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THE ENDOWED SCHOOLS OF IRELAND.

From the Irish Quarterly Review for Sept., 1854.

The Royal Schools, the most important from their revenues, although not the first in point of time of the Irish Endowed Schools, were established in the years 1627 and 1629 by Letters Patent of King Charles I. In the former year, that Monarch granted certain lands in different places to the Archbishop of Armagh and his successors, for the sole use and behoof of the Master for the time being of the Free School,* at the towns of Mount-norris, in County Armagh, Mount-joy, in County Tyrone, Donegal, Lisgoole, in County Fermanagh, and Cavan. Two years afterwards grants were made upon similar trusts for the Schools of Carysfort and Banagher. From some cause which is now unknown, the positions of the earlier Schools were changed, and they were established in the towns of Armagh, Dungannon, Raphoe and Enniskillen. The aggregate endowment of these seven Schools is 13,660 acres, which at present produce a rental of nearly £6000. In consequence of the great abuses which were found to exist under this arrangement, the estates were, by an Act of Parliament, in 1813, vested in a Board of Commissioners, who, after paying the expenses inci-

* i. e. endowed Schools, not "free Schools," supported by local rates, as in Upper Canada. In this sense must the term "Free School" throughout this article be understood.

dent to the estates, and keeping the School-house in repair, pay the Master and his assistants salaries, which are generally regulated by the endowment of the School, and are directed to expend the surplus in the maintenance of Free Scholars, or in the foundation of Exhibitions in Trinity College, Dublin. The Masters, at their discretion, and usually at the same rate as the best private schools, charge fees for both board and tuition. The admission of Free Pupils appears to be regulated rather by the feelings of the Master than by any external control. If we exclude Carysfort, which has always been an Elementary School, and the two Schools recently established by the Board for the children of their tenantry, the annual number of pupils,* in each of the six principal Schools, on an average of the four years, ending 31st December, 1852, has been 46½—of these 7½ have been free. "The Royal Schools," we quote from the *Report of the Committee on Foundation Schools*, "were not precluded either by their Charter, or by any Act of Parliament or Bye-law, from receiving all religious denominations. Though the course pursued in the instance of Diocesan Schools, of appointing Masters from the Church of England and generally Clergymen, prevailed also in the case of the Royal Schools, it does not rest on any law. The Lord Lieutenant, as in the case of the Diocesan, has the appointment solely in his own hands, unshackled by any limitation of an exclusively religious character. The assistants also are usually Protestants, but chosen from the laity. The Royal Schools have at all times been considered open to all religious persuasions."

The Diocesan Schools, the earliest attempt at intermediate education in Ireland, date from the 12th of Elizabeth. The statute under which they are founded is intituled "An Act for the Erection of Free Schools," and provides that there shall be "a Free School within every Diocese of the realm of Ireland, and that the Schoolmaster shall be an Englishman or of the English birth of Ireland." The School-house for each Diocese was directed to be built in the principal shire town of the Diocese, at the cost and charges of the whole Diocese, and by the "device and oversight" of the Ordinaries of the Diocese, or, in case of vacancy, of Vicars General. The Sheriff of the shire, and the Lord Deputy or Governor were to fix the Schoolmaster's salary, of which the Ordinaries of each Diocese were to provide the third part, and the Parsons and other ecclesiastical persons

* These figures are taken from a Parliamentary Paper, Ordered by the House of Commons, to be Printed, 25th April, 1853—No. 400.

of the Diocese were to provide the remainder. Even in Elizabeth's own time, this Act seems to have been imperfectly carried out. Mr. D'Alton, in his evidence* before the Committee on Foundation Schools, mentions a curious record, whereby Queen Elizabeth, understanding that this Act was "slenderly or not at all executed" in Limerick, empowered the Mayor of that city, by mandate, to sequester yearly, and from time to time, so much of the livings, tithes, &c., as belonged to the Bishop and Clergy of the Diocese until the Act was complied with.

Various statutes were made during the reign of William III., and his immediate successors, concerning those Schools, but with no satisfactory results. In the year 1818, by the same Act which regulated the Royal Schools, the Diocesan Schools were placed under the control of the same Board, and permission was given to the Commissioners, with the consent and approbation of the Lord Lieutenant, to erect into one district two or more Dioceses, and to consolidate into one District School, the several Diocesan Schools of their united Dioceses. The Lord Lieutenant, with the advice of the Privy Council, is empowered to fix and apportion among the different Dioceses in a district, the Masters' salaries which are to be paid by the same parties, and in the same proportions, as the original Act of Elizabeth directs. The Act further enables the grand jury of the county in which the School is established to present on the county any sum or sums which they should think proper for purchasing a site, and building or repairing a School-house. Notwithstanding all these attempts to improve them, the Schools have never succeeded. In 1838, the Committee of Foundation Schools thus describes their condition: "The Lord Lieutenant will not appoint Masters unless a salary is secured, the salary is refused by the Clergy unless the School is built by the grand jury; the grand jury refuses to build the School, unless the Master stipulates to receive a certain number of Free Scholars: the Master refuses to receive Free Scholars on the compulsion of the grand jury, and the Commissioners will not, or cannot, enforce the right either on the part of the grand jury or their own." At a still later date, no improvement seems to have been made. In their Report for 1850, the Commissioners of Education observe, "As regards the Diocesan Schools, generally, we regret to be obliged to state that with a few exceptions they have failed to be productive of the benefits originally expected from them. This has arisen partly from the mode of payment of the Masters, alike distasteful to the Clergy and to the Master, and partly from the dilapidated state of many of the School-houses, for the repair of which no fund beyond a voluntary presentment by a grand jury is provided by law." There are at present fourteen Diocesan Schools† in operation. They are situated in the towns of Ballymena, Carlow, Cork, Downpatrick, Elphin, Londonderry, Limerick, Mallow, Monaghan, Mullingar, Naas, Rosscarberry, Tuam, and Wexford. The annual number of pupils in each School, on an average of the four years ending 31st December, 1852, was 24, of whom three were Free. It is stated that they have no landed property, and a very small income in some cases in stock. No religious restriction was ever imposed in these Schools. It has been generally supposed that as they are supported by the contributions of the Clergy of the Established Church, they must be strictly Protestant. The following extract from the Report of the Committee on Foundation Schools‡ will show the error of this opinion: "There is nothing in the Act of 12 Elizabeth, or in any subsequent modification of that Act, limiting admission to these Schools to Protestants. The Acts of Charles and William affect the Masters of the Schools only. No later enactment refers to the subject, nor has any by-law been passed by either the Diocesan Clergy, grand juries, or the Board of Commissioners, to that effect. * * * Nor is this confined to the pupils. There is no law now in force requiring the teacher to be of the established religion; and Mr. Quinn, the former Secretary, declares no religious test is exacted, nor is there anything which could preclude a Roman Catholic or Presbyterian from being appointed by the Lord Lieutenant to the mastership of any one of these Schools."

Besides these Schools of public foundation, the Commissioners of Education§ have under their control 23 others, which may be termed private foundations. They are situated at Athlone, Ballyroan, Bandon, Clane, Carrickmacross, Charleville, Clonakilty, Clonmel, Cloyne, Dundalk, Eyre Court, Kilbricken Tenantry, Kilkenny, Kilworth, Kinsale, Lifford, Lismore, Middleton, Navan, Rathvilly, Tullyvin, Waterford, and Youghal. Of these, five, viz., the Kilbricken Tenantry, Kilworth, Lifford, Rathvilly, and Tullyvin Schools, seem to be merely elementary. Of the remaining eighteen, several, such as Eyre Court, are not Classical Schools, but might probably be made such. Excluding Athlone, the Mastership of which was vacant when the return was made, and the five elementary Schools, each of the others, on an average of the four years ending December 31st, 1852, had about 24 pupils yearly, of whom about six were free. It would seem that only three of these Schools, Ballyroan, Clonmel, and Middleton, have their estates vested in the Commissioners. In other cases the payments are, we believe, made directly to the Masters. We cannot state with accuracy the gross amount of their endowments, but from a table compiled by Mr. D'Alton, their united revenues exceed £6000 a year. This amount is, however, apparently too large. With the exception of Tullyvin, they are open to all religious denominations, and no religious qualification is required in the Masters. The appointments are in the gift of the Trustees, or of Corporations, or of Bishops of the Established Church.

It would appear from the evidence given by Mr. D'Alton before the Committee on Foundation Schools, that several other endowments for Educational purposes are, or ought to be, in existence. The charter granting in 1631, one hundred acres of land for a School at Clogher, has been lately printed in the Parliamentary Paper which contains the charters of the Royal Schools. But we believe that no such School is in operation. There are also many other minor endowments of little value singly; but which, if consolidated, might be made most useful. Some further enquiry into this subject would be desirable.

Last of all, and differing from the other Endowed Schools in being under a separate management, are the Grammar Schools of Erasmus Smith. The Committee on Foundation Schools observe, that "it may be a matter of question whether these Schools should be considered private, or public. They are undoubtedly of private foundation, but from the frequent interposition of the legislature, they may in great measure be regarded as public institutions." They were established under a charter granted in 1669, to carry out the intentions of Erasmus Smith, who settled large estates for Educational purposes. The charter provides for the foundation of Free Grammar Schools at Drogheda, Galway, and Tipperary. A fourth, subject to the same conditions, was subsequently founded at Ennis. It further directs that the children of the tenantry on the settled estates, without any restriction as to numbers or residence, should be educated gratuitously, and that the same privilege should be extended to a number of other boys at the discretion of the Governor, provided that the whole number did not exceed twenty, and that they were resident within two miles of the School. For these, all fees are strictly prohibited, but the Master may take from the remainder an entrance fee of two shillings each. As the value of the estates increased, difficulties arose as to the application of the surplus. Various Acts of Parliament were passed, authorizing different forms of expenditure. Several Professorships, to the aggregate value of about £500 a year, were founded in Trinity College, but owing to the depressed condition of the estates, these endowments have been, since 1847, almost wholly withdrawn. Thirty-five exhibitions of the value of about £8 each, and tenable until the exhibitioner has attained Master's standing, that is for a period of seven years from entrance, have also been established in the same Institution.

In reference to these exhibitions, the Provost and Fellows in reply to some enquiries of the Trinity College Commissioners,

* P. 44.

† Q. 821.

‡ P. 48.

§ Parliamentary Paper, Session 1853, No. 400.

§ The Commissioners of Education here and elsewhere mentioned in this article, must not be confounded with the "Commissioners of National (i. e. Common School) Education in Ireland."

state that "of Erasmus Smith's exhibitions, only twenty in the last ten years have been given by examination at entrance. The remaining exhibitions, on this foundation, are filled up by the Board from students who have already been distinguished in their academic career, without reference to the schools at which they were educated." The management of the Schools and the estates is committed by the charter to a Board consisting of thirty-two members. The Archbishops of Armagh and Dublin, the Chief Justices of the Queen's Bench and Common Pleas, the Chief Baron, and the Provost of Trinity College, are *ex officio* members. This Board elects new members as vacancies occur; and makes no report of its proceedings. It is provided that the Masters who are appointed by the Governors, shall be approved by the Bishop of the Diocese "if they shall willingly subscribe the two first canons of the Church of Ireland." No religious restriction is imposed on the pupils. The Master is directed to lecture every Sunday on Usher's Catechism, but the anxiety to provide for the education of the children of the tenantry, shows that the Schools were designed for the benefit of all religious denominations, since the bulk of the tenantry on the southern and western estates, must at the date of the charter have been Roman Catholics.

In considering the condition of these Schools, the first point which naturally attracts our attention is the constitution of their governing body. The Commissioners of Education in Ireland, consists of the Primate, the Lord Chancellor, the Lord Chief Justice of the Queen's Bench, the Chief Secretary for Ireland, the Members for the University, the Provost of Trinity College, the Bishop of Tuam, four other Bishops, one from each province, and four other "proper and discreet persons," who are appointed by the Lord Lieutenant. It would not have required extraordinary sagacity to have predicted that such a Board could never work well. The time of the eminent persons who are *ex officio* members is fully occupied by other duties. The Provincial Bishops are necessarily non-resident. The remaining four "proper and discreet persons" serve gratuitously, and in most cases must have other more urgent demands upon their time.

Not only is the constitution of the Board defective, and its energy misdirected, but its powers are very much restricted. In the Diocesan, and most of the private Schools, the Board has no control over the funds. The Master of the School receives his salary directly from the Clergy or the Trustees, and there are seldom any surplus funds. But the property of the Royal and other Schools, which is vested in the Board, collectively exceeds the sum now required for payment of all salaries and similar purposes. Each School, however, has its own separate endowment, and the Board has no power to apply the surplus rents of one School to the wants of another. Under the present system, the surplus funds are allocated to support, maintain, and provide for free scholars, and to endow Exhibitions in Trinity College, Dublin, at the discretion of the Commissioners. The latter alternative has been adopted, and a sum exceeding £1000 per annum, is given in Exhibitions, tenable under certain conditions, for five years, varying in amount from £25 to £50, and bestowed by public examination, upon the best answerers in a prescribed course. Objections to this system arise from every quarter. Four of the Royal Schools, and one Private Foundation, are sufficiently wealthy to have Exhibitions. But as these Exhibitions are strictly appropriated to each School, and as the Candidates from all the Schools are examined together, it sometimes happens that the defeated candidate of one School is better than the successful candidate from another, and thus the anomaly occurs, that in an open and perfectly fair examination, the worse man obtains the prize. But at a time when the Commissioners of the great English Universities propose, with the general consent, to abolish all restrictions of place and birth and name, in the various endowments of those establishments, it would be indeed strange to see the opposite process in operation in Ireland. Fortunately it is unnecessary to discuss the question. It has been long since settled. A far more important change was made by the Act of George III. This measure, which the late Sir Robert Peel, then Chief Secretary for Ireland, introduced, took away from the Masters

the estates which the charter had vested in them, conferred these estates upon the Board as at present constituted, and rendered the Masters dependent for their salaries on the discretion of this Board. At a still later period, the Commissioners of Education themselves, by virtue of the powers which their Act conferred, established the Exhibitions to which we have referred, and merely required that each candidate should have been for three years a pupil at some of the Royal Schools. It was probably thought that the inhabitants of these particular localities necessarily possessed a great advantage, in having their children educated under their own eyes, and in thus avoiding the inconvenience and expense of sending them to reside in some distant county. But if the Legislature was justified in taking away from the Masters their estates, and appropriating to the present purposes, without any local restriction, the surplus revenues they may well admit to a share in these advantages, if on other grounds it is judged expedient to do so, boys educated, as well as born, out of the charmed circle of the estates. The Act of George III. gives to the Commissioners the alternative of maintaining Free Scholars at the School, or of establishing Exhibitions in Trinity College. To the former plan, as well as to the original idea of "Free Schools," the objections are at least as strong as to the present system of Exhibitions. The Board would either insist that the Master should instruct the Free Schools gratuitously, or they would pay him at a certain rate for each boy. In the first case, the Free Scholars would represent a certain charge upon the Master's salary: in the second, a certain number of pupils in addition to his salary, guaranteed to him by the Board. In a very short time the results of these two methods would completely coincide, and the Free Scholars would always be regarded as a charge upon a settled income. In such circumstances, unflinching experience shows that careless Masters are consequent upon the removal of the chief incentive to exertion. The Diocesan Schools support their original character of Free Schools by the gratuitous instruction of three boys, on an average, in each School. The Royal Schools, as having about three times their revenue, are proportionately liberal, and exhibit an average of between seven and eight free pupils in every School. In Erasmus Smith's Grammar Schools there are absolutely none: we must remember, too, that the returns from which these figures are taken, refer to a period during which considerable agitation had prevailed on the subject of gratuitous education. In a paper* read before the Society of Arts by the Dean of Hereford, so well known for his successful exertions in the cause of elementary education, we find some remarkable statements upon the subject. The same high authority, in strong terms, declares his conviction, founded on considerable personal experience, that "the educational and other charities dispersed over the country, do little or nothing but positive mischief." Similar opinions are held by several of the Privy Council, and by Inspectors of Schools, whose views are fully stated by the Dean of Hereford.

Were cheap, but wholly gratuitous, Education secured, we may consider the propriety of devoting a part of the surplus funds to the endowment of Collegiate Exhibitions. Every parent naturally thinks his own son likely to obtain one of these prizes, which at once confer upon the holder rank among his companions, and relieve the paternal finances in the most gratifying way by the honorable and hard won earnings of the boy. Thus the Exhibitions operate as an attraction to children yet untried, and bring more pupils to School. After some time spent at School, if the parent has any reason to hope, and he is slow to despair, that his son has a fair chance of success, he will leave the boy a year or two longer, and thus Exhibitions—and nothing can be more important—keep boys at School. Even if the boy fails, and from the very nature of the case the great majority must fail, the effort has not been without its value. The simultaneous efforts, too, of a whole School, although the boys themselves are unconscious of them, imperceptibly raise the standard of Education. The Master is not slow, to feel the general activity. The Exhibition is the great prize of his

* "Remarks On the Importance of Giving, as Far as Possible, a Self-Supporting Character to Schools for the Industrial Classes, and the Means of Doing So." London: Groombridge and Sons. 1853.

School. To its attainment all his energies are directed. He is not influenced merely by the desire of doing his duty, and of promoting the general advancement of his pupils. He has a more definite object. His professional character and prospects are much more nearly affected by the immediate success of his pupils, when they first leave him, than by their prosperity in after life. In the one case, there can be no doubt that his skill mainly contributed to the desired result,—in the other, his share cannot easily be perceived or apportioned. But while he hurries on his most promising boys every year, he insensibly draws along with him the whole School. How highly Exhibitions are prized, both by the scholastic profession and by the public, the complaints of the unendowed Schoolmasters, and the reasons which they assign for those complaints, sufficiently prove. These we have already given in their own words, but now, in support of our views, we shall bring forward the evidence of two "practical men." Both are successful teachers, the one in England, the other in Ireland: the former has Exhibitions attached to his School, the latter has none. The former, the Rev. John Day Collis, who, though an Irishman by birth, has converted a poor and decayed Grammar School in Worcestershire, into a prosperous and valuable Institution, in an interesting address, when commemorating the Tercentenary of the foundation of his School, makes the following remarks:—"There is one advantage in the meagre sum (£35 a year) which the Head Master receives here; and it is this, that he must work for his bread. * * * The best endowment for any School, the most certain means of attracting pupils, and stimulating their exertions as well as those of the Masters, is to endow it with scholarships and exhibitions. These keep alive the energies of the master no less than of the pupil; these stimulate the flagging zeal of the former, and by holding out to the latter a substantial reward for industry, they give a spur to study such as it would be in vain to look for from any other quarter. The real endowment of this School consists in the six Scholarships to Worcester College, with the six Fellowships attached. These are the substantial prizes we have to offer the rising talent of our pupils, these the rewards which will fall to the lot of industry and application." Our other witness is the Rev. Dr. Wall, of Dublin, the President of the Academic Association, and for thirty years a successful laborer in his arduous profession. This gentleman, after strongly advocating the remodelling and general extension of the Exhibitions, writes, "The exhibitions thus obtained (to continue for four years) will enable a number of deserving and well educated young gentlemen to obtain a degree, and pursue a profession in whichever College they consider most to their advantage; whilst the prospect of such a thing being within his reach will stimulate many a schoolboy who may not finally be successful, to aim at a higher degree of excellence than he would otherwise be inclined to do. Thus will there be secured in all the Schools of the country, endowed and independent, a uniformity of system and a good curriculum of useful knowledge, to become the groundwork of future distinction and of a more extended education; the standard and tone of Education will be raised in every School, and as it will in this way be necessarily of a better order, even those boys who would have no chance of succeeding at such an examination, yet being reared in the atmosphere of an improved system of instruction, cannot fail of being better taught than they otherwise would be."

Importance of Inspection.—The most direct and certain advantage which we should anticipate from this system arises from the constant inspection of the Schools. The salaried Commissioners, or if these were not appointed, Inspectors under the direction of the Board, should at least once a year visit every School of the Board, and report upon its general condition. *The healthy and prosperous School would court the fullest enquiry.* The ill managed and neglected would alone object. Parents would rejoice in such a system, for it would both prevent and correct abuse. They would also be able to obtain authentic information as to the character of the School to which they proposed to send their children. Masters would find a favorable report of their system of instruction, and of their attention to the health and comfort of the boys, a mere satisfactory recommendation than references to a few distinguished person

whose personal knowledge of the School is often very slight, or even than occasional Honors at the University. The system of inspection has been found very useful in Elementary Schools both in England and Ireland. It has also been tried, as a voluntary system, with some success in the case of intermediate Schools in England, under the care of the College of Preceptors. Its absence in the Endowed Schools of this country is regretted by the Committee on Foundation Schools, to whose labors we have made such frequent reference.

The public, with the assistance of the examinations and the reports of the Inspectors, would quickly discover where the best teaching was given, and the best books were used; and the Masters, for their own interest, would not be slow in carrying out the results which were thus obtained. The different practice of different Schools would be a far more likely method of discovering the truth, than the most careful meditations of the ablest Board. The question, indeed, of the best subject for study at School in the present day is far from settled. But the experience which, in a few years, would be gained from so large an experiment, the results of which it would be the duty of the Board to preserve and digest, would furnish valuable data for the solution of this important problem.

In the Royal and Diocesan Schools, the appointment of the Head Master rests in most cases with the Lord Lieutenant. The exceptions are, the Diocesan Schools of Armagh, Dublin, Kildare and Meath, and the Royal School of Armagh, which are in the gift of their respective Prelates; the Royal School of Dungannon also appears to be in the gift of the Primate. The patronage of the Private Foundations belongs to the representatives of the original trustees, or to trustees now acting, or to corporations, or to the Bishops of the Established Church. We have already observed, that in no case, except the Schools of Erasmus Smith, and one private foundation of small importance, is any religious qualification required. A change in the appointment of Assistants would also be desirable;—at present the Assistant Master is paid by the Board, and is thus in a great degree independent of the Principal. But in a school it is quite essential that perfect harmony should exist among all the Masters, and that the authority of the Principal should be supreme. Such an end can only be obtained by giving the Head Master full power to appoint and dismiss his own Assistants. We believe that one of the largest schools in Ireland received a severe and lasting injury from the imperfect control of the Principal, and the difficulty of removing, without direct proof of misconduct, Assistants who were notoriously unfit for their position. The best plan would be to give the Principal a certain salary, and require him to provide as many Assistants as the School might need.

We have hitherto confined our observations exclusively to the Commissioners of Education, and the Schools which are under their superintendance. We have still to notice the Grammar Schools which were founded by Erasmus Smith. These Schools were specially exempted from the operation of the Act of George III. and are under a distinct and peculiar management. We do not think that there is any valid reason for this exemption. It can scarcely serve any good purpose to keep up a separate Board, and that too, of so unwieldy a nature as the Board of Governors of Erasmus Smith's Schools, for the administration of four Schools. At the time when this Board was constituted, no other means existed of administering its trusts. At present the machinery for a more complete execution of the settler's design exists, and the interests of the public; and the Schools would certainly be promoted by placing them under the same control as all similar institutions of the country. The Acts of Parliament which regulate these Schools, require in every particular, careful revision. At present, each of the head masters receives the original salary of a hundred marks, or £66 13s. 4d. a year. The Ushers seem to have fared a little better. The Charter only allows twenty pounds a year, and one Usher to each School. The Board seem to have strained their power in allowing them £50 to £60. From a Parliamentary return, it appears that the entire expenditure upon the four Schools for the last year has been £658 10s. 9d. Of this sum, £186 17s. 5d. are set down for "rents, poor rates, insur"

ances, repairs and incidentals." Yet these Schools were the immediate object of the endowment, and the gross rental of the estates in that same year, exclusive of Receiver's Fees, exceeded £8,500, and the actual receipts of the Governors were £7,762 18s. 9d. This surplus is variously applied under legislative sanction. We might well return so far to the Founder's intension, as to give to the primary objects of his bounty, that "liberal maintenance" with which, as the Charter recites, he was so anxious to endow them. Even if no additional funds for the purposes of intermediate education were granted, from the Erasmus Smith's estates, their present amount may be estimated at £1000 a year. The estates of the Royal Schools produce at least a £6,000 a year. The Diocesan Schools should bring £4,000 a year. The aggregate revenue of the Private Endowments under the Commissioners of Education is about £2,000 a year. If we suppose the miscellaneous Minor Endowments to be consolidated, and take their gross amount at one-third of Mr. D'Alton's estimate, we shall have a similar sum. Then a sum of £15,000 a year, would be available for purposes of intermediate education. Such a sum, if applied on judicious and liberal principles, and administered by men who were really familiar with their subject, would amply supply our present Educational requirements.

NOTE.—By a striking coincidence, and probably as the result of the publication of the foregoing paper, a very recent London *Gazette* announces that the Queen has been pleased to direct letters patent to be passed under the Great Seal, appointing the Marquis of Kildare; Charles Graves, D.D.; R. Andrews, LL.D.; H. G. Hughes, Esq.; and Archibald Stephens, Esq.; to be Commissioners for inquiring into the endowments, funds, and actual condition of all schools endowed for the purpose of education in Ireland, and the nature and extent of the instruction given in such schools.

THE GREAT VALUE OF INSPECTION TO PUBLIC SCHOOLS.

The importance of the question of public School inspection is much broader and deeper than at first sight appears. The history of that laborious transition which has occurred, first, from contented ignorance to discontent with ignorance, and then to strivings after intelligence, and attempts at education, fructifying in a very general effort to make schools efficient, discloses to the practical observer, one gangrenous obstacle attaching to the whole progress of the movement, viz., a morbid desire to screen and palliate defects. We believe far less hindrance to education has arisen from the badness of schools, than from the folly of cloaking their badness. This jealousy of criticism has been exhibited greatly in proportion to the reputation of the school. It has always been found that an inspector may, with much less chance of evoking the wrath of the managers, denounce a bad school in wholesale terms than he can insinuate a blemish, or hint a blot, in one which "has a name." It may be said that this is very natural, as no one likes the criticism of that which has obtained him credit, and ministered to his *amour propre*: but natural as this may be, it is not the less injurious, to the progress of education. The very best school is capable of improvement; and as the real value of a school is generally overrated, and its defects are more easily veiled than those of any other object of equal importance, it is greatly to be lamented that this intolerance of criticism should pit itself against the obvious means of improvement which skilled inspection affords. We repeat, that if it stops short of a full and faithful exposure of every fault and defect in the matter and methods of instruction, it betrays its trust, and falls short of its imperative duty. So far from there being ground for complaint of the seriousness of inspectors of schools, whether local or governmental, proofs abound that they far oftener sin in being too mealy-mouthed, and in winking at defects they deem it ungracious or impolitic to expose. Education is by no means in need of such delicate handling. It is far from being a flame easily extinguished by the breath of censure. On the contrary, nothing tends more directly to feed and nourish it; and inspectors who have the manliness to set their faces against shams and rote systems, and to "develop" errors, as well as "aims," in their right light, and deserving of the hearty thanks and support of every man who wishes education to be a reality, and a thorough mind-training in the duties and subjects essential for practical life. There are two ways of inspecting schools: one is to praise the teachers and please the managers; the other is to benefit the scholars and improve the schools. It will but seldom happen that those two courses can coincide. The inspector must usually take his choice between them, and according to it is he worthy or unworthy of his office. We are no advocates of undue harshness, or a spirit of fault-finding. He who takes pleasure in blaming, or who fails to apply just censure in kindly or Christian terms, is just as wrong; as he who, from false lenience or truckling servility, praises where he ought to blame, or "winks at faults he trembles to chastise."

We firmly believe that the progress of sound teaching is just now more entirely in the hands, and contingent on the faithfulness and courage of inspectors of schools, than any other human agency. None, so well as professional and experienced examiners, can detect glosses, extinguish effete systems, substitute right ones, or invert the pyramid now tottering on its apex. Those who, chafing under the wholesome correction of their own schools, absorbed by the sense of personal grievance, and forgetting what is due to the great behests and eternal aims of education, rail at the remedy, and attack the physician instead of the disease, are the real obstructives to the cause of sound secular and availing religious instruction.—*English Journal of Education.*

ON THE FORMATION OF STYLE.

Few things can be considered of greater importance than the formation of style. There are many modes, direct and collateral, of obtaining a pure and nervous style, one or two of which may be worth notice. Specially I would refer to the effects of mathematical and classical study on this branch of education.

It should be the object of every mathematical writer to obtain the most transparent simplicity in all that he teaches. Mathematical language itself is beautifully simple: co-ordinate English should be equally pure and intelligible. The study of mathematics must tend to produce in the mind logical and symmetrical ideas, so far, at least, as principles are taught, and not merely processes; and the transference of order and symmetry from the science wherein they were first found to all other departments of knowledge, is an inevitable result of the mind's operations. A persevering student would find himself rapidly improve both in command of English and in intimate knowledge of the foundation of mathematical reasoning, who would undertake to translate "Bourdon's Algebra," or "Songe's Descriptive Geometry"—both models of a pure and logical style.

"Mr. Sewell, in the preface to his translation of "Virgil's Georgics," makes the following remarks:—

"The University of Dublin has been remarkable for the attention which it pays to fluent and elegant translation. And it is much to be wished that this should be more carefully cultivated in our English Universities, in conjunction with critical scholarship. The following translation is an attempt to show to students the possibility of combining something even of a rythmical character with the *strictest grammatical accuracy* in the translation of classical poets. It pretends to nothing more. But the tendency of our present practice, in which scholars are allowed to render classical verse into English prose, is so mischievous that a genuine taste for Latin and Greek poetry will scarcely be created until the practice is abandoned."

A translation equal to Mr. Sewell's (which is of no mean merit) is not beyond the capacity of any sixth-form boy whose studies have been well directed, and who, while mastering the intricacies of Latin verse, has not neglected our native English. The man of the world laughs at the pedant who, wise with all the learning of past centuries, cannot wield that implement of language which is of necessity the only one worth wielding. It is not long since the head master of a great public school was convicted by the fluent writers of the daffy press of inaccurate English. "He had been digging in the graves of dead languages," and could spare no time for the living.

The system proposed by Mr. Sewell is of greater consequence than has yet been thought. A boy who had translated half-a-dozen books of Homer into blank verse, or Chapman's ballad metre, or the English hexameters, would know something of the beauty and unity of the great poet; whereas, on the present system, the student generally prefers Pope's translation to the original, and considers the Catalogue of the Ships duller than any auctioneer's catalogue. Among the Latin poets there is perhaps none worthier of such careful and artistic rendering than Catullus.

Mr. Mathew Arnold, in the preface to his poems of 1853, speaks as follows:—

"I know not how it is, but their commerce with the ancients appears to me to produce, in those who constantly practice it, a steadying and composing effect on their judgment, not of literary works only, but of men and events in general. They are like persons who have had a very weighty and impressive experience. They are more truly thinkers, others under the empire of facts, and more independent of the language current among those with whom they live. They wish neither to applaud nor to revile their age: they wish to know what it is, what it can give them, and whether this is what they want. What they want, they know very well; they want to educate and cultivate what is best and noblest in themselves: they know, too, that this is no easy task—*χαλεπόν*, as Pittacus said, *χαλεπόν ἐσθλοῦ ἐπιμενεῖν*—and they ask themselves sincerely, whether this age and its literature can assist them in the attempt."

That such men exist as those described by Mr. Arnold cannot be denied; that education may develop such temperaments more highly, and render them more numerous, is a belief which all must hold who would earnestly concern themselves in that most important of occupa-

tions: but it is scarcely to be expected that the theory which attributes their development entirely to classical study will meet with general assent. The concentration of the intellect on a single course of study has a detrimental effect: it destroys that equable and perfect balance of the powers and faculties which is the noblest form of manhood.

These considerations are not a digression from the subject. Style is an indication of character. The formation of style depends on the formation of character. The differences in the prose styles of Macaulay and of Landor—in the verse styles of Wordsworth and Tennyson—indicate proportionate differences in the genius of the writers. In mathematical phraseology, style is a *function* of intellect. It is possible, therefore, that collateral cultivation of style may be more effectual than those direct methods, which in many cases fail.

For direct methods of necessity make style the primary object of study. Now, the most perfect writers are the most simple—those whose theme inspire them to forget themselves. Modern æsthetics see fit to reject the meretricious leafage and angular intricacies which once embellished goblets and decanters, and the ruddy or amber fluid gleams in vessels whose sole beauty is simple and symmetric shape; similarly the disuse of laborious ornament and quaint illustration is a symptom of improved taste in matters of style. The only man who ought to write at all is he who is brimful of his subject—whose knowledge is a fountain too continuous in its flow to be pent within customary barriers, and such a man must of necessity be master of a style so suited to his theme that you would as soon criticise the windings of a river as his mode of utterance. If this be true, we shall best attain our end by teaching our pupils to think; by introducing them to those primary realms of science and literature which are the chief domains of the human mind; by familiarizing them in mathematics, logic and political economy, with those theorems and trains of argument whereby the world is guided in its usual course—and in history, poetry, and mental philosophy, with those heroic passions which have power at critical periods, which are the materials given by the Creator for genius to work upon, and whose intensity in certain nations has given to one or two races of men the perpetual empire of the earth. If, after receiving such education as this, your pupil declines to become an author, and writes nothing but letters to his friends, depend on those letters will be worth reading; if he finds within him those irresistible impulses which compel him to add another to the multitudinous tribe of book-makers, have no fear about his style.—M. C., in the *English Journal of Education*.

COMMON THINGS AT OUR PUBLIC SCHOOLS.

Within the last few months public attention has been drawn to a new branch of Elementary Education, the recognised title of which appears to be "Common Things." The subjects embraced under this head are very miscellaneous: we may instance, however, the ordinary laws of natural and physical science, the most obvious principles of social and political economy, human physiology, the productions of art, and the practical duties and offices of every-day-life. If any one should wish a more exact description, we would refer them to a small pamphlet published by Groombridge & Sons, entitled "Ashburton Prizes for the Teaching of Common Things." The title "Common Things," appears to us to be well chosen: it not only specifies the general class of things meant, but it also gives a strong hint that the things should be *commonly known*: they are things, with regard to which an ignoramus, whatever his station, might be fairly taunted with the question, "Why! don't you know such a common thing as that?" The title, moreover, is a humble one.

The only objection we have to a title so unpretending is, that it may on that account be unnoticed by some who are as much in need of the study as the teachers of our National Schools. Let us look higher, and ask what is the knowledge of "common things" at our public schools—nay, even at our universities? If we were to take at hap-hazard a dozen lads out of the higher classes of the former, or the same number from the mass of the students of the latter, what should we find to be the general run of information on these matters? We should like to substitute for the ordinary examination papers the questions proposed to the competitors for the Ashburton prizes in the present year, some of which we append for the benefit of our readers, and we venture to say, that the result would demonstrate a degree of ignorance which would not be found even among the children of a well-conducted National School.* We do not of course deny that there might be, and probably would be, many bright exceptions to this rule; but with regard to them, we must maintain that there are exceptions, and that their superior knowledge is in spite of, and not a result of, our present educational system.

* Explain the construction of the spine or of the hand, and the mechanical contrivances for the different movements which they are intended to perform.

What are the properties of milk as a food and the substance it contains?

Explain the principles of the barometer.

Describe a common suction pump.

Explain the principle of the wheel and axle, and show how it is applied in raising up water from a well.

The sin of which we complain is one of *omission*, not *commission*: that "common things," or, in other words, Elementary Science is *not* taught, and not that classical literature is taught. Education, to be perfect, ought to embrace the *whole* range of intellectual faculties—to give attention that each power be brought out in due subordination to the rest,—and thus to preserve the relation which our constitution points out. But are there not faculties of the highest importance which will remain latent if classical literature be the only instrument applied to evolve them? We will instance the faculty of *observation*, which is strongly developed in youth and which admits of great cultivation. It is a faculty of the highest practical value to man: every branch of science is indebted to it for its important principles. By it, Newton discovered the earth's gravitation, Torricelli the weight of the atmosphere, Galileo the pendulum, Hervey the circulation of the blood, Jenner vaccination; in each case, *common things* were the starting points: an apple falling to the ground—the failure of a pump exceeding 38 feet in depth—the swaying of a suspended lamp, &c. &c.,—things which had passed before the eyes of thousands, but had not been *observed*, from the absence of the intellectual faculty which was able to grasp them. To say that observation alone produced such mighty conclusions from such trifling *data*, is more than we would assert. Observation, in the true sense of the term, implies the existence of other concurrent qualities of a high character; but we still maintain that it is an independent faculty, and that it is one which should be carefully trained. The study of language, however, does not address itself to this faculty: literature may excite it, but does not train it: these both—the first especially—turn the mind inwardly upon itself—upon its own treasures, its own powers, its own constitution; they have a tendency to remove the attention from the outer world of sense and matter, and to give prominence to the reflective and meditative, rather than the practical powers of our nature. The faculty of which we speak is essentially of an opposite character: it is given us for the purpose of dealing with things without us; it is the agent for the conveyance of new materials to the laboratory of the mind; it employs the eye, the ear, the hand as its ministers; but, in order to employ them properly, it requires to be trained, and to be backed by habits of discretion, vigilance, and thoughtfulness.

It is a faculty the seeds of which are strongly manifested in youth. It is that which leads boys out of school to a love of natural history and an observation of the habits of animals: it is that which in school makes instruction by models, diagrams, and experiments more palatable than that which is conveyed by books alone; and which gives force to illustrations borrowed from their own experience. That it is susceptible of culture, we are convinced from the remarkable difference which may be seen between those whose parents and teachers have taken some pains to foster it, and those who have been brought up in a different manner. We detect it in the quick intelligence which glistens in the eye—the vivacity of the whole appearance, and the relish with which new facts or principles are appreciated—a strong contrast to the dreaminess or vacancy of the others. Why, we ask, should not such a valuable faculty be a little more cultivated in our schools? Surely it would be no loss of time—no impairing of the intellectual powers—no prejudice to the study of language and the other branches of education, if an hour or two in the week, at all events, were devoted to the study of natural history—of the common phenomena of natural philosophy—or the processes of art and manufacture. An hebdomadal lecture on "common things" would, we believe, materially hasten, instead of retarding, the abstruse studies now so much in vogue: it would excite habits which would generally sharpen the intellect, and thus enable it the better to cope with them. And while this result would apply to all, there is one advantage which we feel convinced would flow from it, viz.: that it would supply some sort of education to that numerous class of lads who find the study of language so painfully irksome that they get disgusted with it, and who spend their school-days in the most hopeless, and to them useless, drudgery.

It is argued, indeed, that language is the best study for training the faculties, and from this general assertion we do not dissent, but we must be permitted to qualify it by adding, "not for all the powers of the mind, nor in all the persons to be educated." We allow the truth of the assertion just as we should allow that meat was the best food for an able-bodied man, not, however, to the exclusion of vegetables and sundry other accessories in the way of eatables. We maintain on the one hand that there are important faculties which language does not train; on the other hand that there are branches of knowledge which meet these faculties; and consequently, if it be the province of education to embrace the whole of the mental powers and keep them in a state of healthy subordination and due relation to each other, then these branches must be admitted, or else the faculties will wither. The training, in short, should be one of the whole man, and not of this or that portion of him.

If we take the other object of education—storing the mind with knowledge at once useful and elevating—we think the most prejudiced partizan of the old *régime* would hardly dispute the claims of science. Many men of liberal education have cause bitterly to regret their

ignorance of "common things," and frequently set about instructing themselves in them long after their education was supposed to be completed. They find to their dismay that the humbler classes are our superiors in these things,—the tradesman, the mechanic, sometimes even the labourer, enjoy the humiliating privilege of instructing them in their several departments, and this not only in what may be called *professional matters*—the mysteries of their respective crafts—but in things of general information which they ought to know, and are ashamed they do not know. It surely would be more fitting that the "educated classes should preserve their position by their practical knowledge and intelligence in matters of every-day life, as well as by that general refinement of taste and intellect which the other grades are not able to appreciate. That many of the topics we have mentioned are *elevating* as well as useful is equally undeniable; we may, of course, separate every fact of natural philosophy, and even of mechanical science, from the common uses to which it may be applied, and contemplate them as parts of the vast machinery of the universe, viewing them in relation to other laws and principles, or as instances of the wondrous power, wisdom, and goodness of the great Creator. Did any one, we would ask, ever meditate upon the law of gravitation, or the constitution of the human body, or the laws of vegetable physiology, without being elevated with a sense of the great and wondrous things which surround him? Other subjects, we grant, elevate—poetry, eloquence, architecture, painting, sculpture; yet it has always appeared to us that nature's lessons have a charm of their own, and address the inward man with greater force than any others. We insist strongly on this view of the subject, because it has been too useful to stigmatize any attempts to introduce these studies into our schools as *utilitarianism*. We deny that they are utilitarian in such a sense as is implied, *i. e.*, to the exclusion of higher qualities; and, as we have already urged, we would seriously warn the friends of classical instruction that they do not relinquish the title "useful" to their enemies.—*English Journal of Education.*

HINTS TO LOCAL SCHOOL AUTHORITIES.

It may not be amiss to call the attention of trustees, town superintendents, and all other school officers, to the necessity of a more strict observance of existing laws and forms, and a more rigid attention to the duties devolving upon them. It is a true statement, and as lamentable and inexcusable as it is true, that a considerable portion of the business pertaining to schools is loosely and illegally transacted. Commencing with the school section, it is found in imperfect notices of meetings, unparliamentary and informal proceedings at the meetings, and inefficiency in carrying out the designs of the voters and the demands of the law. It is not an uncommon case to have all the officers elected in an illegal and improper manner. Resolutions too are drawn up in loose and ambiguous language, often leading to almost endless litigation and district quarrels. These things are not brought to light as a general thing only in cases where persons are dissatisfied or unwilling to pay their taxes. The great majority of instances pass off as correct and legal, inasmuch as no one is disposed to take issue upon them.

The same is true of the reports of trustees and local superintendents. Probably not more than half of them are reliable. It is true that there exists an imperative necessity of changing, to some extent, the mode of supervision, (from a township to a county system,) but at the same time it is reasonable to expect a greater degree of accuracy and dispatch from those who now have the matter in charge.

Ere this shall reach its destination, most of the schools for the winter will have commenced. Trustees and teachers should be very particular in regard to their contracts. Have a full and clear understanding as to the price, the time that shall constitute a week or a month, the time of payment, the manner of boarding, and every other particular that might possibly come up in settlement. *This should be in writing*, as required by law, and for which a form is provided. The trustees must provide a book for the teacher, to use in keeping his roll, and the teacher must see that the list is accurately kept, for he is required to verify the same by his oath. Teachers should not delay the time of obtaining their certificates. Negligence on this point may prevent the section from drawing its portion of public money. Trustees should inquire particularly about this matter, and see that teachers do not neglect their duty.

Trustees should bear in mind that their report is due prior to the 15th of January. Devote a little thought to the matter. Read over the law carefully, and compare it with the forms furnished for your use. Obtain from the teacher such facts as he is required by the department to furnish, and then your report can be easily and accurately drawn up. *Let the reports of 1855 be an improvement on the past.* Why should we not improve by experience?

The long evenings of the winter season afford excellent opportunities for reading. Let parents and teachers use their influence in extending the use of the library books. Teachers can do very much by precept and example, towards popularizing the section library.

The schoolroom is the great work-shop for the teacher. Be faithful to the trust reposed in you. Use every means within your reach to

gain information and enlarge your experience. Read carefully the organ of your profession, and digest well the suggestions therein contained. Get out the people, if possible, to visit your schools. Have a gathering some time during the winter, to listen to your examination. Aid your superintendent in getting up school celebrations. Be earnest and zealous in all things intended to advance the best interests of education.

Local Superintendents should commence early in the term to visit schools. One visit at the beginning is worth a dozen at the close. Prepare yourselves to give advice as to the methods of instruction, government, and general management of schools. Counsel, encourage, and arouse teachers to a vigorous performance of their duties. Let them feel that you are with them and for them, in all progressive movements, and let the negligent and ignorant, if such there be, feel that you intend to wake them up. Get the trustees and patrons to visit the schools with you. Would it not be a good plan to call a meeting in each section, on some convenient evening, and lecture on schools and school laws? *Active measures* are required to secure *permanent results*.

Finally, let us be united. Let us undertake the winter campaign, determined to push toward completion the glorious educational system. Let all minor and personal considerations yield to the promotion of the general good. Let us reason together, and while we aim to retain all the good we now have, may we be able to prune the system of its defects, and add substantially to its present proportions.—*New York Teacher, Dec. 1854.*

AN EVENTFUL LIFE.

(From the London Times.)

We yesterday recorded the decease of an Oxford divine who had maintained an immediate and personal connexion with that University for upwards of eighty years. But it may prove, we think, both amusing and instructive if we place before the public the means of reflecting for a few moments on the scenes which such a life embraced, and on the links which it supplied between the present and the past. Dr. Routh, late President of Magdalen College, was born in the reign of King George II., before the beginning of the Seven Year's War, before India was conquered by Clive, or Canada by Wolfe, before the United States ever dreamt of independence, and before Pitt had impressed the greatness of his own character on the policy of Britain. The life of this college student comprehended three great epochs—three periods of prodigious importance to the interests of humanity and the history of the world. Martin Routh saw the last years of the old state of society which introduced the political deluge, he saw the deluge itself, the great French Revolution, with all its catastrophes of thrones and opinions; and he lived to see the more silent but not less striking changes, which forty years of peace engendered. Young Routh entered the University of Oxford while the next successor of Louis XIV. was still upon the throne of France, and while Poland was still an independent State of its own. On the very week of his admission, London had been thrown into a state of ferment by a reply made by the Lord Mayor Beckford to King George III.; John Wilkes was at the same moment the talk of the whole country, and the letters of "Junius" then appearing were in everybody's mouth. When the American War broke out, Mr. Routh was already a graduate of two years' standing, and he must have partaken in discussions about Cornwallis and Burgoyne, Bunker's-Hill and Saratoga, as naturally as we now talk of Balaklava, and the Alma. As he read week after week the accounts from Sebastopol, he might have compared them in his own memory, or for the edification of his friends, with the accounts from Gibraltar, for when the events of that famous siege occurred he was a Master of Arts, a Fellow of his College, and a frequenter of the coffee-houses which in those days were the centres of political discussion. He was already, when Mr. Pitt became Minister, engaged in the duties of College office, and before Edmund Burke opened the impeachment of Warren Hastings, Mr. Routh was a resident of considerable standing, having been in the University for sixteen years.

SCHOOL BOY POLITENESS.

On the last night of the Vermont Legislative session, while the school bill was under discussion, a member complained that school-boys had lost their politeness. Mr. Bartlett, of Lydon, replied, "I acknowledge the truth of the gentlemen's remarks. I was once forced to take off my cap to every passer-by. Now, no boy uncovers his head. A few years since I was riding through Orleans County in a sleigh, and overtook a boy who had attained the age of nine years. He stepped out of the road to let me pass. There he stood upon the crust, erect, bold, and aspiring. He did not prepare to doff his beaver—not he. Said I, 'my lad, you should always take off your hat to a gentleman.' But no; and I passed on. The insolence of boys has been on the increase since the colonial days of Washington and Jefferson. It may or may not be the fault of our system—but such is the fact.

JOURNAL OF EDUCATION,

Upper  Canada.

TORONTO: MARCH, 1855.

*. 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 500 per month) on various subjects.

DUTIES OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

As much is said, and much inquiry is abroad in regard to the duties of Public Departments, it may not be improper to give some account of the duties of this department. When the present school system was first established, the duties of the Education Office were light, as the municipalities and school officers and schools, were less than half in number what they now are, as there were no auditing of school accounts from them, no payment of moneys to them through this office, no *Journal of Education*, no Provincial Normal and Model Schools, no provision for supplying municipalities and school sections with text-books, maps, apparatus and libraries; and the correspondence of the office amounted to less than 500 letters per annum. Since then its duties have so increased and been multiplied, that it has been found necessary to divide the department into several branches, in each of which more labor is required than in the whole office before 1850. The School Act of 1850 more than doubled the duties of this department; and those duties have been much increased by the Supplementary and Grammar School Acts, as well as by the progress of the school system and the growing interest of the country in the advancement of education and knowledge. Some idea may be formed of this increase from the fact, that in 1850 the number of letters received amounted to 1,180, and in 1854, to 4,919. In 1850, the number of letters sent out from the department was 792, and in 1854 (not including circulars) it amounted to 2,581. Since 1850, there has, therefore, been an increase of more than 400 per cent. in the number of letters received, and of nearly 400 per cent. in the number of letters sent out by the department; and this increase in the *correspondence*, is but a fair indication of the increased labor in the other branches of the department. The several branches in which the department has been divided, are as follows:—

1. *Council of Public Instruction*:—This branch includes the general duties of the Council; its meetings; all matters connected with the Normal and Model Schools, such as their supervision, the appointments of masters and teachers, and servants; the auditing and payments of salaries and accounts, the admission of students and pupils, supplying the Normal and Model Schools with text-books, stationary and apparatus, the care, furnishing, and repairs of the buildings, (which have been planned, erected, and completed since 1850,) the care and culture of the grounds—a square of nearly 8 acres. The books, stationery, &c., for the students in the Normal School, (varying from 100 to 150,) and for the 400 pupils in the Model Schools, are supplied upon written requisitions from the

masters, and approved in writing by the Chief Superintendent. The requisitions are numbered and filed, as the authority for anything done or procured, under the general or special orders of the Council, by whom all the regulations respecting the establishment and government of the Common and Grammar Schools, and Public Libraries throughout Upper Canada, are sanctioned, and the text-books used in the schools and the books for the Public Libraries are authorised. The law requires the Chief Superintendent of Schools to prepare these regulations and all other matters for the consideration of the Council, to conduct all its correspondence and execute its orders. The Chief Clerk in the Education Office is also the Recording Clerk of the Council, and keeps the minutes, and the accounts of all moneys received and expended by it.

2. *Map and School Apparatus Depository*:—This branch includes the providing of the Normal and Model Schools with text-books and stationary; the purchase of maps; globes and all descriptions of school apparatus for the schools throughout Upper Canada, and correspondence relating thereto. These articles have been furnished to the schools to the amount of several thousand pounds. The collection of school apparatus in this Depository is the most extensive in America, if not in Europe: so much so, that a few months since, a partner of a large Scotch publishing house procured specimens of school requisites to the amount of about \$40, in order to re-print them in Edinburgh; and the Secretary of the Board of Education for the State of Massachusetts purchased articles to the amount of nearly \$200 for the Education Office in Boston, as specimens for the schools in the State of Massachusetts. During the last year, at the suggestion and under the revision of this department, three large maps of British North America have been undertaken—one in New York, which has been completed; one in Edinburgh, by Messrs. W. and A. K. Johnston, Geographers to the Queen; and one in London, by the Messrs. Smiths, publishers of the National School Maps. These British maps of Canada and the Eastern Provinces, are of the same size and style with Johnston's and the National series of large maps of Europe, Asia, &c., and include our latest county and township divisions, lines of railroad, &c. The proofs of those beautiful maps have been corrected in this office since the 1st of January; and they will be published in a few weeks—thus presenting for the first time to the British public (besides providing them for the schools both in England and in Canada) maps of Canada on so large a scale, and so complete and comprehensive in detail.

This Depository includes upwards of 150 different kinds of maps, charts, &c., and a large variety of cheap and beautiful apparatus, (to illustrate elementary instruction in different branches of Natural History, Chemistry, Natural Philosophy, Geometry, &c.,) which have been obtained from London, Edinburgh, Glasgow, Paris, Boston, New York, Philadelphia, and other places, and the collection of which has cost much time and labor.

3. *Public Library Depository*:—This branch includes the procuring and providing books for the Public Libraries, catalogues, regulations and correspondence relating to them. Nearly 4,000 *different works* are contained in the catalogue, the selection and examination of which, for the sanction of the Council of Public Instruction, and arrangements for procuring which, from more than fifty publishers in Great Britain and the United States, have involved an amount of time and labour

during more than two years that can hardly be conceived. Not far from 150,000 volumes have been procured, and upwards of 90,000 volumes have been supplied to municipalities and school sections, during little more than twelve months. To obtain and keep up the necessary supply of books, orders for them must be made up and sent off from month to month, the payments made, and the books, when received, must be examined by the invoices, and deposited in their respective places; then when an application is received from a municipal or school corporation, with a list of the books desired, or request that books to a certain amount be selected for them, the books desired or selected are marked on the margin of the printed general Catalogue, one copy of which is used and retained in the department for each library. On the outside of this catalogue are entered, the name of the municipal corporation, the number of the library, the amount of the local appropriation and governmental apportionment, the value of the selection made by the local authorities, together with such other entries as may be required, such as the address of the party to whom the library is to be sent, dates and numbers of letters, relating to the library, &c. After having been examined by the Chief or Deputy Superintendent, and such additions made to the selection of books, as will cover the amount of the library desired, the catalogue is sent to the Library Depository, where the books are selected and checked, and carried to the packing room, where they are again called over, checked and packed in boxes, together with the necessary quantity of labels and wrapping paper for covers for the books sent. From this checked catalogue, the invoice is made out and sent to the corporation for whom the library is intended, together with the shipper's or carrier's receipt for the boxes delivered.

The pecuniary advantage of this system of libraries to the country may be conceived, when it is considered not only how great a variety of useful books are introduced and made accessible to all parts of Upper Canada, which were never before brought into the country, but that these books have been purchased on most favorable terms, and are supplied at cost, and that the entire expense of management, including difference of exchange, transportation, insurance and all contingencies, has not exceeded thirteen per cent. on the sums paid for the books in England and the United States.

4. *Education Office*:—This is, of course, the chief branch of the whole department, not only embracing the management of each of the others, but including the general administration of the Common and Grammar School Laws; explanations to Councils, Superintendents, Trustees, Teachers and others, on doubtful points of law and modes of proceeding; decisions on appeals and complaints; auditing School Accounts; oversight of Normal and Model Schools, and Provincial Certificates for Teachers; paying and accounting for all Legislative Grants for Common and Grammar Schools; furnishing Teacher's Registers, blank Reports and Returns for Trustees, local Superintendents, Clerks and Treasurers of Municipalities, and the *Journal of Education*, (besides Editing it,) to each local Superintendent and School Corporation in Upper Canada; examination of applications from poor School Sections in new Townships, the apportionment and payment of Special Grant to them; the same in regard to Superannuated Teachers; the preparation of the General Annual Report, the printing and sending out upwards of 4,000 copies of it to Municipal Councils, Superintendents, and School Corporations; general correspondence relating to

the promotion of education; giving proper attention and explanations to many visitors from all parts of Canada and from other countries, who wish to ascertain and witness the arrangements which have been made for supplying the educational wants of the country by means of the Depositories as well as the methods of instruction in the Normal and Model Schools.

Some portions of the work of this branch of the department, thus summarily stated, require much time and labor. Such, for example, as compiling the Annual Report from the returns of nearly 500 School Municipalities and Corporations, each of which requires examination and revision in order to compile the Chief Superintendent's Annual Report. Where errors are very apparent, the local report is returned, or a letter written requesting explanations. In auditing the School accounts, the receipts and expenditures of each Municipality must be gone over, checked and compared with the return of the preceding year, the certified apportionment of the Legislative School Grant and the County and other Municipal Auditor's reports. Where discrepancies are found, explanations are asked; where misapplications of the School Fund are detected, and where the whole of the sum required by law to be raised in a municipality is not raised, or is not accounted for, the parties concerned are duly notified, and a corresponding sum or sums are withheld in paying the next apportionment of the grant, until the deficiencies are made up, and the expenditure of all the moneys raised duly accounted for according to law. This auditing of school accounts, though a serious task and involving much, and sometimes painful, correspondence, secures considerable sums to the School Fund, and introduces into each Municipality and School Corporation the practice of faithfully accounting for the receipt and expenditure of public moneys—an important element of public instruction, as well as of good government.

In regard to *Letters*, each letter received is attached to a blank endorsement, having printed on it the name of the *branch* of the department to which the letter belongs, lines for the number, title or name of the writer, post-office, date of receipt, and references. It is also entered in the *Register of Letters Received*, with the summary of its contents, and numbered; and if it refers to former letters, they are obtained, and their number noted, with such memoranda as may be necessary; should it belong to the Depositories, the order is supplied immediately on its receipt. Two copies from each draft of reply, or letter sent from the office must be made—the one for the Letter Book, and the other to be addressed to the parties concerned. The date of the reply is also entered on the back of the letter received.

Each branch of the Department requiring it has its appropriate Letter Book, Account Current, Ledger, &c.: and a separate account is kept with each branch of the School Fund paid through the department, and in accounting for which vouchers, numbered, are, in every instance, produced to the proper authorities.

It is only by this strict attention to details, and this separate and methodical arrangement of each branch of the Department that it has been practicable to avoid confusion and embarrassment, to get through with the work undertaken, and to render the department an approved and efficient agency for advancing the educational and social interests of the country. Some idea may be formed of the gradual progress of work in the department, from the following statement of the correspondence of it since 1850:

During the years	1850.	1851.	1852.	1853.	1854.
Letters received	1,180	2,026	2,996	4,015	4,919
Letters sent out (not including circulars) .	792	1,281	1,561	1,522*	2,158

To this may be added, that the number of letters received during the month of January, 1855, was 524; and the number of letters sent out was 466, besides a large number of circulars.

As the County, Township, Town and Village Councils, Trustees and others, have thought proper, voluntarily and almost unanimously, to make this Department a sort of Court of Equity, and to apply to it for information and advice on all doubtful matters, and matters of difficulty or difference, the Chief Superintendent of Schools has deemed it his duty not to limit his replies to the dry technicalities of law, but to do all in his power to reconcile differences, and settle difficulties, and aid and encourage by counsel, suggestions and persuasions the parties addressed, to avail themselves of the facilities afforded for promoting education and knowledge among the youth of the country.

It is only during the last year that the system of Common School Instruction has been fully brought into operation; and it is only during this month that the regulations for the better organization and management of the Grammar Schools are published. We are persuaded, if nothing untoward occurs, that the progress of the system from 1855 to 1860, will even exceed the progress which it has made from 1850 to 1855. No power has been employed but that of persuasion; and no attempt has been made to advance faster than the felt necessities and convictions of the country would justify. To educate the people through themselves, is the fundamental principle of the School system; and to assist them to advance their own best interests and manage their own affairs, has been the spirit and sole object of its administration.

There is no such thing as a *State School Tax* in Upper Canada, the Legislature imposing no school tax, as in the neighbouring States. All the taxes levied and collected for school purposes are the voluntary acts of the local Municipalities. Yet the progress of the school system in its financial aspects is no less gratifying than in those particulars referred in the foregoing remarks. On this point we will merely give the following sentences from the last Annual Report of the Chief Superintendent, pp. 9, 10.

"The Statistical Tables show the largest increase, in every particular indicative of progress, which has ever taken place in any one year in Upper Canada.

"The increase in the amount raised for Teachers Salaries is £16,047 9s. 8d.—the aggregate sum raised for that purpose alone being £130,039 0s. 8d.

"The increase in the amount raised for the erection and repairs of school houses is £6,706 10s. 9d.—the aggregate sum raised for these purposes being £30,780 11s. 10d.

"The aggregate sum raised for all Educational purposes is £199,674 1s. 5d.—being an increase on any preceding year of £23,598 2s. 3d.

"The increase in the attendance of pupils is 15,149,—the aggregate attendance being 194,736."

EDUCATION OFFICE,
Toronto, February, 1855.

* A small decrease in 1853—the year the *Journal of Education* was first sent gratuitously to each local Superintendent and School Corporation by authority of the Legislature.

DECISION OF THE COURT OF QUEEN'S BENCH IN CASES OF APPEAL BY THE CHIEF SUPER- INTENDENT OF SCHOOLS.

In two cases the Chief Superintendent of Schools has felt it his duty to avail himself of the provisions of the 24th section of the Supplementary School Act, and appeal against the decisions of County Judges, who had decided against Trustees acting according to law as advised by the Chief Superintendent. In both cases the Judges of the Queen's Bench unanimously ordered the County Judges to reverse their decisions,—thereby confirming in the one case the power of School Trustees to levy and collect School rates for the erection of School houses, as well as for other purposes, under the authority of the School Act of 1850, and in the other case confirming the power of Trustees to act after the alteration in the boundaries of a School Section, without a new election of all the Trustees, or any other election than that which would have taken place had no alteration been made in the boundaries of the school section.

REPORT ON THE CULTURE OF THE NORMAL SCHOOL GROUNDS FOR THE YEAR 1854.

TORONTO, Dec. 30th, 1854.

REV. SIR,—Permit me the honor of submitting to you the following Report of the results obtained from the cultivation of the experimental farm and grounds attached to the Normal and Model Schools, for the season of 1854.

At the close of last season, when I had the honor of presenting my last Report to you, considerable portions of the grounds were in an uncultivated state; all of which have now been completed, together with the planting of all the permanent trees, shrubs and hedges projected in the original design.

I have great pleasure in stating, that with very few exceptions, the whole of the planting has been very successful. Most of what was planted last season having made large growth during the past summer, and some particular trees begin to be interesting objects in the grounds when viewed as a whole.

Considerable progress has been made in the Plant departments, upwards of two hundred specimens of foreign and native herbaceous plants and roots have been collected and planted in the grounds, and although there are yet considerable spaces to be filled up, it is, in some measure, desirable that it should be so, as leaving space for whatever may turn up that is either new or rare, of foreign or native production.

In the vegetable garden, mostly all the crops have done well, and a good many of the best and newest vegetables have been tried with very good success; but, from the circumstance of this portion of the grounds not having been quite finished until the spring opened, time would not permit of entering into that minuteness of experiment and comparison which may be attained in after years.

In the fruit garden, strawberries and other small fruits have had large crops, considering the short time they have been planted; from the luxuriant state of growth the bushes were in, some damage has been suffered from storms of wind, so prevalent the last summer, but this I trust may be obviated when the hedges have made a little more growth. A few specimens of pears, as fine as I have ever seen, were produced and ripened to full maturity, particularly the *Bartlett*, *Stevens' Genesee*, *White Doyenna*, and *Belle Sucrative*: the first of which is a very large and fine summer pear, comes early into bearing, and is well adapted for small gardens. The three last named sorts are autumn pears, keeping perhaps until Christmas, if taken from the tree before they are too ripe, and laid in a cool, dry, airy place. They also come early into bearing, are very productive and well-flavored. Speci-

mens of these pears were exhibited to his Excellency Lord Elgin, during his visit to the establishment in October last.

In the agricultural department, the following memoranda and notes of the various crops, perhaps may not be uninteresting:—

Fall Wheat, White Flint:— $\frac{1}{8}$ acre sown after peas without manuring, produced $5\frac{1}{2}$ bushels, weighing 60 lbs., or at the rate of 44 bushels per acre.

Spring Wheat, Cape root:— $\frac{1}{8}$ acre sown after Indian corn, without manuring, produced $1\frac{1}{2}$ bushel, weighing 55 lbs., or at the rate of 18 bushels per acre.

Spring Wheat, Fife sort:— $\frac{1}{8}$ acre sown after Indian corn, without manuring, produced $2\frac{1}{2}$ bushels, or at the rate of 36 bushels per acre, and weighing 58 lbs per bushel.

NOTE.—Thus, under the same treatment, the last named sort of spring wheat produced exactly double what was obtained from the first. The growth of both sorts was about the same, and both looked equally well on the ground before reaping.

Barley, Common:— $\frac{1}{8}$ acre sown after potatoes, without manuring, produced 6 bushels, $1\frac{1}{2}$ pecks, weighing $45\frac{1}{2}$ per bushel, or at the rate of 51 bushels per acre.

Barley, Common:— $\frac{1}{8}$ acre sown after turnips, with slight dressing of street-scrappings, produced 7 bushels, $\frac{1}{2}$ peck, weighing $50\frac{1}{2}$ lbs. per bushel, or at the rate of 57 bushels per acre.

NOTE.—Thus, from the small amount of ammonia returned to the land from the street-scrappings, we have a difference to its credit of 6 bushels measure, and each bushel of the whole, 5 lbs. heavier: or 2820 $\frac{1}{2}$ lbs. from the one, against 2878 $\frac{1}{2}$ lbs. from the other, leaving a balance of 558 lbs. per acre, to the credit of the dressing of scrapings. Yet the heaviest of these lots scarcely comes up to the last year's rate, when the land was new, and full of stored ammonia.

Indian Corn, White and Yellow:— $\frac{1}{8}$ acre planted in hills about 3 feet square, apart, produced 15 cwt., or at the rate of 6 tons per acre, being a deterioration from last year's rate of 4 tons per acre.

Cabbage, Quintal:— $\frac{1}{8}$ acre produced about $2\frac{1}{2}$ tons, being about 2 tons per acre heavier than any rated last year.

Cabbage, St. Denis:—Some very large heads were produced, but being attacked by maggots or root-disease before coming to maturity, in general no calculation could be made.

Cabbage, Savoy:—Rated somewhat under last year's, when the average per acre was 29 tons.

Cabbage, Red Dutch:—Some heads larger than any last year, but the rate per acre was 2 tons under that rate, which was 23 tons.

NOTE.—The Quintal, and next to that, the St. Denis, cabbage is the most profitable for field culture, but for the standard crops the Quintal. For although the St. Denis brings a very large heavy crop in rich land, yet, being more liable to root-diseases, it cannot be pronounced so safe for a general crop. The Drumhead Cabbages partake somewhat of the nature of the Quintal, and are generally hardy and luxuriant growers, but they do not cabbage so well nor so equally.

Swedish Turnip.—Produced a crop which would average about 34 tons per acre.

Potatoes, Early Ash Leaved:—Below last year's average per acre.

Do Early Juices:—Below last year's average per acre by 10 bushels, it being 184 bushels.

Do Mechanics:—Below last year's average, by 15 bushels, it being 260 bushels.

Do Pink Eyes:—Below last year's average by 18 bushels, it being 380 bushels.

Do Irish Cups:—Below last year's average by 6 bushels, it being 410 bushels.

NOTE.—These were all planted in one square, where potatoes never grew before, following a crop of oats, were moderately manured, with a mixture of horse and cow manure, and yet all fall short of last year's average; but especially the more dry and farinaceous sorts, as the

ash-leaved, the pink-eyes and mechanics; while the late and more juicy and waxy sorts came nearer the last year's rate, which, compared with the defection in Indian corn and other grains, would seem to show, that the past season has been unfavorable to the perfecting of farinaceous matter in grains and roots. In this matter, the experience of those who may have been operating on a larger scale, or of those who may have been making observations or enquiries in the country generally, would be very interesting.

Carrot, Dutch Hoon:—Below last year's rate per acre by $2\frac{1}{2}$ tons, which was $31\frac{1}{2}$ tons.

Do Altringham:— do do do by $1\frac{1}{2}$ tons, which was 36 tons.

Do White Field:—Above last year's rate per acre by 8 tons, which was $43\frac{1}{2}$ tons.

Blood Beet:—Below last year's rate per acre by 8 tons, which was $42\frac{1}{2}$ tons.

Mangel Wurzel:—Above last year's rate per acre by 2 tons, which was 55 tons.

Sugar Beet:—Above last year's rate per acre by 6 tons, which was $28\frac{1}{2}$ tons.

Dutch Parsnip:— do do do by $1\frac{1}{2}$ tons, which was 20 tons.

NOTE.—Regarding these roots the same observations noticed of potatoes and other grains are also applicable; insomuch as all the more solid, and those coming the nearest to farinaceous fall below the last year's rate of produce, while those of a more watery and luxuriant nature considerably exceed the rate of last year.

Grass, Varieties:—One acre produced $2\frac{1}{2}$ tons from the first cutting, $1\frac{1}{2}$ tons from the second cutting, and one ton from the third cutting; in all $4\frac{1}{2}$ tons of dry hay, which I consider a large yield; taking into account that the first cutting was composed of more than half clover, and the two last cuttings were nearly entirely clover.

In the sub-divisions of the grass, that sown with a portion of rye-grass, (*solum perenne*), and red and white clover, produced the best and greatest weight of hay. That sown with Lucerne, Timothy, and White and Red Clover came next. While on that sown with Clover and Timothy only, the hay was entirely Clover. This of course was in consequence of the Timothy never rising much the first year after being sown. While it is not certain how the Rye-Grass and Lucerne may do another year, or whether they may resist the effects of another winter and spring, yet even if they should not altogether prove so permanent as Timothy, they form an important and valuable addition to the first year's crop of hay, for overbalancing the expense and trouble of seed and sowing.

The proceeds of the sales of the produce of the grounds in 1854, amounted to the very fair sum of about \$168.

I have the honor to be,
Reverend Sir,

Your Obedient Servant,
WM. MUNDIE,
Superintendent of Grounds.

To the Rev. Dr. RYERSON,
Chief Superintendent of Schools.

A MODERN RIP VAN WINKLE.

Her Britannic Majesty's Ship Plover has been since 1848 ice-bound in the Polar Seas. She had been accustomed before that to put into San Francisco, then a small trading station, and contained only a few small houses. Coming back from its temporary ice-home, the captain sailed into the harbor, as formerly, without a pilot, in the evening. His surprise can be imagined, to find it a city of considerable magnitude. He knew nothing of the Mexican war, and other events that had transpired during his sojourn in the Arctic regions.

There is hardly any bodily blemish which a winning behaviour will not conceal or make tolerable; and there is no external grace which ill-nature or affectation will not deform.

Miscellaneous.

THERE'S NO DEARTH OF KINDNESS.

BY GERALD MASSEY.

There's no dearth of kindness
In this world of ours;
Only in our blindness
We gather thorns for flowers;
Outward, we are spurning—
Trampling one another,
While we are inly yearning
At the name of "Brother!"

There's no dearth of kindness
Or love among mankind,
But in darkling loneliness
Hooded hearts grow blind!
Full of kindness ting'ing,
Soul is shut from soul,
When they might be mingling
In one kindred whole!

There's no dearth of kindness,
Tho' it be unspoken,
From the heart it buildeth
Rainbow-smiles in token—
That there be none so lowly,
But have some angel-touch:
Yet nursing loves unholy,
We live for self too much!

As the wild rose bloweth,
As runs the happy river,
Kindness freely floweth
In the heart forever.
But men will ever hanker
After golden dust,
Kindest hearts will canker,
Brightest spirits rust.

There's no dearth of kindness,
In this world of ours;
Only in our blindness
We gather thorns for flowers!
O cherish God's best giving,
Falling from above!
Life were not worth living
Were it not for Love.

THE FIRST MAPS OF AMERICA.

Mr. J. G. Kohl, the German traveller, at a recent meeting of the American Geographical society, gave the following interesting information in regard to the first maps of America, he said:—"The first map of America was made by a companion of Columbus—it is now in Spain. I have copied nearly all those of the sixteenth and some of those of the seventeenth century. Some are painted and drawn by the hand and brush for the kings of Spain, England, or France, and others are even printed—being joined to various collections of maps. I could entertain you a long time by explaining the alterations that the coast-lines of these maps have undergone from time to time, and showing how even the errors that were made by the first map-makers have tended to increase our geographical knowledge. You will see, too, by examining the maps I now introduce to your notice, that America appears under as many, probably, as twenty names, and is almost always, in the earlier ones, connected with Asia. Many of the earliest maps of America are drawn on bark, cotton, and other substances, by the Indians; for the earlier voyagers always referred to the natives for geographical information. Many of these still exist. Even our Franklins, Perrys, and McClures still look to the native Esquimaux for this kind of information, and parts of our country are still put down on the maps of the present day from the descriptions and drawing of Indians—particularly the sources of some of our rivers." Mr. Kohl, in the course of his paper, introduced many hundred of maps which he had copied in different countries. The Hon. George Bancroft said that, considering the importance of the early geographical history of our country, he proposed that the society should meet next Thursday, in order more carefully to examine the maps, and hear at greater length the highly interesting observations that Mr. Kohl had to make. Mr. Bancroft declared himself surprised at the beauty and arrangement of the maps, and said that it was one of the most interesting sources of study that had been introduced to his notice for some time.

CHILDHOOD'S TERRORS.

Children suffer more from vague terror than parents are apt to realize. In Mrs. Jameson's recent work there is an autobiographical passage in which she relates the fearful tribulations of her early years. Parents may profitably read the narrative:

"There was," says Mrs. Jameson, "in my childish mind another cause of suffering besides those I have mentioned, less acute, but more permanent, and always unacknowledged. It was fear—fear of darkness and supernatural influences. As long as I can remember any thing, I remember these horrors of my infancy. How they had been awakened I do not know; they were never revealed. I had heard other children ridiculed for such fears, and held my peace. At first these haunting, thrilling, stifling terrors were vague; afterward the form varied; but one of the most permanent was the ghost in Hamlet. There was a volume of Shakspeare lying about, in which was an engraving I have not seen since, but it remains distinct in my mind as a picture. On one side stood Hamlet with his hair on end, literally 'like quills upon the fretful porcupine,' and one hand with all the fingers outspread. On the other strided the ghost, encased in armor with nodding plumes; one finger pointing forward, and all surrounded with a supernatural light. Oh that spectre! for three years it followed me up and down the dark staircase, or stood by my bed; only the blessed light had power to exorcise it. How it was that I knew, while I trembled and quaked, that it was unreal, never cried out, never expostulated, never confessed, I do not know. The figure of Apollyon looming over Christian, which I had found in an old edition of the 'Pilgrim's Progress,' was also a great torment. But worse, perhaps, were certain phantasms without shape—things like the vision in Job—'A spirit passed before my face; it stood still, but I could not discern the form thereof'—and if not intelligible voices, there were strange unaccountable sounds filling the air with a sort of mysterious life. In daylight I was not only fearless, but audacious, inclined to defy all power and brave all danger—that is, all danger I could see. I remember volunteering to lead the way through a herd of cattle (among which was a dangerous bull, the terror of the neighbourhood), armed only with a little stick; but first I said the Lord's Prayer fervently. In the ghastly night I never prayed; terror stifled prayer. These visionary sufferings, in some form or other, pursued me, till I was nearly twelve years old. If I had not possessed a strong constitution and a strong understanding, which rejected and contemned my own fears, even while they shook me, I had been destroyed. How much weaker children suffer in this way I have since known; and have known how to bring them help and strength, through sympathy and knowledge, the sympathy that soothes and does not encourage—the knowledge that dispels, and does not suggest, the evil."

FOREIGN POSTAGE NOW AND TWENTY YEARS AGO.

Twenty years ago the British and Foreign rates of postage could not be paid upon a foreign letter. In 1843 a convention was arranged between England and France by which a letter going to or passing through France could be paid to its destination, and international accounts were kept between Great Britain and the French Government. The following table shows the full postage on foreign letters in 1835 and 1855, viz:—

Places.	1835.	1855.	Places.	1835.	1855.
France.....	2s. 8d....	4d.	Germany.....	4s. 4d....	8d.
Luxemburg....	4s. 4d....	8d.	Sardinia.....	4s. 2d....	10d.
Baden.....	4s. 4d....	8d.	Sicily.....	4s. 2d....	13d.
Holland.....	3s. 8d....	8d.	Tuscany.....	4s. 2d....	13d.
Prussia.....	4s. 4d....	8d.	Papal States..	4s. 2d....	13d.
Bavaria.....	4s. 4d....	8d.	Austria.....	4s. 4d....	13d.
Wurtemberg..	4s. 4d....	8d.	Northern States	4s. 4d....	13d.
Switzerland...	3s. 4d....	8d.	Turkey.....	4s. 2d....	12d.

A LARGE SHIP AND A LONDON SQUARE CONTRASTED.

A bare statement of the dimensions of the large ship which Mr. Scott Russell is just now building scarcely conveys a notion to the majority of minds of its vast size, capacity, and cost. An ingenious friend of ours, Mr. Gould, has jotted down some points of comparison between the ship and Tavistock-square, and these serve to make the idea much clearer. He points out that Tavistock-square consists of fifty-six houses, and that there are eighteen houses on one side, of twenty-five feet frontage, or 450 feet. It would require nine from the other side, or 225 feet, to make the length of the large ship—viz., 27 houses, or equal to 675 feet. Then, the houses being 42 feet deep, it would require two houses put together to make the section of the ship, which is 83 feet; so that it would actually require all the houses put together in two rows to make a block the size of the big ship, setting aside the angles cut off in coming to the keel. Again, the inhabitants of the square may be considered eight to a house, or 448 souls; while the ship may some day carry four times or five times, as many, say 2,240

or 3,000 souls. At any time of winter the 56 houses in the square will probably have 10 tons of coals each, or 560 tons; while the big ship will take nearly 20 times as much, or at least 10,000 tons for its own consumption. To carry the comparison one step further,—the cost of the 56 houses to build would be about £112,000; the furniture £58,000, or £170,000, ready to be inhabited. This ship, it is supposed, will cost £150,000, or £500,000, before it is ready for its inmates! Rather striking this.—*Builder*.

When Anaxagoras was told of the death of his son, he only said, "I knew he was mortal." So we, in all casualties of life, should say, I knew my riches were uncertain, that my friend was but a man. Such considerations would soon pacify us, because all our troubles proceed from being unexpected.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The Local Superintendent of the City Schools thus reports to the Board of Trustees: "I have to report that all the public schools are now opened and closed by the teachers reading aloud a portion of the Scriptures and the Lord's prayer; the narrative part of the book of Genesis being used at the morning, and the narrative part of the Gospel of St. Matthew at the evening service; and in almost all cases the children voluntarily repeat the Lord's prayer after the teacher." In speaking of the recent examination in one of the schools, he says: "The pupils attending the examinations were, without an exception, clean in person, neat in apparel, and orderly in conduct." . . . The Mayor of the new city of Ottawa, in his inaugural address, thus refers to schools in the municipality: "There are ten male teachers and six female teachers in the pay of the town trustees. The average pay of male teachers is £80 per annum; of female £57. The total number of paying scholars at 1s. 3d. per month is 266, of whom 88 are females, and 178 males. Of free scholars there are 359, of whom 165 are females, and 194 males. The total number attending school is 625, of whom 372 are males, and 253 are females. The sum demanded by the school trustees for the year 1854 was £950. . . . The new stone school house at Conseton, is the largest and most commodious building of the kind in the county. It is a handsome, well appointed building, capable of seating one hundred and twenty scholars, and calculated to last for generations. Its cost was £320 including the price of the building lot; and, certainly parents and guardians must be convinced that no taxation could be more wisely incurred, than that which is intended to secure for the youth under their care, comfortable accommodation during hours of study. . . . A correspondent of the *Ottawa Citizen* gives a highly interesting account of a "Free Tea Party," given by Mrs. Lang and other ladies resident in School Section No. 9, Gloucester, on the evening of the 22nd ultimo. Various addresses were delivered; and, during the evening, a valuable present was made to the teacher, Mr. Sheriff, by the pupils of the school. We agree with the writer in his opinion, that "It is most gratifying thus to witness the salutary effects on a community which can, and may be brought about by a little effort." . . . Meetings of the Teacher's Associations of the Counties of Frontenac, Lennox and Addington, and Elgin have recently been held. From the proceedings of the County of Elgin Association, we learn that "The present system of school supervision was discussed. Some of the teachers present expressed themselves satisfied with the Township Superintendents; others contended that although individual townships enjoyed the services of competent superintendents, they were the few that were thus situated. They argued farther, that before the schools could enjoy the full benefit of inspection, the office of school superintendent must be made a county one, and be filled by a man practically acquainted with the duties of the school room, possessing a high degree of literary attainments; that he should be required to give his whole time and attention to the inspection of the schools, to the settlement of difficulties that may arise out of the practical working of the school law, and to the diffusion of useful information by means of lectures, as required by the School Act. Teachers would also deem it worth an effort, to secure the approbation of a man whose observation extended to all the schools in the county, while under the present system they care little about it." The President, in his address, "showed from the statistics compiled by the Chief Superintendent, that the educational progress of Upper Canada for the last nine years, exceeds that of any other country of the same extent and resources,

on the face of the globe. He drew attention to the increase that has taken place in the average time that the schools are annually kept open by the duly qualified teachers; to the much larger proportion of the school population that enjoy the principles of common school instruction: to the large amount which the people voluntarily levy upon their own property for the support of our common schools; to the additions made to the salaries of teachers; to the greater attention paid to the convenience and proper furnishing of school-rooms; and to the greater eagerness with which the services of efficient teachers are sought after. To all these facts he drew attention, as an indubitable evidence to the firm hold that our school system has taken upon the public mind." At the meeting of the Association for Frontenac, Lennox and Addington, notice of the following resolutions were given, to be taken up at the next meeting, in March 1st: "That occasions may occur that justify the inflicting of corporal punishment in schools. 2nd, That it is proper that parents should be compelled by law to educate their children."

GRAMMAR AND COMMON SCHOOL EXAMINATIONS.

BROCKVILLE.—At the close of the recent Examination of the Brockville County Grammar School, the following resolutions were passed:—

Moved by the Hon. James Morris, seconded by G. Malloch, Esq., County Judge, that the Trustees of the Brockville County Grammar School be respectfully requested to convey to the Principal, Mr. Dunlop, the thanks of the parents of the pupils for his assiduous attention to the duties of his important office and their high appreciation of the progress of the pupils as induced by the manner in which they have this day acquitted themselves during a very rigid examination, which gave evidence not only of the scholastic attainment of the Principal, but of his great aptitude to impart instruction to the youth committed to his care. Moved by Dr. Reynolds, Chairman Common Schools, seconded by George Crawford, Esq., M.P.P., that we have much pleasure in bearing testimony to the effective assistance rendered Mr. Dunlop in the management of the School by Mr. Street, whose services must be of great importance in a school composed of boys of all ages, and who require to be thoroughly founded in the elementary branches, to make them the more ready to receive instructions in the more advanced classes.

In addition the Editor of the *Recorder* remarks:—"And now since Brockville possesses a seminary second to none in Canada, and when gentlemen are already sending their sons here to be educated, *even from the States*, we do trust that measures will be immediately taken to provide a suitable edifice for such an institution. The active and energetic Trustees of the Common Schools have already begun laying the foundation of a building that will be a great honor and ornament to the town, and we hope those of the Grammar School will quickly follow their example."

BELLEVILLE.—From the report of the Grammar School examination, (held on the 22nd ult.), contained in a Belleville paper, we extract the following: "The classes, without exception, gave evidence of a thorough mastery of the subjects so far as they had gone, there was no mere surface skimming; and from the fact of allowing the audience to choose any part of the subjects they wished for examination—a privilege of which they freely availed themselves—there could have been no *cramping*, indeed a dependence on the reason and understanding of the pupils rather than on their memory, at the same time that first principles and definitions were carefully learned, seemed to mark all the teaching.

OSHAWA.—In reference to the recent examination of the Central School, a local paper remarks:—"The Examination and Exhibition together form an occasion of which we may feel justly proud. Messrs. Bird and Kirkland, teachers, spared no pains to raise and popularize the standard of education. Hitherto our village schools were divided into two factions, whose acrimony and bitterness poisoned every contact each had with the other; but now those parties are happily blended in the persons of the two able and devoted teachers, who unite in their system the latest improvements in the art of teaching.

PERTH.—A correspondent of the *Bathurst Courier* writes:—"At the close of the examination of the Perth Public School, the Rev. Messrs. Harris and Bain addressed the scholars—the latter gentleman bestowing a well merited eulogy on the lady in charge of the girls' department, indeed the whole of the examination was of a character calculated to reflect much credit on both scholars and teachers. The latter went through their duties in the various departments in the most kind and gentlemanly manner. The system of teaching, too, is one of a superior kind, inasmuch as it creates a cheerful, lively, praiseworthy ambition among the scholars, and stamps upon the memory of youth lasting impressions of the subject matter of everything

around them. In short this noble edifice is a credit to the Town of Perth, and an honor to the projectors thereof.

ROSLIN.—A correspondent of a local paper states:—"The annual examination of the Roslin School, County of Hastings, took place on Friday, the 22d ult. This School for the last year has been conducted by Mr. A. L. Peterson. We certainly never attended an examination that reflected more credit on the teacher than the one witnessed under Mr. Peterson's charge."

BRITISH AND FOREIGN.

GREAT EDUCATIONAL SCHEME FOR INDIA.

The Report to the President of the Board of Control for the affairs of India just made by Mr. Macaulay (the historian), Lord Ashburton, and others, will, when adopted, effect one of the greatest changes that has ever been made in the educational courses of this country. The Civil Service of India is to be opened to the youth of the United Kingdom. There is to be no more Cannon-row or Leadenhall-street patronage. The Report bears the mint-mark of Mr. Macaulay's mind in every part; and so obvious has this been to his fellow Commissioners—to Lord Ashburton especially—that the brilliant Commoner signs the report before the able Peer. Let us add that it behoves every parent in the three kingdoms to make himself master of its contents. When the recommendation of the reporters are put into practice, the memorable saying that education in England has been endangered by some of her most eminent sons will, thanks to Mr. Macaulay, be no longer applicable to the present generation. The Report has taken a comprehensive view not only of the educational wants of India, but of Great Britain at large. The studies of Oxford, Cambridge, Edinburgh, and Dublin, have one and all had proper attention paid to them in this masterly scheme of education in the nineteenth century.

INFLUENCE OF RAGGED SCHOOLS IN LONDON.

At a recent meeting of the London Ragged Schools, Mr. Alderman, and Sheriff Wire, said they could tell them, from their experience of the city prisons, that since the establishment of ragged schools, juvenile crime had diminished fifty per cent. This is a great fact, and cannot be too extensively known, as a most powerful argument in support of such institutions.

UNITED STATES.

PUBLIC INSTRUCTION IN THE STATE OF NEW YORK, 1854.

We have received a copy of the annual report of the Superintendent of Public Instruction.

The whole number of children between the ages of 4 and 21 years, reported for the several school districts, was 1,186,709, being an increase of 36,177 on the previous year. The number attending schools and academies was:

Taught in public schools	877,201
Attending 1501 private schools.....	34,279
" 30 schools for colored children	4,568
" academies.....	37,406

953,454

Deducting this number from the whole number of children, as above mentioned, and estimating the minor students attending colleges as equivalent to academic pupils over 21 years of age, and there remain, as not having attended any school, in 1853, 233,255—being a fraction less than 20 per cent. of the whole number.

If from this number the farther deduction be made of those between the ages of four and six, who might have been justly considered too young to attend school, and of those between sixteen and twenty-one years of age, who had completed their school course, it is believed that the number of children neglecting instruction altogether was comparatively small.

The number of children reported as attending school during the entire year, was

For 10 months and less than 12.....	13,591
8 do do 10.....	42,174
6 do do 8.....	71,193
4 do do 6.....	128,206
2 do do 4.....	177,957
Less than 2 months.....	212,110
	199,155

844,886

The number of volumes reported in district libraries is 1,572,270; 31,940 less than the previous year.

The amount of money received by the districts, besides library money, for the year 1853, as reported by the trustees, was.....	\$1,246,692 19
Collected by district taxes.....	285,365 25
Received from local funds.....	21,647 57
Paid for teachers' wages in colored schools, beside public money.....	1,360 38
Collected by tax for children exempted.....	30,753 24
do rate bills for teachers' wages.....	330,190 93
do for deficiencies in rate bills.....	13,874 93
	<u>\$1,929,884 49</u>

The amount of public money expended for district libraries, was \$43,657 6.

For purchasing school house sites	\$ 44,995 09
" building school houses	290,283 87
" hiring do	11,139 59
" repairing do	102,095 80
" insuring do	3,991 12
" purchasing fuel	98,813 08
" book-cases and school apparatus.....	11,414 76
" other purposes.....	139,335 10
	<u>\$693,067 81</u>

Adding these several items it appears that the whole amount expended for school purposes for 1853, was \$2,666,609 56. The amount expended in 1852, for the same purposes, was \$2,469,248 52.

The amount received by the town superintendents for the year 1854, as per their reports, was.....	\$1,656,993 37
Apportioned for teachers' wages	\$1,316,935 11
Apportioned for libraries.....	47,654 06
	<u>\$1,364,589 17</u>

Leaving unapportioned

.....	\$292,304 20
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—New York Commercial Advertiser.

EDUCATION IN NEW JERSEY.

The following condensation of the last annual report of the superintendent of public instruction in New Jersey, shews the position of education in that State:—164 townships in that State have made school reports for the year, and 26 have not. Number of school districts 1426, an increase of 13 over the previous year. Number of children between 5 and 18 years 163,031, of whom 25,380 attended school three months and less; 26,958 for six months and less; 24,968 for nine months and less, and 26,658 for the whole year. Number of pupils in attendance over 18 years of age, 1076; whole number taught 106,040, an increase of 7903 over the previous year. Amount of money raised and appropriated for school purposes during the year \$388,571 86, an increase of \$53,352 47. Number of teachers employed 1981, of whom 1201 were males, and 780 females; the average salaries of the former being \$347, and of the latter \$203.—Globe.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Mr. J. G. Barthe, now in Paris, is about to publish a work on Canada, in two volumes. The subjects to be embraced in this work are the past history of the present French race in Canada, their politics, literature, customs, &c., and an account of Mr. Barthe's efforts to effect an affiliation between the Canadian Institute and the French Institute. He makes a present of 250 volumes to the Canadian Institute, of which he is a member. . . . *L'Academie des Sciences* of France has recently presented Mr. Barthe with 50 splendid volumes for the Institut Canadien, valuing, says Mr. Barthe, over 6000 francs. . . . A large library of books, as well as an adequate supply of newspapers and periodicals, have been despatched for the use of the sick and wounded in the British hospitals in Turkey. . . . At the recent meeting of the British Association for the advancement of Science, the Earl of Rosse, who was in the chair, delivered his annual address, after which the Copley medal was presented to Professor Muller, of Berlin; the two Royal medals to Drs. Hooker and Hoffman; and the Rumford medal to Dr. Arnott for his new smoke-consuming firegrate. Lord Wrottesley has been elected President of the Royal Society, in succession to the Earl of Rosse. . . . The *Public Ledger*, a daily paper of London, has a circulation of 115 copies. It was established

a century ago, and was once the leading journal, having among its contributors such men as Goldsmith. It has now sunk into the organ of the auctioneers, and makes a profit of \$4,000 a year on its advertisements. . . . The Belfast School of Design has been closed. It was established in 1849; and the Board of Trade then guaranteed, in effect at least, an annual grant of £500 towards the maintenance of an entirely untried project. The school has now been closed for want of funds. The Limerick school has also been closed. . . . We regret to hear that Martin's celebrated picture of "Belshazzar's Feast" was irrecoverably injured by a late railway accident. . . . Mr. W. Carleton, the celebrated Irish writer of fiction, announces through the columns of the *Nation*, that he is about to leave Ireland forever, and to close the remainder of his life in Canada. . . . An English paper says that Macaulay, the historian, being lately desirous of obtaining information respecting eighteenth century poetry as material for his new volumes, took his way from Albany to Whitechapel, and bought a roll of London ballads from a singing boy. Happening to turn round as he reached home again, he perceived that the youth, with a circle of young friends, was keeping close to his heels. "Have I not given you your price, sir?" was the great man's indignant remonstrance. "All right, gov'nor," was the response, "we're only waiting till you begin to sing." . . . A French paper states that Lord Brougham has placed the following inscription over the entrance of his chateau at Cannes:—

"Iveni portum; spes et fortuna, valeta.
Satis me lusistis; ludite nunc alios."

That is, "I have reached my haven; hope and fortune, farewell; you have sported with me enough; now find another dupe." Lord Brougham's French neighbours construe this as "an announcement of his intention to retire from public life, and to pass the remainder of his days among them in the genial climate of Var." However that may be, the adoption of such a motto, at the end of the career of such a brilliant statesman, is a very instructive fact. He stands forth like Solomon at the end of life, writing "vanity of vanities" on all. . . . The memoirs and letters of the Rev. Sydney Smith, privately printed by his daughter, Lady Holland, will be published, it is said, with certain omissions, early in the present season. The few who are permitted to see the work are delighted with the letters. . . . Mr. Tupper, the author of "Proverbial Philosophy," has given a gold medal for the encouragement of literature in Liberia.

LITERARY ANNOUNCEMENTS.

There is said to be quite a stir in the English Literary world at the present time. Many new books are announced to be in course of preparation, and among them are some which will attract much attention, as well from the reputation of their authors as from their intrinsic literary merit. Lord John Russell is preparing two more volumes of Moore's *Life and Letters*. Sir David Brewster is about publishing the memoirs of Sir Isaac Newton, and Thackeray, besides his Christmas book, is getting ready a second course of lectures upon English literature. William Howitt has under way a note book of adventures in the wilds of Australia, and Tennyson, the poet laureate, is composing a poem upon the battle of the Alma. It is currently reported, also, that two additional volumes of Macaulay's *History of England* will soon make their appearance. . . . Among the literary promises for the ensuing spring is one of a complete edition of Lord Brougham's works, edited by himself. The noble Lord is even now engaged upon the task, for Messrs. Griffins, of Glasgow. The volumes are to issue quarterly. . . . Washington Irving breaks silence at length. Putnam, of New York, announces a new work by Geoffrey Crayon, similar to the "Sketch Book." The title of the new volume is "Wolfert's Roost," and other Papers. . . . Chevalier Bunsen, the late Russian ambassador, who resides now in Heidelberg, has finished his manuscript on "Egypt's Position in Universal History," which is soon to appear; he is now engaged in writing a critical *Life of Jesus Christ*.

DEATHS OF LITERARY PERSONS.

John Gibson Lockhart expired at Abbotsford on the evening of the 25th Nov. He was a man of note on various grounds. He was an author of no mean qualifications; he was the son-in-law of Scott; and he was the editor of the *Quarterly Review* after Gifford. Without being a man of genius, a great scholar, or politically or morally eminent, he had sufficient ability and accomplishment to ensure considerable distinction in his own person, and his interesting connections did the rest. He was a man of considerable mark. . . . *The Rev. Dr. Kitto* died on the 25th Nov. at Canstatt, near Stuttgart. By a singular coincidence he died on the same day as Mr. Lockhart, as mentioned above. Dr. Kitto was a man of great perseverance and ability. And

although blind for many years, he has contributed most largely to Bible criticism and literature. He has also written interesting and valuable works on the "Lost Sense"—and of which he could touchingly write from painful experience. . . . *Mary Russell Mitford* the poetess and writer died last month at Reading, England, aged 68. Miss Mitford was the authoress of "Our Village," and other tales, and her works have long been popular. . . . *Others*. Death has laid a heavy hand upon England during 1854, and taken away many illustrious and celebrated men, among others the Marquis of Anglesey and Professor Wilson; among lawyers, Plunket, Denman, and Talford; among literary men, besides Wilson, James Montgomery, Crofton Croker, Lockhart, Samuel Phillips, and F. K. Hunt; among artists, John Martin, Clint, Ramsey, Brokedon and Bartlett.

DEATH OF TWELVE SCOTTISH JUDGES SINCE 1850.—One of the most noticeable circumstances in Scotland is the demise of another Judge of the Supreme Court—Lord Robertson,—who dropped down suddenly and expired in his own house, at Edinburgh, on the 10th ult. The mortality which has occurred in the Scottish Bench is unexampled. Since Lord Jeffrey's decease, in 1850, no fewer than nine of the thirteen judges of the Court of Session then on the Bench have died, besides three appointed since 1850. These twelve judges were Jeffrey, Mackenzie, Moncreiff, Lord President Boyle, Fullarton, Medwyn, Cunningham, Cockburn, Robertson, Dundrennan, Anderson, and Rutherford; the three last named having been appointed subsequently to Lord Jeffrey's death. The vacancy caused by the demise of Lord Rutherford has been filled up by the elevation of Mr. Craufurd, Solicitor-General of Scotland, who takes the title of Lord Ardmillan, and who is succeeded in his former office by Mr. Thomas Mackenzie, sheriff of Ross and Cromarty. Lord Robertson was called to the Bar so early as 1815, and raised to the Bench in 1843. As a lawyer he was eminent; but law was not his only attainment. He was a man of remarkable humour, and of late years, to the astonishment of the public, he revealed a vein of poetry for which he had not received credit.

MONUMENT TO WORDSWORTH.—A fine statue of white marble from the chisel of Mr. Thrupp, has just been erected in Westminster Abbey, to perpetuate the memory of the poet Wordsworth. It represents the author of the "Excursion" sitting in the open air, in a contemplative mood, as if communing with nature, under whose habitual sway he may be said to have lived. He is resting on a moss and ivy-mantled stone or knoll, with the green sward at his feet enamelled with flowers; the legs are crossed; his right hand and arm are wound gracefully round one knee; the left hand, with the fore finger slightly uplifted, is laid upon an open book, which the poet has just been reading; the eyes are bent, in pensive admiration, upon the flowers at his feet: and the spectator may fancy him saying—

"To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears."

As yet, no inscription appears upon the base of the monument; but the Rev. Dr. Wordsworth has caused a copy of the poet's Sonnet on Baptism to be placed in immediate contiguity to it, as if it were in contemplation to make that part of the inscription. The statue is not habited in the modern costume.

VETERANS—NON-COMBATANT.—Another year reminds us of the veterans in literature, art and the stage, still in the body among us. Our oldest poet is, of course, Mr. Rogers—now in his ninetieth year. Our oldest historian is Mr. Hallam—now in his seventy-fourth year. Our oldest critic is Mr. Wilson Croker—now in his seventy-fifth year. Our oldest novelist is Lady Morgan—but we shall conceal her Ladyship's age. Our oldest topographer is Mr. Britton—now, if we remember rightly, in his eighty-third year. Our oldest topographer in point of publication is the historian of St. Leonard's Shoreditch, whose first work was a quarto, published before 1779. We refer to Sir Henry Ellis, still the active Principal Librarian of the British Museum. Mr. Leigh Hunt was a poet with a printed volume of his effusions in verse, and his own portrait before it, more than half a century ago, and is now, in good health, in his seventy-first year. Our oldest artist is Sir Richard Westmacot, the sculptor, the father of the Royal Academy.

AGES OF BRITISH STATESMEN.—Lord Lyndhurst, 83; Lord Brougham, 76; Marquis of Lansdowne, 75; Earl of Aberdeen, 71; Lord Hardinge, 70; Lord Palmerston, 70; Lord Raglan, 67; Lord John Russell, 62; Earl of Derby, 56; Earl of Harrowby, 57; Earl of Clarendon, 55; Earl of Malmesbury, 48; Earl Grey, 52; Earl Granville, 40; Earl of Carlisle, 53; Duke of Newcastle, 44; Lord Cranworth, (Lord Chancellor,) 64; the Right Hon. Sir James Graham, 62; the Right Hon. W. E. Gladstone, 45; the Right Hon. H. Labouchere, 57; the Right Hon. E. Cardwell, 42; the Right Hon.

B. Disraeli, 49; the Right Hon. T. B. Macaulay, 55; the Right Hon. Sir W. Molesworth, 45; the Right Hon. S. Herbert, 44; the Right Hon. Sir George Grey, 56; the Right Hon. Sir C. Wood, 54; the Right Hon. Sir J. Pakington, 56; R. Cobden, 51; and John Bright, 44.

AUTHORSHIP OF THE "VESTIGES OF CREATION."

A Mr. Page has settled the controversy as to the authorship of the "Vestiges of Creation." "At the time the 'Vestiges' was published," Mr. Page says, "he was engaged as one of the literary and scientific collaborators of the Messrs. Chambers. The first time he saw it was in the hands of Mr. William Chambers, who came into his room one day with the remark, 'Here is a curious work making some sensation,' and requested that he (Mr. Page) would write a notice of it for the Journal (*Chambers' Edinburgh Journal*). For this purpose, Mr. Page took the work home, and he had not read twenty pages of it before he felt convinced that it was the production of Mr. Robert Chambers. When asked for the review, he said he could not prepare one for two reasons: 1st, that he did not think the work suited for notice in the *Edinburgh Journal*; and 2nd, because he believed it to be the production of Mr. Robert Chambers. Mr. William Chambers received this announcement with apparent surprise, but denied all knowledge of the matter; and there the subject dropped. Some time after, however, and when the work was being severely handled by the reviewers, Mr. Robert Chambers alluded to the matter, affecting ignorance and innocence of the authorship, upon which Mr. Page remarked, that had he seen the work before going to press, he could have prevented some of the blunders. The consequence of this remark was, that Mr. Robert Chambers sent him the proof sheets of the second or third edition of the 'Vestiges,' with the request that he would enter on the margin any corrections or suggestions that occurred."

DURATION OF VEGETABLE LIFE.

Lord Lindsay states that, in the course of his wanderings amid the pyramids of Egypt, he stumbled on a mummy, proved by its hieroglyphics to be at least 2,000 years of age. In examining the mummy after it was unwrapped, he found in one of its closed hands a tuberous or bulbous root. He was interested in the question how long vegetable life could last, and he therefore took that bulbous root from the mummy's hand, planted it in a sunny soil, allowed the rains and dews of heaven to descend upon it, and in the course of a few weeks, to his astonishment and joy, the root burst forth and bloomed into a beautiful dahlia.

DISCOVERIES AT MEMPHIS.

We have had occasion, says the *Literary Gazette*, to notice, at different times, the explorations of the ruins of Memphis, made by M. Mariette, by direction of the French Government during the last few years. M. Mariette has just returned to Paris after having completed his operations. The most important result of these is the discovery of the famous Serapeum, or the temple of Serapis, which was supposed to have been entirely destroyed. The sand and rubbish have been completely cleared away from the remains of this great and most ancient monument. It contains numerous representations of Apis, and statues of Pindar, Homer, Lycurgus, Pythagoras, Plato, and Euripides; and it is preceded by a sort of alley or passage, on each side of which are Egyptian sphinxes, about 600 in number, and which is terminated by a number of figures, representing the strange way the Grecian gods united with symbolical animals. Thus a striking proof of the junction of Egyptian and Grecian art has been obtained. M. Mariette has also discovered the tomb of Apis. It is cut out of the solid rock; and consists of a vast number of chambers and galleries. In fact, it may be compared to a subterranean town. In these rooms and galleries there were found a great number of monoliths, containing dates, which will be of great chronological utility, and others bearing epitaphs on, or, if we may use the expression, biographical notices of certain of the oxen which were severally worshipped as Apis. There have also been found statues as old as the Pyramids, and in an astonishing state of preservation; they are executed with great artistic skill, and are totally free from that inelegant stiffness of form which characterises early Egyptian sculpture. Some of these statues are in granite and are colored, and the colors are quite fresh. A number of statues of animals, but not so well executed, one of these representing Apis, almost as large as life, and colored have likewise been discovered; as have also numerous bronzes, jewels, vases, and little images. All the statues and other moveables have been conveyed to Paris, and are to be added to the Museum of the Louvre. The greatest credit is due to M. Mariette for his skill and industry in making his discoveries; they are only inferior in archaeological importance to those of Mr. Layard at Nineveh. The precise

state of Memphis was until quite recently a matter of great doubt, and when that was discovered it was not thought at all likely that any remains of the temple of Serapis could be brought to light.

BASSWOOD PAPER.—We were agreeably surprised yesterday morning by finding, among our exchanges, a copy of the *Albany Evening Journal* of Saturday, printed upon paper made from Basswood by the Foudrinier machine, and without the slightest admixture of rags or any size.—Owing to the small quantity of pulp furnished to the machine, the labor was performed by the hands, and, therefore, there is a slight inequality in the thickness of the sheet; but, as an experiment, the thing is a success. The sheet is white, smooth, and exceeding tough, and can be written upon as readily as the English linen paper. Few new inventions start off as triumphantly as this, and we are sanguine that within one year from this time, the basswood paper, improved as time and experience shall teach, will be taking the place of paper made from rags.—*Buffalo Express*

BOARD OF PUBLIC INSTRUCTION, COUNTY PEEL.

NOTICE is hereby given, that a MEETING of the BOARD of PUBLIC INSTRUCTION of the SECOND SCHOOL CIRCUIT, County of PEEL, will be held in BRAMPTON, at the School House, on TUESDAY the 20th day of March, at NINE O'CLOCK, A. M.; for the EXAMINATION of COMMON SCHOOL TEACHERS and the transaction of other business.

All Candidates for License, previous to being admitted for Examination, must present to the Board a Certificate of good Moral Character, from the Clergyman whose ministrations they attend.

Brampton, Feb. 26th, 1855.

JAMES PRINGLE, Chairman.

TEACHER WANTED.

WANTED by the 20th APRIL next, a MALE TEACHER, holding a FIRST or SECOND CLASS CERTIFICATE. Parties applying to the undersigned will state whether they have attended the Normal School, what Certificate they hold, and the amount of Salary required. WILLIAM D'CEW, School Trustee, S. S. No. 5, North Cayuga, March 9th, 1855.

NORMAL SCHOOL TEACHERS.

THE present Session of the NORMAL SCHOOL for Upper Canada will CLOSE on the 15th of April next. Trustees and others in their applications to this Department for TEACHERS, will state distinctly the Class of Teacher, Male or Female, which they may require, whether 1st or 2nd (no 3rd Class Certificates are issued); and the amount of Salary which they may be able to offer. Applications should be sent in not later than the first week in April.

N.B.—The next Session of the NORMAL SCHOOL will commence on the 15th of May, and end on the 15th of October, 1855.

Education Office, Toronto, February, 1855.

EXAMINATION OF GRAMMAR SCHOOL MASTERS.

THE COMMITTEE of EXAMINERS of CANDIDATES for MASTERSHIPS of COUNTY GRAMMAR SCHOOLS in Upper Canada, having recently met to make the preliminary arrangements requisite for carrying into effect the provisions of the GRAMMAR SCHOOL ACT, as set forth in the 2nd clause of the 14th Section, have decided on holding their EXAMINATIONS for the present, quarterly, —on the FIRST MONDAY of JANUARY, APRIL, JULY, and OCTOBER, respectively, in the NORMAL SCHOOL BUILDINGS, commencing at THREE O'CLOCK, P. M. THOS. J. ROBERTSON, Head Master, Normal School, U. C., Chairman. [N.B.—All candidates are requested to send in their names to the Chairman of the Committee at least one week prior to the first day of examination.]

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