial was a victim. And again, to show, on the other hand, the undaunted perseverance with which so many great men have struggled in a good cause, is to lead by the hand the unsteady and the wavering until their foothold is sure. A great author used to observe that, whenever he sat down to write, he always placed the Iliad on the table open before him; "For," said he, "I like to light my taper at the sun." And certainly, the actions of an illustrious individual may be said to be a great moral luminary, from which all who choose may borrow light. That which elevates us above the brute, which does us service, is moral energy; which, like the fabled gift of the alchemist, extracts gold—golden rules, at least—from every thing around us. It determines us in the pursuit of that which we seek, with the spirit which may become a man.—*Illinois Teacher.*

8. THE SCHOOL-HOUSE.

THE school-house I look upon as one of the institutions of education. It is itself a teacher; its silent lessons are constantly instilled into the mind and heart of every pupil. We are little aware how much we all owe to this kind of instruction. David understood it: "The heavens declare the glory of God; and the firmament showeth his handiwork. Day unto day uttereth speech and night unto night showeth knowledge. They have no speech nor language; yet their music bath gone out into all the earth, and their eloquence to the end of the world."

We are educated by all we see, and by all we hear. The lessons of nature and of art are inculcated every where. We never look, with delight and wonder, up that quiet valley of the White River, while the sun repeats his daily miracle of beauty upon those green fields and wooded heights and the sky above them; we never stand on yonder bridge, and follow with a charmed eye the Connecticut, encircling the meadows below us, with its calm, clear, thoughtful waters, and losing itself in the circling hills that rise terrace over terrace to the foot of Ascutney, which terminates and crowns our southern prospect; we never gaze at a statue, or a picture, or contemplate a garden beautifully cultivated, or a well proportioned and finished edifice, or a well built and well furnished house, and remain ourselves precisely what we were before. The spirit of the place, the language of the work of art, has taught us something, has given a new touch to our character, has graven another line on the moral image which time and the teaching of life are working out of the native material of our own souls.

The school-house is a teacher. Our old one taught; it stood in the dust of the road-side; battered without, and shattered within; written over and cut up; cold in winter, and hot in summer; never sweet and never clean. A boy could not be well behaved in it. He felt an irresistible impulse to kick it, and rack it, and cut it, and spit in it, and write vulgar things on it, and make a noise in it. The genius of the place seemed to possess him; the spirit of disorder and rudeness and vulgarity.

How different will be the effect of the new house; standing back from the road, with an ample lawn in front, neatly enclosed; its exterior handsome, bright and new; furnished with blinds for the windows and shaded with trees; and its interior convenient, well painted and elegantly furnished.

Why, as the boy crosses the yard, upon a dry gravel walk, and comes to the door, the very steps and scraper seem to say to him,—not, indeed, "Put off thy shoes," but, "Stop, my lad, clean your feet before you go in there." And in the entry, a peg to hang his cap on, and a nice shelf to lay his folded coat on, of themselves, lead him unconsciously to run his fingers over his hair and smooth down his waistcoat before he enters the inner door. And when inside, the clean floor, the straight, polished stove-pipe, the pure, painted walls, the elegant desks and chairs upon their iron standards, the master's finished table, and the master himself, with hair nicely combed, and coat carefully brushed, and boots lately polished, all fresh and polite and gentle and dignified—it is not possible for a boy to be rude and coarse and noisy and ill-tempered here. He involuntarily speaks in a softer voice

and moves with more care. The genius of the new house will insensibly possess him, the spirit of order, of property, of decency, of manliness, of goodness. Government here will be easier; study will be pleasanter; education more efficient. The school-house will unite with the master to make a good school.

The influence of the school-house does not end with our school-days. It follows us into life; while we remember any thing, we never forget the place where we first went to school—the play-ground of our childhood, the sports, the jests, the loves, the rivalries, the friendships, the contests, the companions, the masters, the lessons, the counsels, of our school-days. At the remembrance of the place what pictures rise to our view and are realized again; how “our innocent, sweet, simple years” come back! And how different the influences of these touching memories; how much their character depends upon the house, the scene with which they are all associated, and which throws its own gloomy or cheerful colors over them! How happy for us to be able to begin life in a green spot,—to take our first lessons in a lovely place,—to have our early recollections all bright and fragrant,—to start upon the voyage of life from a flowery nook of a beautiful shore!

“This fond attachment to the well-known place
Whence first we started into life’s long race,
Maintains its hold with such unflinching sway,
We feel it even in age, and at our latest day.”

—Connecticut C. S. Journal.

4. PLANT FLOWERS NEAR THE SCHOOL HOUSE.

“Well, that school-house looks twenty-five dollars better—together a more cheerful and comfortable house for our children.” And what has wrought the transformation? What has added to its intrinsic worth? It is the same in its construction; no addition has been made to its physical proportions. It looks very much internally as it did many years since. That same two-paned window over the door, with a crevice in one corner, the work of some truant snowball. The same gray fence in front, upon which are some hieroglyphic characters whose language is the genius and indefinite emanations of some crude youthful intellect. The old step, with a piece split from one side, and worn by the ‘droppings’ of many a merry footfall, is still in its place. If you enter the house, you will find things very much as of yore. The same rows of desks, with here and there the carvings of some “Yankee blade;” the stove-pipe running the entire length of the room, suspended by a dozen stout wires; and the master’s desk, in its silent eloquence, standing beneath the old whitefaced clock. But there is an air of cheerfulness about the room, unknown to its earlier days. In front of the master’s desk are two white shelves, upon which are vases, filled with the most beautiful flowers. The morning glory, peeping out amid the smiling family of Flora’s household. The daffodil and daisy, the tulip and the buttercup, the bold crimson peony and the modest violet, blending their variegated colors, make altogether an object of peculiar interest to the lovers of the beautiful. But where is the extra twenty-five dollars? Whence this additional value? Why, about one year since the teacher planted a morning glory by the doorway. A few rose bushes were brought from a neighbour’s garden and planted beneath the window. A row of pinks and daisies were set beside the walk. In a neglected corner was a circle of daffodils and buttercups, and the spirit of beauty seemed whispering amid a happy, joyous group of children. The morning glory sprang up at the touch of the first spring shower, and soon was seen winding its tender vine around a string leading up beside the window. Some red, white and purple flowers made their appearance, and attracted the attention of many a happy girl and boy. The daisies and pinks were soon in blossom, and the great peony, that Mrs. A. gave the teacher, was soon seen in broad luxuriant bloom by the gateway.

Before June had clothed the meadows in their thick, green vesture, the rose tree under the window bore more than a score of bright beautiful blossoms. Indeed, the inspiring breath of nature seemed to whisper encouraging words to the teacher’s care for flowers. The rough, impetuous boy would stop and drop a word of admiration, as his eyes caught the phenomenon, and then stoop to tear up the weed that was choking the growth of the flower. What a beautiful text for a moral lesson. How simple, and how plainly similar the weeds of passion and lust are forever intercepting the growth of virtue. Every little girl had her own favorite flower. Some admired the daisy for its proverbial, its beautiful modesty, and almost stooped to listen to the sweet low words of “innocence” it seemed to breathe. Others delighted to gaze upon the sweet-scented pink, while the purity of affection seemed to glow still brighter.

Old Mrs. B. had frequently told the teacher, that the children were such careless creatures they would tear up all the flowers that might be planted around the school-house. “Twas no use to try—only a waste of time.” But the sequel proved that Mrs. B. misjudged for once. Not a flower was despoiled. New passions seemed awakened. The beautiful things of nature began to exercise a controlling influence

over many a rough spirit. You would see a group of girls or boys out amid the flowers, after their lessons were repeated, searching for truant weeds, or watering the thirsty plants. And the privilege of doing this proved a profitable incentive to study. Not unfrequently would the passer-by stop and lean against the fence and admire, for a moment, the beauty of these strange flowers which had sprung up, as if by magic, in that barren place, the school house yard. This was, then, not an unprofitable investment. It yielded more than a “hundred fold.” Fellow-teacher, is their not a neglected waste corner in your school house yard, where a flower would grow? Would not a morning glory flourish beside your door? Have you not a spare moment, in which it would be pleasant to turn your attention to the cultivation of flowers? Would it not be an agreeable manner in which to spend a recess now and then with your pupils? Communion with the beautiful is indeed desirable for our children. It refines the feelings, cultivates the affections, and reflects bright images upon the heart.

A child taught to love the beautiful things of nature, will earnestly inquire after nature’s God. And to promote and direct this important inquiry, is the crowning work of education.

All systems of education, that do not regard moral obligation and moral responsibility as the corner stone, are most sadly deficient.

A flower will do what the rod can not accomplish. It may soften the obduracy of the heart, refine the dull mass of human affections. Then plant flowers. Plant them in early spring time. Plant them at every waste corner. Cultivate them with care, and you will soon hear their beautiful language echoed from youthful lips, their bright images glowing in youthful countenances, and an atmosphere of purity reigning all around.—*New York Teacher.*

5. VALUE OF THE PLAYGROUND.

The playground is indeed the place for the hardest work—physical at all events; and as the hardiest mariners are formed in the stormiest seas, in these hard contested matches will be found by no means the worst competitive examination for those of our gallant youth who, from a more favored development of body than of brain, will and must take to the profession of arms. Many a fine fellow who would fail lamentably in extracting a cube root, will, in after life, face an enemy’s square and break it effectually. The Isthmian games of our public schools go much to make England what it is. We must not make education too uniform, or expect from the great number that intellectual superiority which is attainable by very few. The gifts of Providence are varied, and there is a glory of the sun as well as of the moon. Nor must we be impatient or suffer the tender brain to be over stimulated and over strained; if a little learning be dangerous, a mistake in the opposite direction may be fatal. The education of nations differ no less than the natives do in thought and deed, and each system must be judged by the results; nor need we much fear the comparison of one of our manly English public school boys with the pale faced student of Germany, or the overtaught pupil of the French Polytechnique. In our independent out of door games in the “Close” or Campus Martius, pluck, blood and bottom are best tested; and those lessons will long, we hope, be taught, by which in the words of the Duke, Waterloo was won.—*Quarterly Review for October, 1857.*

6. CALISTHENICS.

The word cal-is-then-ics is formed from the two Greek words *kalos*, signifying *beautiful*, and *sthenos*, signifying *strength*. It is applied to a course of exercises of a more gentle and graceful character than those known as gymnastics. By opening the windows of your room, you can get, under a system of calisthenics, all the fresh air and exercise essential to health. No apparatus is needed. The system is beneficial to either sex, but especially appropriate to the female.

We have in previous numbers of this Journal treated of the importance of exercise in the open air. We are probably more culpable than any other civilized people in our disregard of the laws of health. It is true that we have provided schools for educating the minds of our children, but we have lamentably disregarded the fact that health of mind depends largely on health of body.

“If you wish to develop the mind of a pupil,” says a French writer, “develop the power which mind has to govern; exercise his body; make him healthy and strong, that you may make him prudent and reasonable.” Hoffman, a German, informs us that he made people, who were naturally stupid, comparatively intelligent, by prevailing on them to take gymnastic exercise.

Miss Catherine Beecher brings serious charges against American parents of the present day. “Instead of providing teachers to train the bodies of their offspring,” she says, “most of them have not only entirely neglected it, but have done almost every thing they could do to train their children to become feeble, sickly, and ugly. And those who have not pursued so foolish a course have taken very

little pains to secure the proper education of the body for their off-spring during the period of their school life.



TRIANGLE.



BACKBOARD.

"In consequence of this dreadful neglect and mismanagement, the children of this country are every year becoming less and less healthful and goodlooking. There is a great change in reference to this matter within the last forty years. In former times, the children in school-houses, or on Sunday in the churches, almost all of them had rosy cheeks, and looked full of health and spirits. But now we see sallow or pale complexions, delicate or misformed limbs.

"The children of the former generation could go out in all weathers, were not harmed by wetting their feet, would play on the snow and ice for hours without cloaks or shawls, and never seemed to be troubled with the cold. But now, though parents take far more pains to wrap up their little ones to save them from the cold and wet, the children grow less and less healthy every year. And it is rare to find a school-room full of such rosy-cheeked, strong, fine-looking children as were common thirty years ago.

"Every year we hear more and more of the poor health that is so very common among grown people, especially among women. And physicians say that this is an evil that is constantly increasing, so that they fear, ere long, there will be no healthy woman in the country."

Is not this rather a gloomy view of things? But there much is truth in it. "No healthy women in the country!" We hope our young feminine readers (and we have many of them) will resolve to do what they can to dissipate the fear. Let them first form an intelligent conviction of the absolute importance of daily regular exercise in the open air to the health; and then let them put into practice what they *know* to be for their bodily welfare.

In the list of the contents of the wardrobe of the Princess Royal of England, on her recent marriage, there was one enumeration that should attract the attention of our young women. It was of "twelve dozen pairs of boots," described as "useful and solid." Some of them, intended for rough walking, were provided with treble soles. The high-born ladies of England think nothing of walking ten miles a day over a myri road. They have been bred to rational habits of exercise; and they know that beauty is not long consistent with ill-health.—*Sargent's School Monthly*.

7. SPORTS OF GIRLISH CHILDHOOD.

A celebrated female writer thus pleads the cause of little girls:

"I plead that she be not punished as a romp, if she keenly enjoys those active sports which city gentility proscribes. I plead that the ambition to make her accomplished should not chain her to the piano, till the spinal column, which should consolidate the frame, starts aside like a broken reed, nor bow her over her books, till the vital energy which ought to pervade the whole frame, mounts into the brain and kindles the dead fever."

8. THE RELATION OF TEACHER AND PUPIL.

Most pupils believe that they and their teachers have different interests. In their view, it is his business to exact of them hard service; theirs to escape from it. It is his privilege to make laws; theirs to evade them. He is benefited by their industry, they by their indolence; he is honored by their obedience, they by their independence. From the infant school to the professional seminary, this moral warfare exists. It is difficult to persuade learners that there is no ground for it, real or imaginary. They know that the "roots of learning are bitter;" they transfer their dislike of the duty of learning to him who requires it. The teacher is, in some sense, their taskmaster, whose impositions it is honorable to resist. In school, a lesson omitted is a pleasure gained; to convert a day of study into a holiday is a positive concession to natural rights. In our higher seminaries and colleges, students seek by fictitious excuses to avoid both the beginning and close of a term; and those who arrive late claim to be excused from the first exercise after their return, because they have just come back and have not become settled.

Those who reach a school a week or two after a new term commences give their employment as a reason for not returning and for not reading what their class have gone over in their absence; and on review beg to be excused from the same portion because they were not present when it was read. A difficult lesson in college often deprives a tithe of the class of the benefits of the teacher's explanations because they feared to be called up. Such things ought not to exist. No student who had any self-respect would yield to such temptations. In a little work, entitled "Life in Earnest" I find a true portraiture of this class of persons who sometimes give tone to public opinion in our highest schools. "There are some persons of a dull and languid turn. They trail sluggishly through life, as if some painful viscus, some adhesive slime were clogging every movement and making their snail-path a waste of their very substance. They do nothing with that healthy alacrity, that gleesome energy which bespeaks a sound mind, even more than a vigorous body, but they drag themselves to the inevitable task with remonstrating reluctance, as if every joint were set in a socket of torture or as if they expected the quick flesh to cleave to the next implement of industry they handled. Having no wholesome love for study, no joyous delight in duty, they do every thing grudgingly, in the most superficial manner and at the latest moment. Others there are who if you find them at their post, you will find them dosing at it. They are a sort of perpetual somnambulists walking through their sleep; moving in a constant mystery; looking for their faculties, and forgetting what they are looking for; not able to find their work, and when they have found their work not able to find their minds; doing everything dreamily, and therefore everything confusedly and incompletely; their study a dream, their sleep a dream, not repose, not refreshment, but a slumberous vision of rest, a dreamy query concerning sleep; too late for everything, taking their passage when the ship has sailed, insuring their property when the house is burnt, locking the door when the goods are stolen—men whose bodies seem to have started in the race of existence before their minds were ready, and who are always gazing out vacantly as if they expected their wits were coming out by the next arrival." From such materials, teachers are expected to make men, industrious, energetic, punctual and *successful* men. They are blamed if they fail to meet this unreasonable expectation. Parents censure them; their pupils, in after life, cast the shame of their blunders and failures upon them. It is the common plea of every educated dunce, "I had a poor teacher; I was never taught as I ought to have been; my school life was wasted for want of good instruction." All this is said with a full consciousness of his matured stupidity and a dim recollection of the idleness and indifference of his student life. Some young men, even after they attain to their majority, think that high scholarship is produced out of the soiled and filthy rubbish of a confused and undisciplined mind, precisely as pure white paper is made of rags, *by passing through the mill*. They are to remain passive; the teacher must *pour* in knowledge to the extent of their capacity; and if they absent themselves one day, he must infuse a double quantity of new ideas the next. Now is it possible to disabuse such persons, and to some extent, the entire public, of these errors? How can pupils be made to feel that *punctuality in attendance and preparation* constitutes the best portion of their discipline? They think that teacher morose and severe who will not accept their frivolous excuses for absence; but in civil, in official life, to which they are all aspiring, the public never excuse delinquency, neglect of duty or pecuniary defaultation. There the scales of public opinion are held quite even; and sometimes an additional weight is placed on duty's side, so that the incumbent must do more than reason requires to gain the approbation of his patrons.

Imbecility is to be pitied; perverseness censured. Dullness should be treated with kindness; idleness and indifference reprimanded; and if possible, corrected. Where indolence has become a *habit*, the school-room is not the place for reform. This vice should be met at home, where it has been formed. The school is often charged with vices which belong only to the domestic circle. Parents excuse their own neglect of duty by soundly rebuking the teacher or denouncing the school; but what was true in Quintilian's day is true now. Speaking of the corrupting influence of an immoral home, he says: Fit ex his consuetudo, deinde natura. Discunt hæc miseri antequam sciant vitia; inde soluti ac fluentes non accipiunt e scholis mala ista, sed in scholas afferunt.—*New Hampshire Journal of Education*.

9. THE BEAUTIES OF BUTTERFLIES.

"In down of every variegated dye
Shines fluttering soft, the gaudy butterfly:
That powder, which thy spoiling hand disdains,
The form of quills and painted plumes contains.
Not courts can more magnificence express,
In all their blaze of gems and pomp of dress."—BROWN.

Amid the vast profusion of beautiful objects in the creation, no one seems more admirably formed to attract the attention of a contempla-

tive philosopher, than the papilio, or butterfly. The beauty of this insect, the splendor and astonishing variety of its colours, its elegant form, its sprightly air, with its roving and fluttering life, all unite to captivate the least observant eye. These insects seem to vie with each other in beauty of tints and elegance of shape. Nature in these insects, seems to have been fond to sport in the artificial mixture and display of her most radiant treasures. In somewhat elaborate harmony of coloring, what brilliancy of tints! What soft and gradual transition from one to another. In the wings of others we may observe the lustre and variety of all the colors of gold and silver, and azure, and mother-of-pearl; the eyes that sparkle on the peacock's tail; the edge bordered with shining silk and furbelows, the blended dyes of Hungary point, and the magnificence of the richest fringe. But with whatever admiration we view this beautiful insect with the naked eye, how greatly is that admiration augmented when we examine it through the microscope!

Baker, in his "Essay on the Microscope," says, "Those conversant in microscopes need not be informed, that the beautiful colors on the wings of butterflies and moths are owing to elegant minute *feathers*, ending in *quills*, and placed with great exactness in orderly rows, as, when rubbed off, the holes they come from show; but few, it may be, have much observed the great variety of their make, not only in moths and butterflies of different sorts, but even in those taken from different parts of the same wing; insomuch that it is pretty difficult to find any two of them exactly alike." George Adams, "On the Microscope," on the contrary, maintains, "that the lively and variegated colors which adorn the wings of the moth and butterfly, arise from the *small scales** or *plates* that are planted therein, is very evident from this, that if they are brushed off from it, the wing is perfectly transparent; but whence this profusion and difference of color on the same wing, is a question as difficult to resolve as that of Prior, when he asks—

'Why does one climate and one soil endure
The blushing poppy with a crimson hue,
Yet leaves the lily pale, and tinge the violet blue?'

"The prodigious number of small scales which cover the wings of these beautiful insects is a sure proof of their utility, because they are given by Him who makes nothing in vain."

JOURNAL OF EDUCATION,

Upper  Canada.

TORONTO: JULY, 1858.

* 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 800 per month) on various subjects.

CIRCULAR.

To the Heads of City, Town, Township and Village Municipalities in Upper Canada, on the Appropriation of the Clergy Reserve Fund.

SIR,—The settlement of the Clergy Reserve question having placed a considerable sum of money at the disposal of each Municipality in Upper Canada, I took the liberty in 1856 to address a circular to the Municipal Councils on the expenditure of that money, suggesting the investment of the principal, and the application of the interest in procuring maps, charts, globes, and other apparatus for the Schools, and books of entertaining and useful reading for all classes in each Municipality. Many of the Municipal Councils concurred in my suggestions, and appropriated several thousand pounds to the noble purposes of Education and Knowledge.

I observe by a notice recently issued from the Department of the Receiver General, that another instalment of the Clergy Reserve Fund is payable to the Municipalities on the 1st of July; and I take the liberty again to invite, through you, the attention of the Council over which you preside to the subject of my Circular of

November 15th, 1856, as I am able, out of a legislative grant for that purpose, to add *one hundred per cent.* to whatever sum or sums are appropriated from local sources for supplying the Schools with maps and apparatus, and the School and other Municipalities with Libraries.

If you apply the Clergy Reserve money to the payment of the salaries of Teachers, it may lessen for the present the amount of your Municipal School rates; but it will add nothing to your Educational resources, and will be of momentary advantage. But if you apply it to furnish your Schools with Maps, Globes, &c., and your constituents with Libraries, you will not only confer a benefit which will be felt in future years, in all your schools, by all your children, and all classes of your population, and that without imposing a six pence rate upon any one, but will double your resources for these most important purposes. The Legislative School Grant is apportioned to each Municipality according to population, and is not, therefore, increased or lessened by any application you make of your share of the Clergy Reserve Fund. But the Legislative Grant for School Apparatus and Public Libraries is apportioned to each Municipality according to the amount provided in such Municipality for the same purposes. In applying your Clergy Reserve money to these purposes, you double the amount of it; and confer upon the rising generation and the whole community advantages which will be gratefully felt in all time to come, and develop intellectual resources, which, in their turn, will tell powerfully upon the advancement of the country in knowledge, wealth, and happiness.

The voice of the people of Upper Canada has long been lifted up in favor of appropriating the proceeds of the sales of the Clergy Reserves to educational purposes. Now that those proceeds are placed in their own hands through their municipal representatives, it is as consistent as it is patriotic to carry out their often avowed wishes; and I know of no way in which it can be done so effectually as that, by which the amount of it may in the first place, be doubled, and in the second place, be so applied as to secure permanent benefit to every pupil and every family in each Municipality in Upper Canada. If the principal of the Fund were invested, and the interest accruing therefrom be annually applied, as I have taken the liberty to suggest, then ample means would be provided for supplying in all future time every School and every family in Upper Canada with the means of increasing the interest and usefulness of the one, and the intelligence and enjoyment of the other, to an indefinite extent, and that without even being under the necessity of levying a rate or imposing a tax for that purpose. Such an investment would be the proudest monument of the intelligence and large-heartedness of the grown-up population, and confer benefits beyond conception upon the rising and future generations of the country.

I have, heretofore, furnished each Municipal Council with a copy of the Catalogue of Books for Public Libraries, and a copy of the Catalogue of Maps and other School Apparatus provided by this Department, together with the printed blank forms of application; and I shall be happy to furnish them again, and to afford every aid and facility in my power, as well as make the apportionments above intimated, towards accomplishing an object, or rather objects, so noble in themselves, and so varied and permanent in their influence and advantages.

I have the honor to be, Sir,

Your fellow-laborer, and faithful servant,

E. RYERSON.

EDUCATION OFFICE,
Toronto, 30th June, 1858. }

* Regularly arranged like slates upon a house,

MUNICIPAL COUNCIL OF THE UNITED COUNTIES
OF YORK AND PEEL, AND THE CHIEF SUPER-
INTENDENT OF EDUCATION.

The following correspondence has passed between the Municipal Council of the United Counties of York and Peel, and the Chief Superintendent of Education for Upper Canada.

WARDEN'S OFFICE, Toronto, 15th June, 1858.

THE REV. E. RYERSON, D.D., }
Chief Superintendent of Education. }

DEAR SIR,—I have much pleasure in forwarding the enclosed copy of a resolution of the Municipal Council of the United Counties of York and Peel, adopted on Saturday last.

I am, my dear Sir, yours truly,

(Signed,) JOSEPH HARTMAN,
Warden, U. C. Y. & P.

Resolved unanimously,—That the Council having had the pleasure of visiting the Normal and Model Schools, desire to express the gratification they felt in seeing the beautiful selections of Sculpture and Paintings, and also the admirable School Apparatus, and Maps of Canadian manufacture. They desire further to express their opinion that Upper Canada owes a debt of gratitude to the Chief Superintendent for his devotedness to the cause of Education, and for the high standard which our present system has already obtained, and trusts he may be long spared to discharge the responsible duties of that office.

(Signed,) J. E. ELLIOTT,
Clerk Council U. C. Y. & P.

EDUCATION OFFICE, Toronto, 18th June, 1858.

MY DEAR SIR,—I beg to acknowledge the receipt of your note of the 15th inst., enclosing a resolution in reference to the Educational Department and myself, adopted unanimously by the Municipal Council of the United Counties of York and Peel, and to express, through you, my heartfelt thanks to the members of the Council for this spontaneous and unexpected expression of their good will towards myself, and of their kind appreciation of my public services in the cause of Education and knowledge for our common country. I regret that I was not present to receive the Municipal Council as I should have been happy to do; but perhaps my absence enabled its members to examine with more freedom and less interruption the doings of a department the most difficult and varied in its objects of any connected with the public service of the country. Under any circumstances I could not but feel encouraged and grateful for such a unanimous expression of opinion from a body of the representatives of the people belonging to all political and religious parties; and more numerous than were the members of the Legislative Assembly of Upper Canada when I first witnessed its proceedings—gentlemen who have several times visited the department, and obtained hundreds of maps and thousands of volumes from its depositories, for the improvement of the schools and the diffusion of knowledge in their several townships, but I feel doubly grateful for such an expression of feeling at a moment when our school system, as well as myself, is the object of a combined and unprecedented attack—an attack which, in regard to myself, I have little solicitude. My chief anxiety has been lest anything appertaining to me should be construed and applied to the injury of that school system in which is involved the municipal rights and best interests of the people of Upper Canada—an anxiety which is shown to be groundless by the Resolution of the large and

intelligent Counties' Council, over which you have so long and so worthily presided.

The expression of patriotic feeling by the Council in regard to our school system is but a response to the practical feeling of the country at large; for it appears by the statistical tables of my forthcoming report, which have been completed since I received your letter, that the people of Upper Canada have substantially provided and expended for the education of their children under the school system during the year no less than £303,085 11s. 4d.; it being an increase of £33,558 0s. 7d., on the receipts and expenditures of the preceding year for the same purposes.

I remain, my dear Sir,

Your obliged and faithful servant,

(Signed,) E. RYERSON.

Joseph Hartman, Esq., M.P.P.,

Warden, United Counties, York & Peel, Toronto.

IV. ESTABLISHMENT OF SCHOOL LIBRARIES.

A Lecture by Rev. John Barker, D. D., President of Alleghany College.

On the general question of Libraries, as repositories of the learning and the genius of our own or former ages, I do not propose to speak at present. In the distribution of the life giving salutary waters of knowledge, these are reservoirs which receive and retain them, and from which, sometimes at once, sometimes after the lapse of ages, they are again sent forth on their errand of mercy, to refresh and gladden the nations of men. If it were the last attainment of art, to give a local habitation to that emanation of the intellect called thought,—which is nowhere, and yet at will is carried to the utmost bounds of the universe; to make that ever-during, which is more fugitive than an echo; and as it were, to embody and symbolize, to the eye and ear, that which is spiritual; if language and letters are such noble inventions as to have divided the opinions of mankind in regard to their original, it must not be forgotten that the conception of the library, the assembling in one room, and ranging side by side, all the wisdom of the past, and its preservation unhurt by the ravages of time, completes the beneficence of this invention, and makes, and alone makes, any great thought uttered or written, the common property of mankind. Public School Libraries, however, are created for a specific end; and are not to be regarded as repositories of all that has been written, that is now extant; nor do they embrace in their range the whole field of human knowledge. It must never be omitted from any review of them that they are school libraries, and further that they are appurtenances attached to the public schools of the country. They are auxiliaries of the system of popular education, devised by the wisdom and beneficence of the State, for the education of the masses.

The number and character of the volumes of which such a library is composed will of course be regulated by the use to which it is applied, the persons who are privileged to consult it, and the functions which it is expected to perform in the work of popular education. Two circumstances characteristic of most of those who are admitted into the public schools, will determine the character of the literature which it is profitable for them to peruse; and also will enable us to determine what are the special advantages of an arrangement, by which every child in the country has access to a large and a well assorted library. It is childhood and youth, who for the first time and with wondering eyes, are exploring the paths of the literature and science, that are admitted by this judicious benevolence into the flowery land of letters. Of course this condition of the readers, must preclude all works of abstruse speculation, and all that require extended knowledge as a preliminary to read them with profit and pleasure. In the history of the early life of any one, the imagination is far more vigorous and lively than the rational faculty. Long before we are capable of any sustained effort of reasoning, we listen with inexpressible delight to narratives of "moving incidents by flood and field," with slight discrimination between truth and falsehood, or even between that which is conformable to nature, and that which is preternatural and impossible. The imagination draws its inspiration primarily from the senses, and hence narrative and descriptive compositions must form the staple of every collection of books that children will read with interest, and that will permanently affect their principles and conduct.

In a narrative, the truth is clothed with flesh; it lives, it speaks to us as a familiar friend; we are permitted to look at its features, to grasp its hand in sincere friendship, and call it ours by the fondest names and recollections. Examples and associations which make examples prevalent, almost infinitely outweigh any array of precepts, however, judicious; and hence all professedly didactic essays might as well be omitted from a catalogue of books to be read voluntarily by

school children.—History and Biography, books of travel, popular descriptions of the kingdom of nature, especially of animal life, and the applications of science to art, whether useful or ornamental, comprise most of the works which should find admission to the shelves of a public school library. If to these be added a judicious admixture of works of fiction and imagination, such as are true to nature and to morality, both in action and sentiment, such as are neither above nor below the capacity of youth, and above all, that have a high philosophical meaning, threading upon a narrative not too gross the pearl of wisdom both practical and speculative,—such a library completes the circle of that knowledge which youth will seek voluntarily and for its own sake. It may be urged, that children should be incited through the medium of a library, to higher intellectual attainments; and that the reading of treatises of moderate length, on scientific subjects, is one of the readiest means of imparting a tincture of science to those who but for such aid would remain for life unenlightened.—The reply, in as far as it has not already been anticipated, is, that science, difficult of apprehension by all, especially by youth, deserves first to be studied, and afterwards read. That the inversion of this method, must generate at the best inadequate and confused conceptions of the truth; bewildering and misleading, while it professes to instruct; and for every instance of zest for scientific inquiry increased, at least fifty will be inspired with a sincere and invincible aversion to all systematic pursuit of truth.—It should not be forgotten, too, that in schools, a broad distinction is made, between study and reading. While the former of these intellectual exercises nerves the energies of the mind to their utmost tension, the latter is by students regarded as a relaxation from severer labor, and a light discursive play of the faculties.

The thorough mastery of a few volumes, that exhibit in a systematic form the whole extent of human knowledge, makes the scholar. The thoroughness with which this is done, determines in how far he is entitled to be named an independent thinker, and a theorist in the several branches of knowledge which he has canvassed, and also marks the accuracy and profoundness of his attainments. To him nothing is valuable in the first degree, that does not contribute to the completion of his knowledge of some scientific theory; and that does not enlarge his theoretical attainments. The pupils of a public school have entered upon that course which, technically, the savan may be said to have completed.—Their school exercises task their faculties to the utmost, and they are beset with difficulties such as do not meet them in any subsequent part of their progress. To ask of them to do voluntarily, unaided and alone, what is scarcely accomplished under the eye of a teacher, when animated by his spirit and guided by him in the most intricate passages of their studies, is to my mind preposterous and absurd. Let us be content to scatter flowers along the paths of knowledge, which may fill the mind with the image of beauty and goodness; and prove a solace in those hours of weariness which intervene between more strenuous occupations. It would be a great mistake, to say the least of it, in school teachers, to recommend the introduction of any book into a school library, which would not be read, or being read would read would beget weariness and disgust, or in the instance of some precocious child would excite rather than edify and fill the mind with erroneous conceptions.

The library of the public school should be selected in direct subservience to the fact, that it is a part of a system of popular education, established for the benefit of the masses, and to whom it will be the only means of instruction in literature and science.

That the apprehension of the principles of virtue and morality is less difficult than the truths of science, is too trite to be repeated. That they are familiar to most, and find a response when first uttered, in every well ordered mind, is generally admitted. Moreover, they sink with the most weight into the youthful mind, when inculcated in a parabolic form, or, in other words, through the medium of narrative. If, then, a very important function of the public school, is the inculcation of virtuous principles and the formation of virtuous habits, the literature of the library should correspond with this idea of their character. A large portion of the library, especially that part of it designed for the use of the more juvenile pupils, should be selected with direct reference to the influence which it will have upon habits and principles. Especially should the public authorities take care, that no book containing loose or vicious principles, and even that no book merely neutral on moral questions, be placed in the hands of the children of the public schools.

But it may be asked, can virtue have any authority unless reposing on the basis of religion, and are not all religious discussions interdicted in the school room, and with equal strictness excluded from its library? To this may be replied, that while discussion on the vexed questions that divide Christians into parties, is forbidden within the walls of a room dedicated to the common benefit of all classes of religionists,—it is by no means forbidden to inculcate that morality which all alike deem to be obligatory, nor the principle on which it rests,—obedience to the will of God, revealed in the Holy Scriptures. Entertaining narratives, enforcing the first and great commandment, supreme love to God, and the conscientious performance of relative

duties, are a necessary part of every complete library for youth; and least of all, should they be excluded from that library which is to instruct the youth of the nation in the theory and practice of virtue.

Having thus rapidly sketched, in outline, permit me to indicate what may be regarded as the chief excellencies and uses of this important adjunct of our system of popular instruction. And first, it is important to consider its value as an incentive, firing the mind of ingenuous youth with new ardor, in the prosecution of liberal study. If the youthful pupil approach a subject whilst it is yet clothed with the charms of novelty, we are not to imagine his interest in it greater than it will be at any subsequent period of his career. By such slow and laborious steps does he attain the height of knowledge,—so often is he brought to a dead pause—so often is he baffled in his attempts to proceed—so frequently is he obliged to retrace his steps, and con over again the thrice repeated task,—and such is the number and complexity of the windings of the road he travels, that usually the ascent is difficult and wearisome, and is remembered with pain rather than pleasure. The library book that popularizes a branch of science, if read by those who are already familiar with its principles, surrounds the naked truth, which alone constitutes the text-book of the school, with a drapery of facts that gives it, to the youthful mind a poetic grace and a romantic interest. Besides, too, in the book, we read not the common places of the school room, but the sage conclusions, the exquisite observation, the happy illustration, the analysis profound, but clear, that mark the scholar; it may be, the genius. This sheds an altogether new light on the theme, and the clever lad, whose head had ached for many a weary hour, as he gazed at cabalistic signs, or repeated the Babylonish dialect of science, sheds tears of joy as he runs over it with ease, and declares that the book makes it quite another thing. But in the history of science, progressively developed,—and still more in the history of those, whose virtues and whose achievements in the field of speculation, or more busy haunts of men, have adorned the annals of their country and their race,—the ardent temperament of youth sees a surer warrant for hope and encouragement to unceasing effort. The chill of penury, broken health, religious bigotry, the most adverse circumstances, have yielded to the unconquerable will of the youthful devotee of knowledge. Or rather instead of dispiriting, they have developed the resources, the innate energy of the soul kindled with the celestial fire of genius; it has risen superior, apparently, to the decree of Providence appointing its allotment; it has spurned its fetters, it has asserted the majesty of intellect, and mankind have with one voice admitted the validity of its pretensions. Can we over-estimate the impression which the perusal of the memories of such men will produce on the susceptible mind of early youth?—Will not the example haunt the memory by night, as well as by day? Will it not inspire emulation, and a generous rivalry—a heroic purpose, ourselves to fill a niche in the pantheon of history? Was it not thus, that the youthful Themistocles exclaimed that “the trophies of Miltiades would not suffer him to sleep?” That Alexander prized above all the literature of his age, Iliad of Homer; and that in our day Napoleon daily perused some portion of Plutarch’s lives? I say it without fear of successful contradiction, that example is the most edifying counsel, the most attractive influence, often the most lucid instruction, ever addressed to the youthful mind. If so, a library enriched with the lives of those who have made themselves a blessing to mankind, by the light of their intelligence and virtue, will instil love of truth and goodness with silent but irresistible energy.

In the next place, every well assorted library is a benevolent guide along the pathway of knowledge. True it is, that to pupils at school such guidance is far less necessary, than for those who are deprived of systematic culture; who are compelled to grope their way as best they may, through surrounding darkness, and to whom any casual aid furnished by the example of others, shines on them like a light from heaven. Who has not read, with delight mingled with sorrow, of a Scotch shepherd boy, that demonstrated, unaided, the propositions of the first three books of Euclid; or of Pascal, when his father had interdicted the study of mathematics to his son, accomplishing the same remarkable feat? Were these youths wisely engaged in thus poring over the simplest truths, which, had they known it, were at their finger’s ends? Undoubtedly, the dictate of wisdom is, to him who in a brief life would survey the utmost bounds of knowledge, to use all the foreign aid which he can summon to his assistance.—The instructions of the school room, which present this truth in a simple summary, and systematic form, are one of these aids; and in addition thereto, every one who is anxious to view truth under special and different aspects, must approach it as it is exhibited in the volumes of those master minds who have penetrated farthest into the arcana of nature. The manner of studying, is a point not to be overlooked in connection with this topic, and the difficulties which meet the student in the outset or in the progress of his career. The history of other minds, however illustrious they were, shed and instructive light on our pathway. We are pursuing the same career; each of us may say—“sequor, etsi non passibus œquis”—the history of their difficulties and the manner in which they overcame them, alleviates our burdens; we are

borne as on angels' wings, over the ground on which, but for such aid and sympathy, we should have crawled as worms. If we for a moment contemplate that immense sea of literature which is the record of the teeming fancies, the tender sensibilities, the taste, the imagination of our own and all by-gone ages, we shall conclude at once, that no instructions of the school room, no well thumbed text books of scraps or extracts, no rules or formulas of criticism, can ever replace that knowledge which is to be gathered from an actual perusal of the classical literature of our mother tongue. Let us recollect, too, with honest pride, that in several departments, this literature is of transcendent excellence. There may be a few Greek compositions rivalling anything we have produced. The *Iliad* of Homer, is undoubtedly the first epic in the world, and has the *Œdipus* of Sophocles, its peer anywhere? But as a whole, the English poetry is the richest gift ever bestowed by the genius of any people, upon the human family.

The school library, is the depository of this literature, and by the study of it chiefly, must the taste of our people be refined and the current of their thoughts be ennobled. In Italy, pictures and statues, architecture and music, have performed this task; in England landscape gardening has infused universally a tinge of poetic sentiment. Here these agencies do not exist; but it is the privilege of all to see suspended in writing, the imperial creations of the poet and the philosopher, and to gaze on them till their own souls thrill with transport, and vibrate in unison with these generous sentiments. It may be urged that periodical literature may replace that of the library, and that the village newspaper and the monthly magazine, are a fitting substitute for bound volumes. But this supposition is too weak to admit of refutation. An argument which fills a volume requires a volume;—the conclusion reached at the close, is arrived at as the result of a series of consecutive arguments which require such a book. In like manner, a great work of art though consisting of many parts, is one whole; to take away a single part destroys its symmetry; a single minute part no more resembles the whole, than a hand or a foot resembles a human being.—The effect on the reader of the two classes of compositions, is essentially different; and I conclude, therefore, there is a radical deficiency in periodical literature, of that excellence which is attended in the master pieces of art. To instruct men, to indoctrinate them in the principles of science, to edify them, to impart a knowledge of the theory and persuade to the practice of virtue, to stir the imagination profoundly, and to achieve the highest triumph of art, men must read books, children must read books, and schools must furnish free libraries.

V. I HAVE NO TIME TO READ.

The idea about the want of time is a mere phantom. Franklin found time, in the midst of all his labor, to dive into the hidden recesses of philosophy, and to explore the untrodden paths of science. The great Frederick, with an empire at his direction, in the midst of war, on the eve of battles that were to decide the fate of his kingdom, had time to reveal the charms of philosophy and intellectual pleasures.

Bonaparte, with all Europe at his disposal, with kings in his antechamber, begging for vacant thrones, with thousands of men whose destinies were suspended on the brittle thread of his arbitrary pleasure, had time to converse with books. Cæsar, when he had curbed the spirits of the Roman people and was thronged with visitors from the remotest kingdoms, found time for intellectual conversation and study.

Boys and girls can have time, if they are willing to improve it, to gain much valuable knowledge, while out of school, without depriving themselves of necessary play or enjoyments.

Suppose every scholar eight years of age should commence reading some interesting books, and read one hour each day, continuing to do so until he is twenty years old; he would have gained more than a year's time, or three hundred and sixty-five days, of ten hours each.

Who will try this course? Young reader, will you do it? You can, if you will only make the attempt, and thus lay up a vast amount of knowledge for yourself. Now is the time to read.—*The Student*.

VI. BOOKS OF REFERENCE.

We need make no long preface of reasons for giving under this title from time to time some account of such books or periodicals as seem to us likely to prove highly useful to teachers. Every kind of knowledge, from knowledge of the everlasting granite to knowledge of the delicate nervous tissues of the human body, from the vast geometry of God by which he was built the universe down to the life of the creature whose water-drop is an ocean, is used by the good teacher, to adorn and illustrate and vivify his instructions. To add to his knowledge and his treasure. As he finds frequent use for his dictionary to give him words, so he finds books of reference on other subjects invaluable to give that fullness of knowledge which makes the accurate and ready teacher.

A well-informed person and especially a teacher, feels ashamed of

a mispronunciation of an English word. That a similar mortification is not experienced from miscalling names of persons and places arises principally from the fact that it is so difficult to ascertain such pronunciation that only the best scholars are expected to know it. Nevertheless, one feels awkward in reading or speaking upon encountering a word under the shadow of such a doubt. Nor is the difficulty confined to foreign names. You wish to speak of the senator from Texas; H-o-u-s-t-o-n you must call *Houston*, though inclined, from the spelling of his name and from the custom in New York, where a street has that title, to call him *Howston*. In the East some one asks you a question about *Al-ton*, meaning our city called here *Awl-ton*. Two Western young men travel in New England just after earning their diplomas: at Providence one asks at the railroad station for tickets to *Wawr-ces-ter*, and while the ticket-seller looks blank at such a demand, the other corrects him; 't is *Wurces-ter*.' The agent finally informs them that they mean '*Wooster*', for so *Worcester* is pronounced. In England you visit the last residence of the poet COWLEY, Chertsey; you must call it *Chessy*. You hear of the valuable library and art-gallery of the Marquis of '*Chumlee*', so spoken, but how spelt? You will have to be told, for 't is past guessing; Cholmondeley! Will you venture uninstructed upon *Youghiogony Honeoye*, *Lincoln*, *Pontefract*, *Beaulieu*, *Agassiz*, or *Taney*? Will you pronounce *Southey* in analogy with *Southeast*, or with *Southern*? Does '*Titian*' rhyme with *politician*?

We have seen an anecdote (apocryphal, we suspect) of THACKERAY. Being in company with ANGUS B. REACH, author of '*Claret and Olives*,' he addressed him as Mr. Reach (Reech). '*Re-ack, Sir*,' sharply replied ANGUS. Considering the tartness not called for, the great humorist shortly afterward, offering him a basket of fruit, asked, '*Mr. Re-ack, will you take a pe-ak*?'

When we come to foreign names the matter is much worse. Some have become thoroughly anglicized. It would be affectation to talk of *May-hé-co*, *Pah-reé*, *Kee-ho'-tay*, instead of Mexico, Paris, and Quixote, though the former are the real Spanish and French pronunciation: but generally names should be pronounced as nearly as possible as they are pronounced by the educated people of the countries to which they respectively belong. Such pronunciation will almost always be found more euphonious than one based upon the English analogies, if such can be found. *Bacchiglione* (*bak-keel-yo'-nay*) is an example. How will you find English analogies for '*Zschokke*?' For '*Schiller*,' the name of Germany's greatest poet, will you take the analogy of *scheme*, or of *schism*? Both are wrong; the name is *Shiller*. '*Rothschild*' is *Rote-sheeld* (red shield). Our western hunters tell of the river *Heely*; on our maps we find *Gila*. If you talk to a German of the poet GOETHE, you will fail to make him understand of whom you speak unless you are acquainted with German pronunciation, or call him something between *Gaty* and *Getty*. Even one familiar with foreign languages may be misled by an exceptional case, as *Guines*, (in Cuba) which varies from the rule for *gui* in Spanish.

LIPPINCOTT'S PRONOUNCING GAZETTEER, or Geographical Dictionary of the World (briefly noticed in our last number), is a most valuable book of reference. It contains a notice of nearly one hundred thousand places, giving the pronunciation of the names, and the most recent and authentic information concerning them. [It is supplied to public libraries in Upper Canada.—See Catalogue].—*Illinois Teacher*.

VII. Miscellaneous.

1. A MOTHER'S GIFT.

The following lines, written by a mother in a Bible—her gift to her son—are well worth reprinting:

Remember, love, who gave thee this,
When other days shall come—
When she who had thy earliest kiss,
Sleeps in her narrow home.
Remember, 'twas a mother gave
The gift to one she'd die to save.

That mother sought a pledge of love,
The holiest for her son.
And from the gift of God above
She chose a goodly one;
She chose for her beloved boy
The source of life, and light, and joy;

And bade him keep the gift—that when
The parting hour should come,
They might have hope to meet again,
In her eternal home.
She said his faith in that would be
Sweet incense to her memory.

And should the scoffer, in his pride,
Laugh that gift to scorn,
And bid him cast that pledge aside,
That he from youth had borne!
She bade him pause and ask his breast,
If he, or she, had loved him best?

A parent's blessing on her son
Goes with this holy thing;
The love that would retain the one
Must to the other cling.
Remember, 'tis no idle toy;
A mother's gift—REMEMBER BOY!

2. THE POWER OF TRUTH—A BEAUTIFUL ILLUSTRATION.

THE following beautiful illustration of the simplicity and power of truth, is from the pen of S. H. Hammond, formerly editor of the Albany State Register. He was an eye witness of the scene in one of the higher courts:

A little girl nine years of age, was offered as a witness against a prisoner who was on trial for a felony committed in her father's house.

"Now, Emily, said the counsel for the prisoner, upon her being offered as a witness, "I desire to know if you understand the nature of an oath?"

"I don't know what you mean," was the simple answer.

"There, your Honor," said the counsel, addressing the Court, "is anything further necessary to demonstrate the validity of my objection? The witness should be rejected. She does not comprehend the nature of an oath."

"Let us see," said the judge, "Come here, my daughter."

Assured by the kind tone and manner of the judge, the child stepped toward him, and looked confidently up in his face, with a calm, clear eye, and in a manner so artless and frank, that went straight to the heart.

"Did you ever take an oath?" inquired the judge.

"No, sir."

She thought he intended to inquire if she had ever blasphemed.

"I do not mean that," said the judge who saw her mistake, "I mean were you ever a witness before?"

"No sir; I never was in court before," was the answer.

He handed her the Bible open.

"Do you know that book, my daughter?"

She looked at it and answered, "Yes, sir, it is the Bible."

"Do you ever read it?" he asked.

"Yes, sir, every evening."

"Can you tell me what the Bible is?" inquired the judge.

"It is the word of the great God," she answered.

"Well, place your hand upon this Bible, and listen to what I say?" and he repeated slowly and solemnly the oath usually administered to witnesses.

"Now," said the judge, "you have sworn as a witness, will you tell me what will befall you if you do not tell the truth?"

"I shall be shut up in State Prison," answered the child.

"Anything else?" asked the judge.

"I shall never go to heaven," she replied.

"How do you know this?" asked the judge again.

The child took the Bible, and turning rapidly to the chapter containing the commandments, pointed to the injunction, "Thou shalt not bear false witness against thy neighbor." "I learned that before I could read."

"Has any one talked with you about your being a witness in court here against this man?" inquired the judge.

"Yes, sir," she replied. "Mother heard they wanted me to be a witness, and last night she called me to her room and asked me to tell her the Ten Commandments, and then we knelt down together and she prayed that I might understand how wicked it was to bear false witness against my neighbor, and that God would help me, a little child, to tell the truth as it was before him. And when I came up here with father, she kissed me and told me to remember the ninth Commandment, and that God would hear every word that I said."

"Do you believe this?" asked the judge, while a tear glistened in his eye, and his lips quivered with emotion.

"Yes, sir," said the child, with a voice and manner that showed her conviction of its truth was perfect.

"God bless you, my child," said the judge, "you have a good mother. This witness is competent," he continued. "Were I on trial for my life, and innocent of the charge against me, I would pray God for such witnesses as this. Let her be examined."

She told her story with the simplicity of a child, as she was, but there was a directness about it which carried conviction of its truth

to every heart. She was rigidly cross-examined. The counsel plied her with infinite and ingenious questioning, but she varied from her first statement in nothing. The truth, as spoken by that little child, was sublime. Falsehood and perjury had preceded her testimony.

The prisoner had intrenched himself in lies, till he deemed himself impregnable. Witnesses had falsified facts in his favor, and villainy had manufactured for him a sham defence. But before her testimony, falsehood was scattered like chaff. The little child for whom a mother had prayed for strength to be given her to speak the truth as it was before God, broke the cunning devices of matured villainy to pieces like a potter's vessel. The strength that her mother prayed for was given her, and the sublime and terrible simplicity—terrible, I mean, to the prisoner and his associates—with which she spoke was like a revelation from God himself.

3. "KISS ME, MAMMA, DO KISS ME, I CAN'T GO TO SLEEP."

The child was very sensitive, so like that little shrinking plant that curls at a breath, and shuts its heart from the light.

The only beauties she possessed, were an exceedingly transparent skin, and the most mournful, large blue eyes.

I had been trained by a very stern, strict, conscientious mother, but I was a hardy plant, rebounding after every shock, misfortune could not daunt, although discipline tamed me. I fancied, alas! that I must go through the same routine with this delicate creature; so one day when she had displeased me exceedingly, by repeating an offence, I was determined to punish her severely, I was very serious all day, and upon sending her to her little couch, I said, "Now, my daughter, to punish you and show you how very, very naughty you have been, I shall not kiss you to-night."

She stood looking at me, astonishment personified, with her great mournful eyes wide open. I suppose she had forgotten her misconduct till then; and I left her with the big tears dropping down her cheeks, and her little red lips quivering.

Presently I was sent for—"Oh! mamma, you will kiss me; I can't go to sleep if you don't," she sobbed, every tone of her voice trembling, and she held out her little hands.

Now came the struggle between love and what I falsely called duty. My heart said give her the kiss of peace; my stern nature urged me to persist in my correction, that I might impress the fault upon her mind. This was the way I had been trained, till I was a most submissive child, and I remember how often I had thanked my mother since for her straightforward course.

I knelt by the bedside—"Mother can't kiss you, Ellen," I whispered, though every word choked me. Her hand touched mine; it was very hot, but I attributed it to her excitement. She turned her little grieving face to the wall. I blamed myself as the fragile form shook with half-suppressed sobs, and saying, "Mother hopes little Ellen will learn to mind her after this," left the room for the night.

It might have been about twelve when I was awakened by the nurse. Apprehensive, I ran eagerly to the child's chamber. I had a fearful dream.

Ellen did not know me, she was sitting up, crimsoned from her forehead to her throat, her eyes so bright that I almost drew back aghast at their glances. From that night a raging fever drank up her life—and what think you was the incessant plaint poured into my anguished heart? "Oh, kiss me, mother—do kiss me, I can't go to sleep. You'll kiss your little Ellen, mother, won't you, I can't go to sleep! I won't be naughty if you'll only kiss me. Oh! kiss me, dear mamma, I can't go to sleep!"

Holy little angel! she did go to sleep one gray morning, and she never woke again—never! Her hand was locked in mine, and all my veins grew icy, with its gradual chill. Faintly the light faded out in the beautiful eyes—whiter and whiter grew the tremulous lips. She never knew me; but with her last breath she whispered, "I will be good, mother, if you'll only kiss me."

Kiss her! God knows how passionate, but unavailing, were my kisses upon her cheek after that fatal night. God knows how fervent was my prayer that she might know, if but once, that I kissed her. God knows how I would have yielded up my very life could I have asked forgiveness of that sweet child.

Well! grief is all unavailing now! she lies in her little tomb; there is a marble urn at her head, and a rose-bush at her feet; there grow the sweet flowers; there waves the gentle grass; there birds sing their matins and vespers; there the blue sky smiles down today, and there lies buried the freshness of my heart.

Parents, you should have heard the pathos in the voice of that stricken mother, as she said, "There are plants that spring into greater vigor if the heavy pressure of a footstep crush them; but oh! there are others, that even the pearls of the light dew bend to the earth."—*British Mothers' Journal*.

4. NO ROYAL ROAD TO LEARNING.

In addressing the pupils of the Central School, Hamilton, on the occasion of his retirement from that school, Mr. Sangster said :

I feel assured that you will continue to give your earnest attention to your studies—that you will still manifest the same application and perseverance that you have hitherto. Work diligently and faithfully ; for, without labor, there is no excellence. There is no "royal road" to learning. The temple of science is placed on a hill and can only be reached by climbing. Foot by foot, step by step, with your face resolutely set towards the top, you must press onward, if you would attain to any eminence. If you find the way steep, and for a moment feel disheartened, fix your gaze steadily on the prize at the summit, and remember the dear ones "at home" who, with anxious, loving hearts, are watching your efforts. Bear in mind that, at every step you take, you are passing the spot where thousands and tens of thousands have halted, never to go further. Let your motto be "Excelsior." Resolve never to be discouraged by difficulties—not to believe any obstacle insurmountable. Recollect that, if your lessons contained no difficulty, they would be valueless to you. In addition to the fact that, in overcoming these obstacles, your intellect is compelled, in a manner, to take a firmer and more comprehensive grasp of the principles involved:—the daily habit of successfully coping with difficulties, gives the mind a power and a vigor which it would never otherwise possess. Bear down all opposition by dint of exertion. Remember that the difference between men is not so much one of talent as perseverance, energy, unconquerable determination,—an honest purpose once fixed, and then—victory. If you have great talents, diligence will improve them, if but moderate ability, industry will supply the deficiency. Possessed of energy, there is no position so exalted that you may not aspire to fill it, there is no degree of excellency to which you may not attain. In short, an indomitable will is the grand secret of success, is the great quality before which every impediment melts into insignificance, and the want of which no circumstances, no opportunity, no talents can supply. Cultivate, then, the habit of doing with all your might whatever you may have to do. Most of you have to carve your own fortunes. Upon your own individual exertions depend the position you are to occupy, and the influence you are to exert in society. From what I have seen, I feel convinced that the world will yet hear of some of you—that many of you will hereafter fill offices of trust and responsibility. Aim high, work hard, see that your motives are all good, and that your principles are pure, and never for an instant dream of failure ; go forward in certainty ; victory is yours.

Strive after greatness of character ; Remember, there is absolutely no connexion whatever between this greatness and that of position. It pertains no more to the prince than to the peasant, no more to the statesman than to the chimney sweep, but is equally within the reach of all. As has been well remarked, "he is the greatest man who chooses the right with invincible resolution ; who resists the sorest temptations from within and from without ; who bears the heaviest burdens cheerfully ; who is the calmest in storms, and whose reliance on truth, on virtue, and on God, is the most unflinching." Be brave,—brave in maintaining the truth, and battling against error. Never shrink from doing what you know to be right. Be sure that the course you purpose taking is correct, and then follow it resolutely. Do your duty unflinchingly. Be alike unflinched by jeers, by threats, by solicitations, by self interest, by any considerations whatever. Try to understand your duty and responsibility to God, to society, to your parents, to yourselves. Never be guilty of a mean and unworthy action. Never do or say anything, the remembrance of which might hereafter cause you to blush ; and withal, humbly pray that your moral culture may keep pace with your intellectual attainments, and that, as your minds become illuminated with the light of substantial knowledge, your hearts may become enlightened by grace.

My dear boys and girls—It is quite unnecessary for me to say that this last proof of your attachment has given me pleasure. I thankfully accept this beautiful and appropriate token of your regard. Its intrinsic value is, indeed, great—far beyond anything I have merited—but many thousand times more precious to me are the feelings which prompted you to present it, and the sentiments of esteem and respect which are breathed in your address. I feel quite unworthy of so much love and consideration. I thank you, dear pupils, not only for your goodness on this occasion, but also for the cheerful manner in which you have uniformly submitted to the restraints and regulations peculiar to the school room ; for the many acts of thoughtful kindness I have received from you ; for the disposition to aid me and to lighten my labors which you have always evinced, and for the happy spirit of harmony and mutual concession which has characterized your intercourse with one another.

I feel, dear boys and girls, that this is the hour of my life. Never again to me can come an hour at once so full of joy and of sorrow.

Never again can such conflicting feelings of pleasure and pain struggle within my breast. This moment would be one of unmixed bitterness, were it not that in which I receive from you such unmistakeable evidence of your love and so strong an assurance that I shall live in your affectionate remembrance. It would be one of great happiness were it not the last I am to spend with you. No longer are we to hold towards one another the near and dear relation of teacher and pupils. To-morrow another assumes the right to counsel and instruct you. To-night, however, you are still mine, and I am anxious to embrace this last opportunity by offering you a few words of advice.

Dear boys and girls, I cannot tell you how much I feel at leaving you—how unhappy I am in having to tear myself from so many that I love—how my affections cling to Hamilton. Perhaps none but those who experience it, can conceive the depth of sorrow felt at such a parting. Five years ago, to-night, I sat upon this platform with feelings very different from those I now experience, and yet almost as sad. Then I was a stranger in a strange place. I had just parted from many dear ones in Toronto, and within the entire circumference of this city I could not count one friend, no, not even an acquaintance. At that time not one bright or pleasant anticipation arose to reconcile me to the future. I thought but of those I had left, and of the cheerless prospect before me. I could not then foresee that hundreds of warm friends were together around me, to sustain me by their kindness and encourage me by their sympathy. I did not then know the treasure of love that God was about to give me in my pupils. I felt merely that I was friendless and alone. Now, how changed my position. In almost every face before me, and on either side of me, I recognize that of a friend. Hamilton has become endeared to me by many a hard day's work—many an anxious thought ; and many recollections, some pleasant and others sad, throng upon me as I review the past.

I do fondly hope, dear children, that we shall neither forget one another, nor the thousand agreeable associations that cluster around the period of our connection. While life and reason remain, the hallowed memory of these days shall never pass away. Long years hence, when age shall have bowed the body and silvered the hair—when care shall have furrowed the face, and sorrow seamed the heart—a word, a look, a passing shadow, the fall of a leaf or the sighing of the wind shall recall to vivid remembrance the events and incidents of the past five years, and pupils and teachers, we shall all be here together again. Once more, in fancy, shall we see one another, as if but yesterday. Again shall we hear the merry ringing laugh, and take part in the exciting game, or enjoy the mad romp with the winds. Again shall we sit together, as of yore, in the old familiar school-room, and battle with that stubborn problem that would not be "done." Alas ! we shall then be scattered to the four winds of Heaven, and many of us shall have passed the bourne whence none return ; but, as these gentle memories of bye-gone days steal over those of us that remain, the dim eye shall brighten, and the hard heart grow soft under their soothing influence.

We now separate—you to go on in the prosecution of your studies under almost the same circumstances as heretofore, and I to go elsewhere to enter a new field of labor, to undertake new duties, and to assume new responsibilities. When next you assemble in your lessons, and look towards the well-known desk, you will doubtless miss one familiar face—but how many familiar faces shall I miss ? You will have parted with one friend, but with how many dear friends shall I have parted ? How long shall I have to labor in my new school before the faces that day by day gather about me awaken so many happy and agreeable recollections ? How improbable that I shall ever again meet with a class of boys and girls at once so intelligent, so industrious, so obedient, and so affectionate ? [At this period the young girls and boys, and, in fact, the greater portion of the vast assembly, were more or less affected, and continued to be so till the close of the reply. Mr. Sangster could scarcely command his own feelings sufficiently to proceed.] This watch shall always be one of the most valued and precious of my earthly possessions. While my heart beats beneath it, I shall never cease to remember the loved and dear ones who gave it me, and by whose affection it is consecrated. And in after years, whether near to or far from the scene of this night's proceedings, when gazing upon its face I shall clearly see reflected there the faces of those whom I now see before me, and whom I shall forever love as dear brothers and sisters.

And now, my dear pupils, farewell ! We part ! May you be prosperous and happy ! O Almighty God ! shield and guard these dear ones from sin and sorrow. Keep their hearts in purity. May all their aspirations be holy and lofty. May they be spared to long lives of honor and usefulness. Do Thou sustain them amid the dangers and temptations of youth. O let not one fall. Keep them all beneath the shadow of thine Almighty wings, and gather them at last, one by one, to Thyself in Heaven.

5. THE FACULTY OF SPEAKING IN PUBLIC.

The recent convocation of McGill College reminded us that for years efforts have been made to induce that important Institution, and especially its High School Department, to give more attention to the Faculty of public speaking. It is generally felt and deplored that these, generally speaking, excellent schools are, nevertheless, deficient in teaching the pupils to read and to speak the English language, a matter which is, in our view, of primary importance.

It is not, however, in Canada alone that this neglect of the power of utterance and expression is felt. The same state of things exists in England, and we insert the following article on the subject from a late number of the *London Times*, in the hope that its thunder may ring in the ears of every manager of a school or college in Canada, until the deficiency complained of be remedied:—

We should only take up needless time if we were to attempt an enumeration of the splendid examples and emphatic admonitions in favor of early, constant, various, and systematic training, in the case of everybody called upon to speak in public. The early statutes and usages of our Universities bear witness to the paramount importance of the faculty in the estimation of our forefathers. The old scholars of Oxford "disputed" their way from term to term, from one degree to another. Till the Restoration we believe we are justified in saying that no sermon was ever read in the University pulpit, and even elsewhere a manuscript was as great a confession of weakness as a printed book would be in these days. Yet these were ages in which the Universities had a far stronger hold on the nation than they now have. They were not behind ours in solidity of scholarship, in depth of philosophy, and strength of conviction. The art of speaking did not dilute learning and weaken vigour of mind, but ministered to them. Scholars then not only held their own, but went forth, and taught, and persuaded, and governed the world.

In this age, however, which brooks no comparison with any age that went before it, it is a plain fact, which cannot be disputed, that neither at our Universities, nor at our public schools, nor in any other places and systems of education in vogue amongst us, is any attempt made to teach the art of speaking. What may be adduced in the way of exception is utterly inconsiderable. Up to the age of three, and twenty, it is matter yet to be ascertained whether the intended clergyman can read a verse in the Bible as it ought to be read; whether the intended barrister can make a legal statement, attempt to convince without disgust, or to persuade without making himself ridiculous. He may at that age be able to do many things seldom required. He may be deep in Greek and Roman antiquities, and be able to construe and even scan any chorus; he may write Greek and Latin verses in a dozen metres; he may be a good mathematician, and even compose a tolerable essay. He may have these and many other accomplishments, which may never be called into practice once in a whole life, except in the production of written sermons, or in some correspondence of unusual gravity. What, however, every man must do in one way or another, what is the common gift of all classes, all professions, all ages from infancy, what is the first and foremost difference between man and brute, and between one man and another, is left to chance, without any assistance whatever from schools or universities. Some men have naturally better organs of articulation, some are in better society and more among good talkers than others; some are more sociable; some begin to talk a year or two before others, and have that start upon them; some prefer society to study from mere idleness; some are early seized with an ambition to be orators. Nature and circumstances interfere in many ways, and make one man a speaker, another a mute, and others all shades between these extremes, but education in these days has nothing to do with the result. A schoolboy is all his time declining, conjugating, parsing, construing, scanning—all grammatical and critical exercises;—reciting first Latin doggerel about genitives and præterites; then, it must be admitted, Latin and Greek speeches and poetry. The Universities merely complete this course of training. But the habit of mind imparted by all these exercises is rather adverse to method, facility, and elegance of expression than conducive to these qualities. It often helps to make men hesitate, boggle, and stammer, be at a loss for a word, or give two or three words instead of one, contradict themselves, explain, repeat, and fall into every voice of utterance. The question, as Lord Stanhope very properly says, does not refer only to public speaking. The tongue is continually called into service, and is always liable to failure for want of a proper training.

The result is lamentable, and often disagreeable. The first education that the country can give offers no security whatever that a man shall not offend and disgust when he should please and inform. Enter church after church, in the metropolis or elsewhere, and you shall hear the prayers read by a machine, and the sermon read by a drone. The supplications are solemn without being serious; the exhortations have only that gravity that conduces to sleep. The one is a pious form, and the other an unpleasant necessity. It is not our present purpose, and certainly is no wish of ours, to enlarge upon defects which are the staple of almost every conversation in respectable

houses between the hours of one and two on Sunday afternoon. Nor is this state of things confined to the Church. Hundreds of excellent gentlemen aspire to Parliament, and get in or not with the same ultimate ill-success. The moment they try to speak, all their feelings, thoughts, facts, and purposes either crowd to the tongue or fly altogether, and leave it utterly bankrupt of words. Those who can speak do not often bring credit on the gift. Indeed in this country there is nothing which is so often the subject of a sneer as fluency of speech. It has become an affectation with many that they cannot express themselves, and they find excuse enough alike in the shortcomings and excesses of others. A large part of the wisdom, the experience, and the actual power of the country is unrepresented in Parliament, through the taciturnity or defective expression of our public men, while, as a natural consequence, many who have little else than a ready command of words obtain an influence beyond their just worth. —*Montreal Witness.*

6. POWER OF MONOSYLLABLES.

To one whose attention has not been drawn particularly to the subject, it will be surprising to call to mind how many of the most sublime and comprehensive passages in the English language consist wholly or chiefly of monosyllables. Of the sixty-six words composing the Lord's Prayer, forty-eight are of one syllable. Of the seventeen words comprising the golden rule, fifteen are of one syllable. The most expressive idea of the creative power of Jehovah, is expressed entirely in monosyllables: "And God said, let there be light, and there was light." One of the most encouraging promises of Scripture is expressed in fifteen words, all but one of which are monosyllables: "I love them that love me, and those that seek me early shall find me."

VIII. Educational Intelligence.

CANADA.

—THE ANGLICAN SYNOD.—CHURCH SCHOOL EDUCATION.—Dr. Bovell's motion to petition the Legislature on the subject of School Education, having been brought up, he (Dr. B.) said he was certain that this was but a reasonable demand. It did not strike a blow at the system of education as in existence, but would give them power to take advantage of the bill under another mode. It had been said that if they got the Bible into the Common Schools, that would satisfy them; but were they likely to get it? He saw no chance of it. The present system of education had been tried and proved to be an utter failure. Why should they be compelled to submit to a system which in their view would utterly deprive them of bringing up their children in that way in which they should go. It might be said that education could be given children at home. That was a very plausible system at first sight, but who were they that did such a thing? They were very few, he imagined. He therefore hoped no division would be taken on the subject, but they would be permitted to get what they all desired—that the children would be instructed properly in the word of God, and be an orderly, happy and religious people. (Applause.)

J. W. Gamble, Esq., subscribed *ex animo* to the principles expressed by his friend, who had spoken in reference to the religious teaching which children should receive. But he had always been a strong advocate for the Common School system, for he had seen the benefits which had been derived from it. He did not believe it possible for the Synod to adopt the report because it did not even place their position in the best possible point of view, nor ask for the thing which they had a right to ask for, if they obtained it on that ground at all. Another reason why they should not adopt the report was that all it asked was that the sums they were assessed, should be returned in order to support these Schools. If the Churches in the City could undertake the education of the children of its members, it could not be done in the country. But if they were to adopt the plan at all, why should not the Church of England be entitled to her portion of the Parliamentary grant to Common Schools, as well as to her portion of the local assessment. If they were entitled to anything they might as well claim their entire right. But provision was already made in the statute for what they were now seeking, for which they had the word of the Superintendent of Education. Under these circumstances it was far better to act under the existing statute than to seek to come out in a Separate Denominational School. This was a far better course than to go down to the Legislature. They might, however, if they chose go down to the Legislature and throw in their weight with the Roman Catholics for Separate Schools. Mr. Gamble continued to say that the country was now well cut up in School sections with efficient teachers, in nine-tenths of which the Bible was read as a class book (no, no). Gentlemen might say

"no," but he differed from them. The Bible was read in a large majority of the Schools, and that was the best description of religious instruction they could give them. (Applause.)

The Bishop had always understood that the Bible might be allowed in the Schools, but he never understood that it was profitably read.

Mr. Gamble had never been in any of them in which the Bible was not read and taught.

Hon. Mr. Cameron remembered that in 1846 he introduced into Parliament a measure which enabled their Church in all the cities and towns in the Province to have their own Trustees, but it had never been taken advantage of, though it was on the Statute Book for two years. But on that point Mr. Gamble had said in regard to electing their own trustees it could be done under the present statute; and even if they had a Separate School System, it could not be carried out in the rural districts. Let them not attempt a thing and fail, but let them show from the earnest which they had given in the erection of that House in which they were, that they were determined to give the children a religious education. They should see well to the sort of men they elected as their School Trustees. But they should not go to the Legislature and meet a rebuff that would paralyse their exertions altogether. (Hear.) All must know that the Common School system had been a failure, and that it did not provide for the children being compelled to go to school. He hoped Dr. Bovell would withdraw his motion.

Rev. Mr. Ardagh would go with Dr. Bovell as far as getting Church of England Schools established in the cities; but if they took up the Common School system in the country they would lose education altogether. He was Superintendent of Schools in four Townships, and not only was the Bible introduced into the schools, but they even got the Church Catechism into them. The Rev. gentleman was proceeding to speak when he was informed that Dr. Bovell had consented to withdraw his motion.

The Bishop said it was a degrading thing that they should be compromising in a Christian country to read the Bible. (Hear.) Would it not be a thing of wonder and astonishment in future ages, that there was a time when, in this country they were begging leave to read their Bible. Wisdom, however, suggested them to make the best they could of the position in which they were placed; and to try and introduce religion into the schools. (Applause.)

— UNIVERSITY COLLEGE, TORONTO.—The commencement exercises took place yesterday in the Hall of the College. Sir Edmund Head was present in the capacity of visitor, and the hall was crowded with ladies and gentlemen. We give the list of matriculants, prizors, &c., in full below. Dr. McCaul, the president, made some very complimentary remarks in presenting three gold medals to Mr. Moss, evidently a very clever young man, a resident of Toronto. Mr. Rattray, also of Toronto, was warmly commended by the Vice-chancellor, in presenting the gold medal for metaphysics and ethics. Mr. Oille, of St. Catharines, is also one of the most successful men of his year. The professors accompanied the presentation of the other prizes with appropriate remarks. Dr. McCaul and the Vice-Chancellor delivered speeches on the state of the Institution, which we are happy to say, is in a flourishing condition, and the Governor General, before leaving the Hall, gave an excellent address, noticing particularly the success of Messrs. Moss and Rattray, and urging them to renewed exertions in the career which they had so worthily begun. The following is the list:—

ADMISSION TO DEGREES:

LL.B.—T. Hodgins, B.A.; J. McCaughey; W. H. Bowlby, B.A.; C. E. English, M.A.; D. A. Sampson; E. Fitzgerald, M.A.

M.B.—L. S. Oille, T. Miller, M. H. Aikins.

B.A.—L. S. Oille, T. Moss, W. J. Rattray, F. B. Tiedell, T. McNaughton, C. D. Paul, S. H. Blake, R. Bernard, W. Milroy, G. W. Des Voeux, G. Hill, Rev. H. C. Jones, *ad eundem*; S. Graydon, *ad eundem*.

M. A.—L. S. Oille, B.A.; D. E. Blake, B.A.; Clarkstone Jones, B.A.; M. M. Crombie, B.A.; N. Kingsmill, B.A.; A. MacNabb, B.A.; A. Catanach, B.A.; W. H. Bowlby, B.A.; W. S. Francis, B.A.; D. E. Montgomery, Rev. *ad eundem*, W. A. Watts, *ad eundem*.

LL.D.—S. S. Macdonell, B.C.L.; J. Patton, B.C.L.

ADMISSION TO STANDING:

4th year—M. O'Reilly, Trinity College, Toronto; W. O. M. King, Oxford

3rd year—G. W. Des Voeux, Oxford. 2nd year—I. D. Ogden, Victoria College. 1st year—H. Phillip, Trinity Col. Toronto.

MATRICULATION—J. George Hodgins, Victoria College.

MATRICULANTS.

Faculty of law—Sept, 1857—W. J. Stanton, G. K. Mulligan, F. McKelcan, J. Livingstone, R. W. Adams, J. Dewar, T. H. Spencer, J. W. Hancock, J. McFadyen, W. Kerr, S. Cochrane, S. H. Ghent, J. W. Bowlby, R. L. Benson, G. C. Shaw, W. D. Macintosh, A. Howell, G. L. Papps, W. H. Foster, J. J. Curran, J. V. Ham, A. R. Mcnaughton, V. Cronyn, D. Blain.

1858—W. N. Miller, R. Smith, W. E. O'Brien, H. Robertson, R. O. Stevens, J. W. Kerr, W. J. Shaw, T. B. McMahon, F. H. Stayner, N. Douglas.

Faculty of Medicine—Sept. 1857—D. J. Pollock, J. Elliott, T. P. Eckardt, W. W. Ogden.

1858—E. M. Playter, R. Ramsey, A. Hudson.

Faculty of Arts—Sept. 1857—A. Andrew, G. W. Buckland, A. Dick, J. Foster, C. McFadyen, T. Muir, D. Ormiston, C. Warren.

1858—W. D. Le Sueur.

Agriculture—Sept., 1857—J. E. Farewell, H. St. G. Baldwin.

RECITATION.

Latin Verse.—"Capyos Vaticanium," W. H. C. Kerr,—3rd year.

English Verse.—"The Rajah of Sarawak," J. A. Boyd,—2nd year.

MEDALS, SCHOLARSHIPS AND PRIZES.

Faculty of Law.—W. H. Bowlby, B. A., gold Medal; C. E. English, M. A., silver medal; D. A. Sampson, silver medal.

Faculty of Medicine.—L. S. Oille, gold medal; M. H. Aikins, silver medal; T. Miller, silver medal.

Faculty of Arts.—Greek and Latin, T. Moss, gold medal; Mathematics, T. Moss, gold medal; Modern Languages, T. Moss, gold medal; Eth. Met., and Civil Pol. W. J. Rattray, gold medal; Oriental Languages, F. B. Tiedell, prize.

Faculty of Law.—Matriculation, W. N. Miller, R. Smith, W. E. O'Brien, H. Robertson, 1st year, R. Adams, G. S. Papps, F. H. Spencer, 2nd year A. Cattanaeh, B. A.; N. M. Trew, B. A.

Faculty of Medicine.—1st year, D. J. Pollock; do. A. Hudson, do. W. Sinclair; 2nd year, W. W. Ogden; 3rd year, C. E. Barnhart.

Faculty of Arts.—Greek and Latin, 1st year, A. E. Miller; do. J. Turnbull; 2nd year, J. T. Fraser; do. I. D. Ogden; 3rd year, W. H. C. Kerr; do. H. Tassie; T. Moss, B. A.; Mathematics, 1st year, J. Thom; do. D. Ormiston; 2nd year, A. McMurry; 3rd year, J. L. McDougall; T. Moss, B. A.; Modern Languages, 1st year, T. R. Livingston; 2nd do. do. J. A. Boyd; 3rd do. do. R. Sullivan; do. do., J. L. McDougall; do. do., B. F. Fitch; T. Moss, B. A.; Natural Sciences, 1st year, A. Grant; 2nd do. W. Sinclair; do. do., J. J. Wadsworth; 3rd do. J. Mitchell; Eths. Met. and Civ. Pol., 3rd do. R. Sullivan; W. J. Rattray, B. A.; General Proficiency, 1st year, R. McGee; 2nd do., D. A. Sampson; Oriental Languages; 1st year, G. Grant; 2nd do. do., J. White; 3rd do. do., D. Waters.

Compositions.—Greek Verse, H. Tassie, prize; Latin Verse, H. Tassie, prize; do. W. H. Kerr, prize; English Verse, J. A. Boyd, prize; English Pros

Thesis for M. A.—L. S. Oille, prize.

THE ANNUAL DINNER.

took place in the evening at Swords' Hotel. Hon. Mr. Patton, LL. D., presided, and was supported by the Vice-Chancellor of the University, Rev. McCaul, LL.D., C. Dunkin, Esq., M. P. P., (Governor of McGill College, Montreal.) Professor Wilson and other gentlemen; whilst L. W. Smith, Esq., D.C.L., discharged the duties of Vice-Chairman. Upwards of 100 graduates and undergraduates surrounded the festive board, which was replenished with an abundance of excellent viands. After dinner a number of toasts were introduced by eloquent speeches, and were as eloquently responded to.

The toasts of "The Queen," "The Royal Consort," "The Governor General," "The Army and Navy," and "the Universities and Colleges of Canada," were given in succession from the chair, and drunk amidst loud applause. In proposing the last named toast,

The Chairman said that the Toronto University had passed through a fiery ordeal. It had been made the subject of attack by political faction, and to suit partizanship it had been stripped of its fair proportions. It had had taken from it its convocation, and wrested from it its faculties of law and medicine, and the attempt was made to "leave not a rack behind." But though they were now in a humiliating position, he trusted that not two years hence the "ght of convocation, at any rate, would be restored.

(Hear hear.) Mr. Dunkin, M.P.P., a Governor of McGill College, Montreal, was the first to respond, and was followed by the Vice-Chancellor, who said he could not endorse the statement of the Chairman that the University of Toronto occupied a humiliating position. He was not afraid of letting Toronto University compete with any other University on this continent, and if the whole ship was wrecked, he for one would nail his colours to the mast and go down with her to the bottom. Dr. McCaul succeeded, and in the course of his address said, that during the past year the number of the students of University College had increased 40 per cent., those attending the College having almost reached 200. The Chairman next submitted the toast of "Upper Canada College, the Grammar Schools and other educational institutions of Canada," and Mr. Principal Stennett, of Upper Canada College, and Mr. Evans replied, the former on behalf of the College, the latter on the part of the Grammar Schools. The Vice-Chairman gave the "Universities of the United Kingdom," which was acknowledged by the Vice-chancellor, for the University of Cambridge, Dr. McCaul, for the University of Dublin, and Dr. Wilson, for the University of Edinburgh. The Vice-chancellor then proposed "The Honor men of the year," coupling with the toast the names of Messrs. Moss and Rattray, who replied, and Mr. Moss proposed "The Committee." Mr. McMab returned thanks. Mr. McMichael gave "The Graduates and Undergraduates," and Messrs. Blake and Boyd responded. Several other toasts were then given and acknowledged, after which the festivities terminated.—*Globe*.

IX. Departmental Notices.

BLANK FORMS.

The necessary supply of blank forms of half yearly returns for Grammar Schools, rural School Sections, and Roman Catholic Separate Schools, were sent out from the Educational Department early in June. The apportionments to all these Schools are now payable, and are despatched as fast as the returns are received and examined.

MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

The following are the regulations which have been adopted in regard to the opening of the School:

Extract from the Minutes of the Council of Public Instruction 30th March, 1858.

Ordered, 1. That the Model Grammar School shall be opened for the admission of pupils on the second Monday in August, 1858.

2. That the qualifications for admission shall be the same as those required for admission into the County Grammar Schools.

3. That the subjects of instruction shall be the same as those appointed for the County Grammar Schools.

4. That no persons shall be admitted to the Model Grammar School who do not purpose taking up the prescribed course of instruction.

5. That the Scholastic Terms shall be the same as those appointed for the County Grammar Schools, and that the fee for admission shall be Five Dollars per term, payable in advance.

6. That three pupils from each County, and two from each City in Upper Canada shall have the prior right of admission; and if any County or City shall not avail itself of this privilege, then other duly qualified applicants shall be admitted in the order of their applications.

7. That all applications for admission shall be transmitted to the Chief Superintendent on or before the First day of July, 1858.

8. The pupils will board in private houses sanctioned by the Council, at prices agreed upon by the parents of the pupils and the keepers of the houses. A pupil will be allowed to board in any private family at the request of his parents.

PUBLIC SCHOOL LIBRARIES.

"Township and County Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord Elgin at the Upper Canada Provincial Exhibition, September, 1854.*

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Remittances must not be in less sums than five dollars.

PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for distribution as prizes in Grammar and Common Schools.

SCHOOL MAPS AND APPARATUS.

The Chief Superintendent will add 100 per cent. to any sum or sums, not less than five dollars, transmitted to the Department from Grammar and Common Schools; and forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired.

SCHOOL REGISTERS.

School Registers are supplied gratuitously, from the Department, to Grammar and Common School Trustees in Cities, Towns, Villages and Townships by the County Clerks—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. The present year's supply for Common Schools has been sent to the County Clerks. Those for Grammar Schools have been sent direct to the head Masters.

EXAMINATION OF COMMON SCHOOL TEACHERS, FOR THE COUNTY OF YORK.

NOTICE is hereby given that MEETINGS of the BOARD OF PUBLIC INSTRUCTION for the COUNTY OF YORK, will be held on TUESDAY the THIRD day of AUGUST next, at 9 A. M., at the Court House in the CITY OF TORONTO, at RICHMOND HILL on the same day and hour, and at NEWMARKET, on the same day and hour, for the examination of COMMON SCHOOL TEACHERS, whose Certificates will expire on the 30th September 1858, and also for all who intend becoming TEACHERS during the ensuing year. All Teachers presenting themselves for examination are required to produce Certificates of Moral Character from their respective Ministers, and from the Trustees of the Schools, in which they were last engaged.

By-law 15 of the Board—"Certificates for the present to be of three Classes, viz.: 3rd valid for one year, 2nd valid for two years, 3rd, valid for four years, in the first instance,—Six for the second instance, and afterwards for life, provided however, that immoral conduct shall be always considered a sufficient reason for cancelling any Certificate.

Teachers holding first Class Certificates are not required to attend.

JOHN JENNINGS, D.D., Chairman.

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