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in amount, and, I hope, improved in quality also, that the need is more and more felt for institutions like this, the anniversary of which we are holding to-night. A careful local inquiry has proved that in this place the average age at which boys leave school is 10 years, and with the fact the explanation likewise is given, for it is stated that at that age they can earn, in ordinary times, from 4s. to 5s., weekly, or from £10 to £12, in the 12 months. We are apt to blame parents for taking away their children so young, and no doubt it is one of the chief practical obstacles to improved teaching; but it is only just to recollect that to a family which earns perhaps in all £50 in the year, a sacrifice of £10 even is relatively far heavier than any which parents in the upper or middle classes of society are called upon to make for the instruction of their children.

## FAULTS OF MODERN POPULAR EDUCATION.

So far from thinking that into our ordinary day-schools a more extended range of teaching than the present can be introduced, those who have watched the progress of education have more and more come to believe that the fault of modern education, so far as children and young boys are concerned, has laid in the opposite direction, and that elementary teaching has suffered by the natural ambition of masters to cram a great deal into a limited time. I was reading the other day an extract from the last report of the Irish National Board, whose schools are probably as well managed as any in these islands, and I found it there stated that out of 165,000 children examined in reading, only 19 per cent. were able to read the higher or less easy book of lessons with ease and intelligence, while in addition to that 19 per cent. 38 per cent. more were able to read the easier and simpler book in which they were tested. Now, that leaves 43 per cent. or more than two-fifths, who could not read with any degree of correctness; and in regard to writing the results are even less satisfactory, for only 51 per cent., or hardly more than half, out of 91,000 children examined, were able to write fairly. No doubt we should remember that the examination included children of various ages, and if only those had been selected who were on the point of leaving the school, the result would have been more favourable; but, without laying much stress on these figures, which I cite by way of illustration rather than of proof, I would appeal to every master, to every clergyman, to every inspector of a school, whether a large proportion of the children do not pass through the routine of lessons (more or less regularly attending, as the case may be) literally without carrying away anything which will be of use to

## RECENT EDUCATIONAL SPEECHES IN ENGLAND.

### 1. THE RIGHT HON. LORD STANLEY, M.P.

From a speech lately delivered by Lord Stanley, (eldest son of the Earl of Derby,) before the Leeds Mechanics' Institution and Literary Society, we make the following extracts:—

#### PRESENT PRACTICAL CHARACTER OF EDUCATIONAL SPEECHES.

In the question which we have to consider, that of education, it appears to me that there has been a good deal of talk and also a good deal of action; but, with a few notable exceptions, the talkers have, for the most part, not been the workers, and the workers have been content to labour silently. And so much is this felt to be the case that one may notice on occasions like the present that, instead of those dissertations or declamations on the advantages of learning which used to be so common, and which, with all their merits, had certainly not that of novelty, there is on the part both of audience and speakers an almost instinctive desire to turn to some other topic.

#### PROGRESS OF POPULAR EDUCATION—OBSTACLES.

When I learn that in 1853—only eight years ago—the schools for children of the labouring classes under inspection in Leeds held 6,500 pupils, while in 1860 the number exceeded 10,000; when I am told that whereas in 1853 the proportion of scholars in such schools to the entire population was 1 in 26, it was in 1860 more than 1 in 19—it is no idle compliment to tell you that you have shown, at least of late years, that your hearts are in the work. (Hear, hear.) But it is precisely because you have shown this spirit, because elementary teaching has increased

them in future life. They are able, perhaps, to read, but with so much difficulty that they never do it unless from sheer necessity. The habit is not formed, and in a few years the power is lost. They may have learnt to write—that is, they may know the shapes of the letters, but it is pain and grief to them to use a pen, and, unless inclination or circumstances lead them to improve in later life, the time they have passed at school is to all intents and purposes wasted. The truth in this matter has been spoken out plainly and sensibly by the inspector of schools for this district, in his general report for last year. He says, "We know this, and we know also the cause. It is the shortness of school-life. You cannot cram into the space of two or three years the instruction which ought to occupy five or six, any more than you can eat at two or three meals the food which ought to last for a month. You cannot in months create habits which require years for their formation. \* \* \* Yet this is what is being done now, and must be done so long as the inexorable demands of labour continue."

#### REMEDIES—EVENING CLASSES AND NIGHT SCHOOLS.

And he points out the remedy,—evening classes, night schools, opportunities of learning given to those whose daily labours cannot be interfered with, but who with that labour are willing (as in these northern towns many thousands are) to combine some pursuits which may keep them from sinking into mere machines for the production of wealth. I apprehend that the want of such opportunities is being more and more felt, and I lay so much stress upon them, and believe so little in the possibility of doing without them, that I don't hesitate to say, if three-fourths of all those who attend day-schools could be sent out into the world knowing thoroughly how to read, write, and cipher, having acquired, in addition, those habits of order, discipline, and neatness which a well-managed school gives, and having been taught either at school or at home the elementary truths of religion, I would gladly compound for their knowing little or nothing else, feeling sure that those who had got so far would not stop on the road.

#### GOOD FEATURE OF THE NEW EDUCATIONAL CODE.

Various opinions have been and will be expressed on the new educational code which has excited so much sensation. It is not my business to discuss its provisions in this place, but in so far as it tends to confine school-teaching to simple elementary matters, and to test the merit of the teachers by the plain standard of what the pupils have learnt—in so far (not entering into the question of pledges given or expectations disappointed) it seems to me a wise and rational measure.

#### OVERLENGTH OF SCHOOL HOURS.

There is one defect in most schools with which I am acquainted, to which I am glad to see that attention is being called—I mean the overlength of school hours, the too great portion of each day which children are required to pass in a crowded room, not always well ventilated, and where entire bodily inaction is made compulsory. It is not easy for grown men to go back to the feelings of their earlier years, and to understand how an amount of bodily quiet and mental application which to us is natural and easy can be at an earlier age an absolute violation of the laws of our bodily state. Sundays especially are apt to be made to young people days of torment rather than of rest.

#### THREE WANTS IN OUR SYSTEM OF PRIMARY INSTRUCTION.

The three wants of our system of primary teaching are—more regular attendance; limitation, in the majority of cases, of school hours to a moderate amount; and limitation of teaching to such subjects as can be thoroughly mastered. It was the custom some years ago to lament over the small number of scholars in proportion to the population. In that respect there is now, I do not say nothing, but comparatively little, to complain of. The evidence given by the Education Commissioners appears to me on that point conclusive. One of their assistants estimates the number of those who attend no school at from 5 to 10 per cent. of the total population of the school age. Another says, "There are very few cases in which children have been at no school whatever." A third, "There are very few who do not see the inside of something that may be called a school." A fourth, "Absolute neglect is almost unknown among respectable working men in the towns." And the commissioners themselves sum up the question by affirming that, with the exception of children whose parents are either paupers or of criminal habits, "almost all the children in the country capable of going to school receive some instruction." It is worth adding, as indicative of the progress that has been made, that whereas in 1851 the scholars were to the whole population as 1 in rather less than 8½, they were in 1858, according to two separate returns, as 1 in rather less or rather more than 7½. We may, therefore, I think, assume that some part of the controversies of 10 years ago is out of date.

#### COMPULSORY EDUCATION OPPOSED TO ENGLISH FEELING.—REMEDY.

In the face of these facts, arguments for compelling parents by law to send their children to school appear to me as much out of place as the proposition itself is opposed to English feeling and character. Another conclusion, too, is forced upon us—that no scheme for the extension of teaching is likely to succeed which aims at superseding, in any considerable degree, the exertions of those who are already in the field. What we want is, not so much to augment the number of schools as to utilize those we have (hear, hear); and that brings me directly to the object of our meeting here, for I conceive that it is only by giving the means of carrying on instruction in later years that we can create even a wish for it, either among parents or children. Depend upon it a father who has left school at 10 years old (if he ever was there,) and has not looked into a book since, will not, in 99 cases out of 100, care much what kind of teaching his son gets.

#### MECHANICS' INSTITUTES, THEIR FAILURES AND SUCCESSES.

Now, we all know that it was to supply this want of a more advanced teaching that mechanics' institutions were established 35 years ago. They have met with varying success; a few have succeeded; the majority, unquestionably, have failed. And, looking back, it does not seem difficult to understand why they have failed. They mostly began, as you did here, with trying to teach pure science. Now, that can never be made attractive to the multitude, whether among rich or poor, for thinkers in every class are few. They relied, in many cases, on lectures as means of teaching, and the instruction they gave was desultory and imperfect. They had political and social prejudices to contend against; they rose in days when working men were less well off than now, and had little leisure for thought on matters which did not immediately concern their material interests. Cheap reading did not exist; the public mind was unprepared; and it is fair to add that some of their most prominent advocates, putting forth exaggerated hopes of what might be effected, by that natural display of zeal, discredited the comparatively slight result which was effected. Still, I think they did good. They kept the question of education before the public; they helped the first feeble efforts to spread a sound sanitary knowledge among the people; they materially assisted the first promoters of cheap literature; and, where circumstances have been favourable the crude notions of 1824 have developed into well-considered schemes, supported by all parties and sects, and really reaching the class for which they are meant.

#### THE PRACTICAL RESULT OF EDUCATION ON OUR NATIONAL LIFE.

And now, gentlemen, after all these things have been said, there remains the question, "Assume the means of teaching to be such as you have described, assume that they are used and appreciated, what will come of it all? What is the practical result on our national manners and life?" That is a question often put, not in a hostile or captious spirit, but with a real wish that it should be answered. And it must be asked, and it must be answered, unless we choose merely to repeat ignorantly and at second-hand the popular cry. As to the advantage of elementary teaching, of those simple acquirements which are the key to all knowledge, and without which it is hardly possible to get on in life, no one raises a dispute; but it is questioned whether anything beyond this is useful in the class of life from which mechanics are taken. Well, I say, first, no man doubts the importance of health. To the poor man it is capital, it is bread, it is independence; with all men it goes far to make the difference between a happy or unhappy life. There is no more real or tangible benefit which you can confer upon a people than when you reduce the rate of mortality and lessen the amount of disease. In the United Kingdom it is estimated that people ought not to die at the yearly rate of more than 17 in 1,000; they do actually die at a rate greatly exceeding this—I think, on an average, 22 or 2 in the 1,000. Now, here we have, with our population of 30,000,000, more than 100,000 lives yearly thrown away. What kills them? Not overwork, not famine, not, in the majority of cases, the hard necessities of their condition; but ignorance—ignorance on their own part, or on that of society, of the physical laws of our being. No doubt there are unhealthy and dangerous trades, there are lives shortened by actual want, but these are comparatively few; every doctor will tell you that an immense saving of life would take place if only some three or four simple things were estimated at their true value—pure air, pure water, sufficient drainage, and healthy bodily exercise for those who lead sedentary lives. Some one may answer me, "These are matters, except the last, with which landlords and local authorities have more to do than the people. We can't choose the house we will live in. We drink the water supplied to us. We breathe the air around us, such as it is." "Well," I reply, "but if the people take interest in these things, if they understand their immense practical importance, there is no danger that landlords or

local authorities won't do their duty. If smoke nuisances are allowed to go on because nobody will exert himself to put them down ; if good water is objected to because it costs a little more in the rates ; if streets and alleys are left mere nests of fever and pollution for want of a few drains, the fault is not with individuals here and there, the fault is with the public at large, without whose support and encouragement, in an age and country of popular measures, no important work can be carried through.

#### NECESSITY OF PHYSIOLOGICAL AND GENERAL KNOWLEDGE.

Then as to the habits of those whose occupations are sedentary. I suspect we are few of us aware how rapidly a close indoors existence, where the brain alone is worked, and the muscles don't get fair play, extinguishes health, strength, and in time life itself. Every great city is fed by the influx of strangers from outside. Few, if any, keep up their numbers without such immigration. That is a startling state of things ; and it need not be so. Men may live in masses without poisoning one another, and they may be prosperous men of business without sacrificing health to wealth. But they must first have a clear idea of their bodily nature and its requirements, and that is a kind of knowledge which surely can never be out of place. Well, then, there is another sort of teaching of which few persons will deny the usefulness. You well know in these districts how many of the great improvements in arts and manufactures have been made by workers, with only their practical good sense and acquaintance with the details of their business to guide them. Don't you think that such men will work all the better, will keep their eyes more open and their minds more on the stretch for improvements, if they have taught themselves something of the theory of what they are doing ?

#### VALUE OF SUPPLEMENTARY EDUCATION.

I say then, for sanitary improvement, which is perhaps the most vital of all questions that affect the national well-being ; for inventive improvement, for the keeping up of that manufacturing pre-eminence which we won by hard struggles, and for which we must struggle hard if we intend not to lose it ; for the successful working out of the great social problem with which the operative class is now striving to deal, we want institutions such as this. We want them because they supply a gap in our educational system which cannot be otherwise filled up. We want them because we believe that great prosperity, not combined with corresponding intellectual or moral advancement, is for any people an anomalous and unsatisfactory condition. We want them, because we believe that without their help a great part of the £2,000,000 a-year which the State and the people jointly are spending on the education of the young will be comparatively thrown away. We do not suppose that they will effect marvels, that they will put down drunkenness or crime, or place men who have but little leisure for study and thought on a level with those who can give their whole lives to those pursuits. But we think they will be a help to many, a pleasure to many more, a check on some moral and physical evils, a hindrance removed out of the way of self-taught men who aspire to rise in life ; and, so thinking, we shall proceed with pleasure to the principal object of our meeting to-night—that of paying honour, in the presence of this vast concourse, to those who have won early distinction in this institution, and who have thereby, if they will allow me to say so, pledged themselves before their fellow-townsmen to a career of honourable exertion and of not less honourable ambition.

## 2. SIR WM. ATHERTON, M.P., ATTORNEY GENERAL.

#### ESSENTIALS OF RELIGIOUS EDUCATION.

From a speech delivered by Sir William Atherton, at a Wesleyan Tea Meeting, in Newbottle, a town near Sutherland, we make the following extracts :—He said, "For a number of years he had taken a great interest in Education. By education he meant religious education, because, in his opinion, separated from religion it was no education at all, but a perversion. He believed that if it were possible to train youth in the bare knowledge of general literature, in reading and writing, and leave them ignorant of the existence of God, of their duty to their maker, and of the divine canon of their duty towards their neighbour—if they could carry out such a model of instruction (education he would not call it), he was persuaded that, so far from having benefitted, they would have injured the persons who should be the subject of their experiment. And in making that remark, which was familiar enough, he might say they were not destitute of authority and proof of its truth in the history of their race. The Greeks and the Romans of the olden time were polished people, but, being ignorant of the true God, in spite of their learning, eloquence, and polish, they were sunk in the most debasing practices, and presented the hideous spectacle of polished

vice. But in what respects were they different from what must be the condition of this or any other country where secular knowledge was imparted without religion ? To fit a man properly for the duties of Christianity they must give him a knowledge of the various other objects which concern him, coupled with a constant reference to the great Author of Good, the great doctrines of charity and love of man to his Maker, which the Bible inculcated. Let this double instruction be given, and they did all that man could effect or do towards the proper cultivation of his fellow-man, and towards enabling that fellow-man to fulfil his duty in his station in this life, and after this life to enter upon a life of eternal blessedness.

#### OBJECTION TO RELIGIOUS EDUCATION.

There were some who founded their objections to religious education upon the great variety of religious opinions—a variety which, when applied to the Protestants of this country, was very greatly exaggerated—and who advocated the separation of secular instruction from religious instruction, supposing the parents of the child to be disposed to take advantage of the law. That was the only controversy on the subject of religious education in this country, and very little now remained of it. The opponents of religious instruction formed a very inconsiderable section of opinion in this country.

#### NATIONAL NECESSITY FOR RELIGIOUS EDUCATION.

There were circumstances in the present day which seemed to make it more than ever incumbent upon those who had the power to endeavour to disseminate and confirm religious education among the various classes of the community. We might say without vanity, looking at the state of surrounding countries, that we were the light of the world. Providence had favoured us in a manner for which we could not be grateful enough. We were defended by our insular position, and were blessed with a free constitutional Government. We had long enjoyed religious liberty, and no man dared to interfere with another man in his honest exertions to bring his neighbour to the religion which commended itself to his mind. We knew little of the persecutions of other countries. England had long been—and long might it continue to be!—the asylum and refuge for the distressed from any other country. Enough of military glory had been accumulated to satisfy those who were most desirous that the country should be distinguished for its feats of arms. We were now blessed with an extended commerce and increasing colonies, and with every circumstance about us which could direct attention to our proceedings, and which ought therefore to make us persevere in the effort to make ourselves an example to the other nations of the world. With all these advantages, and with no impediment except our own slothfulness and want of liberality, surely it must be our own fault and reproach if the most of our fellow-countrymen did not present a favourable spectacle of order, morality, and decorum, which might to some extent seem to be an acknowledgment to the Almighty for the mercies which He had brought down upon us.

#### POWERLESSNESS OF GOVERNMENT AMONG A DEMORALISED PEOPLE.

As he was a member of Parliament, he might be excused making the remark that in this country the people took a very prominent part in its government. There were officers by whom the Government was carried on, and there was our beloved Sovereign at the head of the State. But no excellence in the Sovereign, no ability or efforts of the Ministry, could well conduct the Government unless the bulk of the people were sound at heart, and unless they stood firm to the true interests of their country. The time would come when a considerably greater number of the people would be called upon to take part in its government, and the best way to bring about so desirable a change was that the men who were likely to be brought into the governing body should be fitted by education to discharge their duty. Buildings like that in which they were assembled—erected for the worship of Almighty God, and for the purposes of religious education—were the means by which the people must be trained to exercise a higher and more extended part in the government of the State, and he would be the most true Parliamentary reformer, in his opinion, who would most zealously exert himself to maintain buildings of this description.

#### WHAT THE WORLD WOULD BE WITHOUT BOOKS.

Without books, God is silent, justice dormant, natural science at a stand, philosophy lame, letters dumb, and all things involved in Cimmerian darkness.—*Bartholin.*

#### DUTY THE PATH OF SAFETY.

It is one of the worst of errors, to suppose that there is any other path of safety except that of duty.—*Nevins.*

## II. Papers on Practical Education.

### 1. PERIODICAL EXHIBITION OF SCHOOL LABOUR.

By an "exhibition of School Labour" we do not mean a collection of the various books, apparatus, &c., used in the elementary school, but the periodical bringing together of the *bond fide* productions of the schoolroom; the unvarnished results of our ordinary, every day school labour; an exhibition of our writing, book-keeping, home-exercises, examination papers, drawings, needle-work, together with any other results which school procedure can furnish, calculated in any degree to supply matter for the educator's consideration and guidance.

As far as we are aware, no effort has hitherto been made in this direction, and yet in other departments we have long been familiar with such agencies, and know full well the immense advantages they have secured. Look, for example, at the periodical and permanent exhibitions of machinery and manufactures; at those of the horticultural and kindred societies; our galleries of paintings, and many others. All these tend to the same end, and, by the information they convey, the extensive comparisons they enable us to make, the valuable suggestions they supply, their constant stimulus to experiment—issuing in new inventions or improvements—the attention they arrest, the ardour they awaken in the pursuit of science and art, and the constant advancement they insure, all make their utility evident and their value to be acknowledged.

But it seems not to have occurred that an equally practical and powerful influence for good to the cause of education lies within the teacher's scope and reach in following a course precisely analagous, although it is not to be doubted that such periodic collections of school results, properly managed, would prove of the highest service in raising the standard of educational operations in thoroughness and utility. We cannot conceive of two, sincerely devoted to their work, bringing their school productions together for friendly comparison and criticism, without consequences of the highest practical importance to themselves and schools, much more were a number thus to co-operate. The differences—no less in the kind of productions, than in degree of attainment—which would be brought under notice, would be sure to awaken inquiries of the utmost value. The circumstances under which they were produced; the methods employed; time devoted to each or any particular branch; amount and kind of assistance; social character of the scholars, &c.; such would be the kind of inquiries set on foot, with a host of others springing out of these, until minor points bearing on the teacher's whole school-life and procedure would be arrived at. Nor can we imagine a richer treat to an earnest-minded teacher than to find himself and his work in contact with his brethren and their work—comparing, inquiring, gaining and giving hints for future guidance.

There would also be much of silent suggestion, as well as of rebuke, in such periodic collections. Surely a teacher, whose disinterested and conscientious discharge of duty had, in spite of untoward circumstances, secured greater results than another more advantageously placed, would read the latter a lesson far more eloquent than words, and one more likely to be permanently operative; and he ever frittering away the present in dreamy anticipation of the future of bettered circumstances, ere he can do his part in life's work, would be made much wiser by the fruits of one talent rightly employed. In short, much of character would be read, and such an exhibition would exert a powerful moral influence.

Not a little would be done to correct the bad taste evidenced in much of our school procedure. Take, for example, the subject of drawing. How much of what is opposed to good taste and sound progress prevails in our schools in relation to this branch of instruction? What indefinite procedure! What waste of time! What poor results! And could anything contribute more largely to rectify these evils than the comparisons which would here be made? Productions of acknowledged merit setting forth a procedure in harmony with true pedagogical principles, would be sure to influence the course of other schools, and the sound be placed in the best possible position to supplant the unsound. Information respecting the books studied by the teacher, or used by the scholar, would be sought for, the spirit of the educator's success would be caught, and the work of improvement thus proceed.

Teachers often complain that their meetings are tame, uninteresting, monotonous, and not without reason. Certainly the meetings of the various associations are not remarkable for their crowded attendance. This is readily accounted for, and such a step as is advocated would, we believe, go far to remedy this, whilst it would immensely add interest and value to such meetings. One can easily imagine a similar lack of interest in a meeting of manufacturers, to discuss the question of machinery, wollen and broadcloths, without the machines and fabrics before them; and how much more suggestive and profitable such a conversation would prove in the presence

of these to look at and handle. In the one case all would lack certainty and interest. In the latter there would be everything to awaken and sustain it—all to suggest and guide their deliberations, to give directness and certainty to their conclusions, to awaken inquiry, to incite to further investigation and experiment; and thus the results of laborious thought and patient effort would permeate every nook of the land, adding to national character, prosperity and wealth. Just so would it be in the work of education, were the results of our school labours brought periodically together in the way proposed.

The benefits arising from such operations are, perhaps, nowhere more strikingly seen than in the exhibitions and gatherings of the Agricultural Society. It is difficult to conceive how agricultural improvement could be effected without these. Not only is there brought into a focus the actual condition of agricultural science, but all that begets and stimulates the agriculturalist's reflection in considering methods of tillage and other operations, with regard to the nature of soil, the circumstances by which he is surrounded, the employment of capital, and the creation of wealth. And who expects to see the next Exhibition a mere repetition of the former? Will there not be change—improvement—totally new inventions—fresh questions to discuss and weigh? And the fact that such a court of presentation exists is sufficient guarantee that talent and skill will be ever enlisted to rear the standard still higher.—G. C. Drew, in the *English School and Teacher*.

### 2. MILITARY TRAINING IN THE PUBLIC SCHOOLS.

We observe that a portion of the Annual Report of the American State Superintendents of Public Instruction is devoted to the question of the introduction into their public schools of a system of military training. The same question is exciting considerable attention elsewhere.

Governors Andrew, of Massachusetts, Curtin, of Pennsylvania, and Morgan of New York, have each recommended it for legislative consideration in their messages; and in different quarters it has been the subject of resolutions and inquiry by local educational boards. The Mayor of Bangor, Me., has already introduced the military drill in the schools of that city, under the authority of the Common Council, the educational authorities of Upper Canada have also introduced it into the Normal and Model schools, and in many private schools and academies in this State it is advertised as a rare and attractive inducement to parents who wish to combine physical with mental training for their children.

There could be nothing more healthful as a physical exercise, or more exhilarating as a recreation, than is presented in the school of the soldier. A gentleman who has paid much attention to this subject in England states that a practised drillmaster thinks pupils may be drilled as early as at the age of five years. The joints are then more supple and more capable of being properly trained than at the age of adolescence. Besides, what is learned in childhood is not only better learnt, but rarely ever forgotten in after life.

The N. Y. State Superintendent truly says that a few minutes taken each day from the hours of school, for the purpose of going through the simple evolutions of military practice and the manual of arms, beside affording needed exercise and recreation, would fix those habits of prompt and concerted action, that ease and facility of movement in combination and mass which would be the best possible preparation of a citizen soldiery for the sudden exigencies that have befallen us. If it be true that the child should learn that which he will have occasion to use when he becomes a man—and the proposition is too self-evident for denial—then, in view of the service which the citizen may be called to render in defence of his country, does that preparation which will make such service more effective, become an important consideration in the training of the child?

The Superintendent leaves to the Assembly to determine "how far such exercise may be profitably introduced into our smaller country schools;" but with a view to the demand which is likely to be made for teachers competent to instruct in this important branch of training, it has been introduced as a regular exercise in the Normal School. Legislative bodies, however, are invariably slow in the adoption of untried measures, and we do not look for favourable action upon this proposition at the present session.

We would therefore suggest that the principals of our public schools organize a class for their own instruction, and employ a competent tutor. In a fortnight's time they could acquire a sufficient knowledge of the art of military training to amply qualify them for the post of instructor in their respective schools. The advantages of the exercise would soon be apparent. The monthly examinations would include a military parade out of doors, and the pleasing novelty of such affairs can well be imagined. The schools would soon be numbered by companies, regiments and brigades, and every graduate of these nurseries of the army would be qualified to lead a column in the field. We

seriously advise that our male teachers give this important matter their attention, and not wait for legislative action with regard to it. As the Superintendent remarks, the cost is insignificant, and the advantages cannot be overrated. Had the system been introduced into our country ten years ago, more money would in consequence thereof have been saved in the present year than would be expended in drilling our youth for a century. Let us drill as well as educate our children, and then we shall always have an army ready for any emergency.—*Rochester Express*.

### 3. THE ENJOYMENTS OF A LIBRARY.

The cheapest of all enjoyments, by far, is that which is derived from books. A library must, therefore, be considered the fittest furniture of even the poorest man's house. A most important and cheering consideration in reference to this sort of furniture, is, that the more the demand for books shall increase, the cheaper they are sure to be sold. The price even of many new books, owing to the large sale upon which the publisher can now count by the increase of readers, is so low, that for a few pounds, expended in the course of as many years, almost as many volumes may be purchased, full of the most instructive and interesting information, as one who is employed during the day can find time to read and study.

When once purchased, a library remains a useful property for ever. Books, however much used, if they be only used properly, should never wear out, and continue in as good condition after many years, as when they came from the press.

There are such multitudes of books so badly written, and tending to so little good,—nay, to direct evil—that it has indeed become somewhat difficult to know what one really should read. But, on the other hand, there are so many that are useful and contain so many beautiful sentiments, that they truly serve as intellectual feasts. To peruse them once is sufficient to induce one to go over them a second, and even a third time, marking for special meditation those passages which particularly strike the reader, and at every rehearsal gaining more and more information and pleasure.

I have heard many of my friends exclaim with respect to some work, "Oh, I am so glad I have finished that book; it has kept my imagination on the stretch the whole time." What a woeful plight such a mind must be in, and what excessive folly does such a person exhibit. The book is closed, with a sigh of relief that it is finished. The reader appears to contemplate a blank—feels disgusted with and unfit for every-day life—the imagination has been tortured, and strung to its highest pitch in watching the fate of some favorite hero or heroine, and the whole being is enervated and wearied out. Yet the saddest consideration of all is, that if such a book be examined from beginning to end, there will not, perhaps, be found in it one single truly noble sentiment, or a character portrayed from the study of which a useful lesson may be learned.

Such books should be gathered into a great heap and set on fire; and I venture to say, that if this were done, thousands would give the same sigh of relief that such trash was out of existence, as they do now when they have finished a book of this description.

It is not necessary that I should attempt to point out any books as being suitable, and worthy of perusal. No; there are, as I have said, so many excellent publications, that if any one but take the trouble of looking over the catalogue of any bookseller, he will be able to select as many books as will afford him solid enjoyment for a year to come.—S. S., in *Montreal Witness*.

### 4. THE OLD MILLER'S LESSON.

It was noon recess at the little "Brookside school," and the boys had taken their dinner-baskets down to "the old mill," according to custom. It was the pleasantest spot they could find those hot summer noons. The cool splash of the water was refreshing to hear as it flowed over the mildam stones, while a little down the stream, was a broad gray rock, overhung by the bank and shaded by trees which was their favourite resort, as it was always a comfortable spot, even on August days. The old miller stopped the rumble of his huge wheels at the noon-time hour, and was always ready to take his lunch when the boys came down. He loved their bright, young faces, and they in turn revered his gray hairs. He settled all their little disputes, helped them in their little troubles, and many were the words of earthly and heavenly wisdom they learned from his lips.

"Uncle Roger," said Benny that summer day "how I wish I could find a mine of gold about this old creek. I read, the other day, of a mine somebody found, by pulling up a little bush he caught hold of to help him up a bank. There was the shining yellow ore sticking to the bottom, among the dirt and pebbles."

"That shrub had a rich soil to grow from, hadn't it, Benny?"

"I should think it had, said Mark "I would like to find a shrub growing in such soil."

"And yet, I'll warrant," said uncle Roger, "it was a poor dwarfed shrub, for gold isn't the right soil for trees to grow in any more than for boys. Did you ever know, lads, that it is the poor hardworking boys of our country, that make the most of our great men? They haven't money to waste in dissipation, and they are obliged to exercise most of the day in the pure, fresh air. So they grow up strong in body and in mind. In our favoured country any one can get an education who has a mind to, and the harder he works for it the more good it will do him. Mind-power is better than money-power any day, boys. Don't fret because you can't fill your pockets with yellow earth, when you have such a good chance to fill your heads with true gold.

"There is another kind of riches, more important still, which we can all have, if we will only choose it. It is the love of God and the forgiveness of all our sins, which Jesus Christ died to procure for us. Without this, we shall be very poor in this life, even with millions of money, and in the next life, most wretched beggars. You know the rich man the Bible tells us of, begged even for a drop of water to cool his tongue, and could not get it.

"Now, boys, say over this little text, each one, and then run along to school, for the master's first bell has rung."

"How hardly shall they that have riches enter into the kingdom of heaven."—*The Child at Home*.

### 5. MODERN CHILDREN.

An English magazine writer says:—"Children now are brought up on a very different principle from that on which their fathers and mothers were prepared for the wear and tear, for the sufferings and temptations of life. The difference between right and wrong, we frequently find now a days, is made more of argumentative than of practical interest; and it is not unusual to hear a parent discussing with mere infants the whys and the wherefores, the pros and the cons of everything which it is required to do. A sharp child, consequently, often gets the best of the argument; the humiliated parent is reduced to silence or snappishness, according to his inditvidual temperament, and the child sees his advantage, and does no fail to let it appear that he does.

"This is a very different system from the laconic 'do this' and 'do that' of a day gone by; or from the 'wholesome neglect,' the disgrace and isolation of the juvenile delinquent who was a wilful transgressor of established rules. No one was then allowed to plead moral color-blindness to the different shades of right and wrong. Children were not so much experimentalized upon; or brought up in that visionary theoretical school whose training leaves the youthful mind impressed with the idea that nothing is very right and that nothing is very wrong—that much which appears right on the face of it has some demoralizing tendency at the root; and that much which at first sight strikes us as wrong, is in fact entitled to some interest, and is more a misfortune of circumstances than an error in act. The moral delinquent of this school is invested with a sort of value, as a chemical test by which to detect some poisonous ingredient in the last new educational tonic administered at the instigation of a successful quack. The good little brother or sister who has no moral wound to heal is comparatively uninteresting."

### 6. CANADIAN SCHOOL APPARATUS.

The Board of Arts and Manufactures of Upper Canada in their recent report state that "although the Autumn exhibition was in itself a very interesting one, yet your Board cannot but deplore the want of interest manifested in it by the mechanics and manufacturers of the city, whose entries ought, on this occasion, to have equalled in number those of all the other classes of competitors united. There were, however, besides the articles entered in competition for prizes, a large number of manufactured and other articles placed in the rooms for exhibition only. In this latter class your Board have great pleasure in naming a large and interesting collection of Mathematical and School Apparatus, exhibited by the Educational Department of Upper Canada, the whole of which was manufactured in this city. Such a collection as this was, although no other mechanical specimens had been shown, would alone have established the character of our artizans for skill and good workmanship."

### WAGES OF CHINESE SCHOOLMASTERS.

The income of a Chinese schoolmaster depends on the number of his pupils, but they must not exceed 20. Every boy is bound to give his teacher annually the following articles: Rice, 50lbs., for extra provisions, 300; lamp oil, 1 catty (1½lb.); lard, 1 catty; salt, 1 catty; tea, 1 catty; and besides, a sum of from \$1.25 to \$4.00, according to the boy's age and ability.—*All the year Round*.

III. Papers on Colonial Statistics, &c.

1. THE CENSUS OF CANADA.

The census of Canada, as checked in the Bureau of Agriculture and Statistics, differ considerably in some counties from those sent in by the Commissioners and already published; we therefore think it fit to re-publish them afresh.

CENSUS OF UPPER CANADA, 1861.

Cities:—	Counties:—Continued.	
Hamilton .....	Leeds .....	35700
Kingston .....	Lincoln .....	27625
London .....	Middlesex .....	48736
Ottawa .....	Norfolk .....	28590
Toronto .....	Northumberland .....	40592
	Ontario .....	41604
	Oxford .....	46226
	Peel .....	27240
	Perth .....	38083
	Peterborough .....	24651
	Prescott .....	15499
	Prince Edward .....	20869
	Renfrew .....	20325
	Russell .....	6824
	Simcoe .....	44720
	Stormont .....	18129
	Victoria .....	28039
	Waterloo .....	38750
	Welland .....	24988
	Wellington .....	49200
	Wentworth .....	31832
	York .....	59674
	Districts:—	
	Algona .....	4916
	Nipissing .....	2094
Total population .....		1,296,091

CENSUS OF LOWER CANADA, 1861.

Cities:—	Counties:—Continued.	
Montreal .....	Laval .....	10507
Quebec .....	Levi .....	22091
Three Rivers .....	Lotbinière .....	20018
Sherbrooke, (Town) ...	Maskinongé .....	14790
	Megantic .....	17889
	Missisquoi .....	18608
	Montcalm .....	14724
	Montmagny .....	13396
	Montmorency .....	11136
	Napierville .....	14513
	Nicolet .....	21563
	Ottawa .....	27757
	Pontiac .....	13257
	Portneuf .....	21291
	Quebec .....	27893
	Richelieu .....	19070
	Richmond .....	8884
	Rimouski .....	20854
	Rouville .....	18227
	Saguenay .....	6101
	Shefford .....	17779
	Soulanges .....	12221
	St. Hyacinthe .....	18877
	St. John .....	14853
	St. Maurice .....	11100
	Stanstead .....	12258
	Temiscouata .....	18561
	Terrebonne .....	19460
	Two Mountains .....	18408
	Vaudreuil .....	12282
	Verchères .....	15485
	Wolfe .....	6548
	Yamaska .....	16045
Total population .....		1,110,664

—Quebec Chronicle.

2. THE CENSUS BY ORIGINS AND RELIGIONS.

An abstract of the census of Canada by origins, shows the following results in 1861:—

Place of Nativity.	In Lower Canada.	In Upper Canada.	United Can.
England and Wales .....	13,139	114,290	127,429
Scotland .....	13,160	98,792	111,952
Ireland .....	50,192	191,231	241,423
Natives of Canada not of French origin .....	167,578	869,592	1,037,170
Natives of Canada of French origin .....	847,320	33,287	880,607
United States .....	13,641	50,758	64,399
Nova Scotia and Prince Edward's Island .....	977	4,383	5,360
New Brunswick .....	852	3,214	4,066
Newfoundland .....	232	487	719
West Indies .....	137	532	669
East Indies .....	49	203	252
German States and Holland .....	949	22,906	23,855
France .....	672	2,389	3,061
Italy and Greece .....	114	104	218
Spain and Portugal .....	55	96	151
Sweden and Norway .....	229	261	590
Russia and Poland .....	56	161	217
Switzerland .....	81	617	698
British Channel Islands .....	628	529	1,157
All other places .....	128	541	669
Colored persons .....	190	11,223	11,413
Indians .....	4,876	7,841	12,717
At Sea .....	61	323	384
Not known .....	414	1,395	1,809
Total .....	1,110,664	1,396,091	2,506,755

The following is the Census of Canada by general abstract of religions in 1861:—

	Lower Can.	Up. Can.	United Can.
Church of England .....	63,322	311,565	374,887
Church of Rome .....	942,724	258,141	1,200,865
Established Ch. of Scotland .....	23,688	108,963	132,651
Free Church of Scotland .....	14,770	143,043	157,813
United Presbyterians .....	5,149	51,378	56,527
Wesleyan Methodists .....	25,879	218,427	244,306
Episcopal Methodists .....	2,537	71,615	74,152
New Connexion do .....	1,292	28,200	29,492
Other Methodists .....	874	23,330	24,204
Baptists .....	7,751	61,559	69,310
Lutherans .....	857	24,299	25,156
Congregationalists .....	4,927	9,357	14,284
Quakers .....	121	7,383	7,504
Bible Christians .....	184	8,801	8,985
Christians .....	298	5,018	5,316
Second Adventists .....	2,305	1,050	3,355
Protestants .....	2,584	7,514	10,098
Disciples .....	5	4,147	4,152
Jews .....	572	614	1,186
Menonists and Tunkers .....		8,965	8,965
Universalists .....	2,289	2,234	4,523
Unitarians .....	650	634	1,284
Mormons .....	3	74	77
No Religion .....	1,477	17,373	18,850
No Creed given .....	5,728	8,121	13,849
Other Creeds not classified .....	678	14,284	14,962
Total .....	1,110,664	1,396,091	2,506,755

—Montreal Gazette.

3. CENSUS OF NOVA SCOTIA.

We publish the returns of the Nova Scotia census for 1861, from which it will be seen that a solid progress is being made.—When it is recollected that the sister colony has not been so favoured as Canada by emigration, the excess of about twenty per cent. of population in ten years must be considered as a potent illustration of the healthy progress of the population. The census was taken on the 30th of March:—

Counties.	1861.	1851.	Increase.
Halifax .....	49021	39112	9909
Colchester .....	20045	15469	4576
Cumberland .....	19533	14339	5194
Pictou .....	28785	25593	3192
Sydney .....	14871	13467	1404

Counties:	1861.	1851.	Increase.
Guysboro'	12713	10838	1875
Inverness	19969	16917	3050
Richmond	12607	10381	2226
Victoria	9643	27580	2771
Cape Breton	20700		
Hants	17460	14330	3130
Kings	18731	14138	4593
Annapolis	16753	14286	2467
Digby	14751	12252	2499
Yarmouth	15446	13142	2304
Shelburne	10668	10622	46
Queens	9365	7256	2109
Lunenburg	19632	16395	3237
Total	330698	276117	54582

#### 4. THE BRITISH NORTH AMERICAN PROVINCES.

We have now reliable returns of the personal Census of the British North American Provinces. The result is as follows:—

Canada	2,506,755
New Brunswick (over)	250,000
Nova Scotia	330,000
Prince Edward Island	80,857
Newfoundland	122,638
Total	3,260,250

The population of the United States when they became a nation was scarcely so great as this. In 1780 it had not reached 4,000,000. With the development of their resources now in progress—with the construction of railways and great public works completed or in progress in the three larger Provinces—above all, with the union which we hope to see ere long brought about, a great destiny will doubtless be worked out for British America. We look forward to the settlement of the district laying contiguous to the new colonization, and postroads leading from the St. Lawrence, to the St. John, and the Restigouche as the most important work which the Crown Lands and Immigration Departments can undertake. With a continuous line of settlement, making the two Provinces in reality one, their political union cannot be long deferred. The new roads connecting all the country from the St. Lawrence to Little Falls and the Restigouche, with the railway station at Riviere du Loup, operate a veritable annexation of it to Canada. The supplies from that country can best be obtained from Riviere du Loup and Quebec. The new settlements formed there, on whichever side of the Province line they may be, will be virtually parts of Canada, furnishing supplies and deriving them from Canadian towns. These are steps leading surely, sooner or later, to railway and political connection.—*Montreal Gazette.*

#### 5. GREAT BRITAIN'S FAMILY OF COLONIES.

As the Roman matron said of her children, so may the Sovereign of Great Britain speak of the colonial dependencies of her Crown—"These are my jewels." British India is the Koh-i-nor; Ceylon and Mauritius pearls of great price; Canada a ruby; Australia and British Columbia golden nuggets; the Cape Colony an emerald; and all the other dependencies of the Empire brilliants and gems, conferring additional lustre on her diadem. Many a nation of Europe envies us the possession of these numerous colonies, spreading over tropical and temperate zones, reaching in the Western hemisphere from Vancouver in the north to the Falkland Isles on the south, and in the Eastern from Hong Kong to New Zealand. How little progress have European nations made in colonization compared with ourselves. France has her colonies few and weak; Russia has hers, military and extensive, but miserable and oppressed. The Portuguese and the Danish settlements are scarcely worth mentioning, and those countries have been parting with their possessions rather than extending. Holland still retains her eastern colonies far away from the European seat of Government. But the aggregate of all these colonial possessions is insignificant as compared with those of the United Kingdom.

#### 6. THE COLONIES AT THE INTERNATIONAL EXHIBITION.

The whole of our colonies will be very well represented at the exhibition. In the case of Canada, New Brunswick, and Nova Scotia, the accounts are satisfactory. The trophies which were constructed with Canadian produce, and exhibited in Hyde Park ten years since, attracted a large amount of notice, and drew attention to the valuable resources which the colony possessed. The Canadian court at the Paris Exhibition, and since at the Crystal

Palace, Sydenham, also testified to the energy and desire of the Government and people of the colony that the produce of their mines and their forests, and of their fertile plains, and the results of the application of industry to the raw products should be known to the world. A commission of six members has been appointed to represent Canada next year, and they have for their chairman the eminent geologist, Sir W. E. Logan, who at the former exhibition did so much to diffuse correct information respecting this fine colony. Mr. Chamberlain is the secretary of the commission—a gentleman who possesses in a large degree the confidence of his fellow-citizens of Montreal. For New Brunswick there is a commission of eight members, and Mr. Stevens, Secretary to the Provincial Board of Agriculture, acts in that capacity to the commission. Nova Scotia has a commission of 14 members, with Mr. Robert E. Haliburton (a relative of the author of "Sam Slick") as secretary.

#### 7. THE OLD GOVERNMENT HOUSE, TORONTO.

This building, which has been lately burnt down, was built principally of wooden material, the outer walls being roughcast. Within the past ten years it had undergone considerable repairs and received extensive additions. The main portion was erected upwards of thirty years since, and was occupied successively by Governors Sir Perigrine Maitland, Sir John Colborne, Sir Francis Bond Head, Sir George Arthur, Mr. Poulett Thompson, afterwards Lord Sydenham, and Sir Edmund Head. In 1847, the seat of Government being then in Montreal, it was occupied by the Normal School established in that year. On the return of the Government to Toronto in 1849, it was used for departmental purposes, a residence on Yonge street north of the College Avenue having been selected for Lord Elgin, the Governor General. In 1855 many additions were made to the building and the whole thoroughly repaired for the occupation of Sir Edmund Head, who for four years found in it a pleasant and comfortable residence. In 1860 it was refitted for the Prince of Wales.

#### 8. THE GOLD FIELDS OF NOVA SCOTIA.

OFFICIAL REPORT OF THE PROVINCIAL SECRETARY TO THE LIEUTENANT GOVERNOR—SITUATION AND YIELD OF THE DIGGINGS.

Hon. Joseph Howe, Financial Secretary of Nova Scotia, has presented a report to the Earl of Mulgrave, Lieutenant Governor of the colony, on the above subject, which has already attracted considerable attention in the United States. We reproduce the main points of the paper to day. The Secretary says:—"The existence of auriferous deposits in Nova Scotia was unsuspected till 1860. In March, this year, a man, stooping to drink at a brook, found a piece of gold shining among the pebbles over which the stream flowed. He picked it up, and searching, found more. This was about half a mile to the river, a stream of no great magnitude, taking its rise not very far from the sources of the Musquodoboit, flowing through a chain of lakes which drain, for many miles on either side, rugged and wilderness country, and falling into the Atlantic about forty miles to the eastward of Halifax. Your Excellency visited the mines in May, and your attention was arrested by the fact that two men from one of the agricultural districts had taken from a pit, dug four feet wide by five feet deep, seventy-five dollars worth of gold, three days prior to your visit. As six dollars would have paid the men for their labour, it was apparent they had made a profit of sixty-nine dollars in three days. This profit was not derived from the chance discovery of a nugget, but from crushing the quartz, veins of which, there was good reason to believe, ran for miles along the sea coast, or from washing the crumbling rock and soil by which they were surrounded. The Tangier mines have been visited during the summer by your Excellency, by Rear Admiral Milne, by Prince Napoleon and the Princess Clotilde. They were visited last week by the Hon. Mr. Tilley, Provincial Secretary of New Brunswick. The lowest depth yet reached is forty-five feet, and the largest nugget found is valued at \$300. The gold is got in quartz veins, running through slate or earth, resting upon granite, in the form of scales, jagged and torn bits, like shot or bullets fired against a wall. It is sometimes globular, but seldom completely round. The veins run east and west. It is found in the soil immediately around the veins, but placer washing has not been very profitable at Tangier, or perhaps has not been attempted on a scale sufficiently extensive to command a fair return. The quartz veins run in all directions through the promontory, and are visible to the naked eye without labor. These and the circumjacent soil were discovered to be auriferous in June, and a great number of persons rushed in and began to stake off claims. Though single lots were taken up by a good many, it was evident that the experience gathered at Tangier had taught the value of combination. Companies were formed, and larger acres applied for. The shore washings have proved very rich. Mr. Campbell having associated



himself with William Cunard, Esq., and Mr. R. G. Fraser, proceeded to work the four shore claims, which formed the frontage of some seventy upland lots staked by this company in the rear. Though no accurate return has been given by these gentlemen, there is every reason to believe that a very large sum has been taken from these shore claims within a month, and the rights of those three gentlemen have since been sold to a larger company for £1,200, they retaining all that had been obtained up to the day of sale. At Tangier, Lunenburg, Lawrencetown, and Lake Thomas, the facts collected are indisputable; and the interest taken in those mines by capitalists at home and abroad, and by a very large number of the industrious classes, warrant your Excellency in assuming, and so reporting to the Secretary of State, that gold mining in those localities, whatever may occur elsewhere, will be permanently established as a new branch of industry, tempting to the capitalist and attractive to the immigrant."

#### 9. GOLD IN NOVA SCOTIA.

According to the *Halifax Reporter*, the most favorable accounts are daily being received from the gold diggings at Tangier and Lunenburg. Large quantities of gold are being taken. It is said that gold had also been found in Kings and Shelburne counties. A gentleman who owns quarries at the N. W. Arm stated that he had in his possession some specimens taken from that locality.



TORONTO: FEBRUARY, 1862.

\* 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 1,000 per month) on various subjects.

#### USE OF THE SCHOOL HOUSE FOR OTHER THAN SCHOOL PURPOSES.

Trustees and others frequently ask for information as to the law regulating the use of the School House. In reply to these inquiries we have to state, that the Trustees have no legal power under the School Act, to permit their School House to be used for any other than school purposes. Usage, however, has invested them with a sort of discretion in this respect. If they should abuse their trust, an application can be made by any dissatisfied party to the Court of Chancery for an injunction to compel the Trustees to confine the use of their School House to School purposes. No mandamus, however, from the Court of Queen's Bench would likely be granted to compel the Trustees to allow it to be used for other than School purposes, unless there was some express provision in the deed, requiring the Trustees to open it for public meetings or religious service.

The Teacher has simply charge of the School House on behalf of the Trustees. He has no authority to use the School House other than as directed by the Trustees; nor to make use (or prevent the use) of it at any other time than during school hours, without the sanction of the Trustees. At the request of the Trustees he must at once deliver up the School House key to them, on pain of forfeiting all claim upon them for his salary.

#### MAKING FIRES AND CLEANING THE SCHOOL.

In reply to numerous letters addressed to the Educational Department, inquiring whether Teachers or Pupils can be compelled to make the School fires and sweep the School House, we have to state, that it is not the duty either of the Teacher

or pupils to make the School House fires, or to sweep the house itself. The Teacher is employed to teach the school, but he is not employed to make the fires or clean the School House, any more than to repair it. It is the duty of the Trustees to provide for warming and cleaning the School House; and it is the duty of the Teacher to see that the provision thus made by Trustees for these purposes is duly carried into effect by the parties concerned. If the Teacher undertakes to see these things done, for a certain remuneration, or for what he may have to pay to get them done, very well; but it is clearly the duty of the Trustees to make provision for having them done at the expense of the section.

#### DISTRIBUTION OF THE JOURNAL OF EDUCATION BY LOCAL SUPERINTENDENTS.

So many complaints continue to be made to the Educational Department by Trustees and others, of the irregularity in the receipt of the *Journal of Education* by post, that it is proposed, with the concurrence of the local Superintendents of Schools, to make a new arrangement, with a view to secure greater regularity in this respect.

Should the local Superintendents be willing to undertake the duty of distributing the *Journal*, which goes free of postage, a sufficient number of copies will be sent to their address each month to supply the schools under their superintendence.

Each local Superintendent will therefore please inform the Department how many copies of the *Journal* he will require. In regard to Union School Sections, each Superintendent will include in his estimate those Union Sections only which have the school-house in the township under his jurisdiction.

#### PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has granted to the under mentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada:

"107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department, in the following order:

Twenty-sixth Session.—Dated 22nd December, 1861.

#### MALES.

<i>First Class.</i> —Grade A.	1338 Malloch, Donald McGregor (968).
1334 Bell, Robert (1161)*	1339 Moran, John.
1335 Brown, Alick Howard (1255).	1340 Smith, Joseph Henry (1262).
1336 Dewar, Archibald (508).	1341 Tasker, James (889).
1337 Ede, Joseph (120, 1248).	

\* The figures in brackets indicate the number of a previous certificate obtained by the student named.

<i>First Class.—Grade B.</i>	1868 Cork, George.
1342 Beer, William (1006).	1369 Keam, Peter (1012).
1343 McJoll, Hugh.	1370 Kidd, Alexander Brown.
1344 McPherson, Crawford.	1371 McDiarmid, Donald.
1345 Pearce, Thomas (799).	1372 McDonald, Duncan Forbes.
1346 Sinclair, James.	1373 Maloy, Hiram.
	1374 Meech, Thomas English.
<i>First Class.—Grade C.</i>	1375 Theal, Nelson.
1347 Bartlett, William Edward.	1376 Thetford, William Henry.
1348 Bruce, William Fraser.	1377 Vance, William.
1349 Cherry, William.	1378 Van Slyke, George Washington.
1350 Elliott, John Charles (1266).	1379 Warburton, William.
1351 Foster, Ralph (652,1186,1257).	1380 Wilson, Hercules.
1352 Grant, Robert (718, 792).	
1353 Henderson, Gregg (709, 1258).	<i>Second Class.—Grade C.</i>
1354 McGregor, Norman R. (796).	[Expire one year from date.]
1355 Murray, David Lovel (1288).	1381 Dewart, Samuel Henry.
1356 Ross, John Cameron.	1382 Evans, Robert.
	1383 Fletcher, William.
<i>Second Class.—Grade A.</i>	1384 Flynn, Daniel.
1357 Bull, Corey.	1385 Fraser, Alexander.
1358 Hicks, Henry Minaker (836).	1386 Hicks, David.
1359 Hughes, Amos J.	1387 Holmes, Robert.
1360 Hughes, James Henderson.	1388 McEachern, James.
1361 McDonald, Robert (1274).	1389 McGregor, Charles.
1362 McHardy, Norman.	1390 McKay, Archibald.
1363 McIntyre, Duncan.	1391 Nash, Charles Walker.
1364 McRae, Alexander (1105).	1392 Nicholson, Thomas.
1365 Nichols, Wilnot Mortimer.	1393 Scott, James (Junior).
1366 Wood, Benjamin Wills.	1394 Smith, Abram.
	1395 Troy, William Dennis.
<i>Second Class.—Grade B.</i>	1396 Willis, Robert.
1367 Baneroff, Asa Montgomery.	

## FEMALES.

<i>First Class.—Grade A.</i>	<i>Second Class.—Grade B.</i>
1397 Beattie, Grace Shepherd (1231, 1300).	1414 Armitage, Margaret (1323).
1398 Turnbull, Jessie (1298).	1415 Brundage, Candace.
	1416 Clark, Annie.
<i>First Class.—Grade B.</i>	1417 Gibson, Rachel.
1399 Beckett, Emma (1232, 1299).	1418 Hardie, Ellen.
	1419 Horner, Esther Anne Rogers.
	1420 O'Neill, Margaret.
<i>First Class.—Grade C.</i>	1421 Rogers, Jessie.
1400 Boddy, Sophia Louisa.	1422 Saunders, Matilda.
1401 Clark, Sarah Haley.	1423 Smith, Sarah.
1402 Guthrie, Grace (1312).	
1403 Knowlson, Mary Isabella.	<i>Second Class.—Grade C.</i>
1404 Lanton, Kate Simpson (1329).	[Expire one year from date.]
1405 Reeves, Mary.	1424 Beaton, Harriet.
1406 Starratt, Hannah (1321).	1425 Bethell, Maria.
1407 Vining, Eusebia Bodwell (1322).	1426 Buik, Margaret.
	1427 Dean, Sarah Jane.
<i>Second Class.—Grade A.</i>	1428 Graham, Mary Caroline (1235).
1408 Collar, Leonora.	1429 Greer, Mary Anne.
1409 Griffin, Ellen (1236).	1430 Hemenway, Senia Amanda.
1410 Unsworth, Hannah Haselden (1833).	1431 Jeffers, Emma.
1411 Laidlaw, Janet (1323).	1432 Kane, Mary Ann.
1412 McDougall, Catherine (1314).	1433 O'Flaherty, Edith.
1413 O'Flaherty, Anna Maria (1320).	1434 Parkhurst, Etta Cornelia.
	1435 Woodington, Minnie.

## EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1860, and for February and July, 1861, lists of the certificates which had expired up to those dates were published, and the following list shows those which expired on 22nd December, 1861:—

## MALES.

1198 Andrew, Archibald.	1202 McDougall, Duncan.
1199 Ball, Martin Edward.	1203 Rogers, George.
1200 Davidson, Archibald.	1204 Young, William Howie.
1201 Dean, Andrew Daniel.	

## FEMALES.

1231 Obtained 1st Class A. 1397.	1238 Jones, Anna Elizabeth.
1232 Obtained 1st Class B. 1399.	1239 Obtained 2nd Class B. 1319.
1233 Brown, Elizabeth Jeffrey.	1240 Pollock, Jane.
1234 Emery, Marion.	1241 Rogers, Ellen.
1235 Obtained 2nd Class C. 1428.	1242 Smith, Sarah Anne.
1236 Obtained 2nd Class A. 1409.	1243 Vallance, Margaret.
1237 Obtained 2nd Class B. 1313.	1244 Obtained 2nd Class A. 1305.

Certified,

ALEXANDER MARLING,

EDUCATION OFFICE, January, 1862.

Registrar.

## RELIGIOUS INSTRUCTION IN OUR SCHOOLS.

The following letter from the excellent Principal of the City of Hamilton Central Union Grammar and Common School, illustrate the nature and extent of the religious instruction which can be introduced into our common day schools, where the authorities of the schools and resident pastors are disposed to avail themselves of the provisions of the law and the recommendations of the Council of Public Instruction for that purpose. In the City of Hamilton the Roman Catholics have separate schools; but the same system can be carried into effect where no such separate schools exist, as the Roman Catholic pastors, equally with any Protestant pastor, can attend and give religious instruction to the pupils of his own persuasion.

To the Chief Superintendent of Education.

REV. SIR,—That the religious training of the young is a matter of primary importance few who have given the subject careful thought will be disposed to doubt. It will also be conceded that the amount of religious knowledge pervading a community should be increased, at least in proportion to the means of secular instruction. As the people are better informed in scientific attainments and increase in worldly prosperity, so the higher parts of our nature—the religious—should be correspondingly cultivated. The only danger I can perceive as possibly connected with the general diffusion of secular knowledge, I am convinced, does not arise from the too great amount or too great diffusion of mental cultivation, but from misdirected and disproportionate cultivation—the neglect of preserving a due balance between different studies and different mental powers—but especially between the mental, and the moral and religious capabilities of man. Our School System, so excellent in its tendencies as well as in its provisions by law, provides for the universal diffusion of secular knowledge. The recommendations of the Council of Public Instruction in relation to the Normal, Model and Common Schools, make ample provisions for the careful training of the young in moral and religious truth. The Normal School, endeared by the pleasing reminiscences of fourteen years, and reflection but deepens the feeling, presents to my mind a model of the manner in which the young in city, town, and country, may be instructed in religious truth so far as this should be connected with our general school system. The debt of gratitude due to you, Reverend Sir, from the whole country for our School System, is increased by the facilities afforded to the Clergymen of all denominations for the public religious instruction of the rising generation.

Anxious to secure to every pupil under my care, all the advantages within our reach, and feeling a responsibility commensurate with the importance of those subjects and the number attending school, it is now more than six months since I recommended to the United Board of School Trustees of this City, the adoption of the Normal School plan for religious instruction. Ere bringing it formally before the Board I conversed with every Protestant Clergyman in the city and explained my views on the subject. All of them embracing ministers of the Church of England, Church of Scotland, Presbyterian Church of Canada, Wesleyan New Connexion and Primitive Methodists, Congregational, and Baptist, most heartily concurred in the proposed arrangement. The Board adopted the recommendation, and now, for more than six months, besides the usual Scripture lesson selected by the Principal and read by each Teacher in opening the school every morning—from 3 to 4 P.M. of Friday has been devoted to the religious instruction of the pupils attending the Central and Grammar School.

Did our numbers admit we would have tried the plan of each Clergyman taking it in turn, but with an attendance of more than

one thousand scholars and no room capable of seating comfortably more than two hundred, this was impracticable. Now each clergyman meets the children of his own congregation in a room by themselves and spends the hour as he may think proper. Thus the children grow up personally acquainted with their pastor—a very important consideration.

It was feared by some of those with whom I conversed on the subject that the ministers would not attend, or if they did would do so irregularly.

The very reverse has been the fact. Not one clergyman declined attending, and only one in a hundred of the pupils has, by request of parents, declined attending the instruction thus provided. Occasionally one of the gentlemen has, by other duties, been prevented from attending, but this has seldom happened, and from the interest evinced by them all, the result I trust will be most gratifying. Thus partly by the teachings of pious parents, partly by Sabbath and Sabbath School instruction, and partly by the proper commingling of the religious element in the secular training of the rising generation, the most pleasing anticipations of the future, may with moral certainty be attained.

I have the honor to be, Reverend Sir,  
Your Obedient Servant.  
ARCHIBALD MACALLUM.

HAMILTON, 12th Dec., 1861.

### CHRISTIAN PATRIOTISM AND LOYALTY.

The Roman Catholic Bishops of Quebec and Montreal, have addressed circulars to their Clergy, in support of the measures adopted by Government for the defence of the country. These circulars breath a noble spirit of Christian patriotism and loyalty. We translate the following passages from the circular of the R. C. Bishop of Montreal, which is dated the 25th December, 1861 :—

“While the Church this day celebrates the birth of the King of Peace, in singing with the Angels ‘Glory to God in the highest heavens, and peace upon earth to men of good will,’ we hear, alas! only the cries and rumours of wars.

“Even already has our government, in its wise foresight, felt it its duty to appeal to the good feelings of the country, by a proclamation which requires that a company of *seventy-five men be formed* for active service, in the course of fifteen days, out of every volunteer battalion.

“As many persons do not read the journals in which these official documents are re-produced, you will explain to your parishioners the Orders which emanate from the civil and military authorities concerning the enrolment referred to.

“You will easily make them understand that what the Government asks of them, is for their own interest; and that they should hasten to respond to the appeal made to them. You will doubtless accomplish this object by presenting to them the following consideration and others which abundantly occur to all serious and reflecting minds.

“War is always a terrible scourge to a people. Now, one of the means of avoiding it, is to have men well-armed, and well-disciplined to repel the enemy. Our Lord himself teaches us this, in saying that a king desirous of making war, begins by calculating his strength; and if he finds that he is too weak for his adversary, he betakes himself before hand to make peace. It is then of the highest advantage for a country to be ready armed in order to avoid the frightful calamities which an invading enemy always causes. Now this is what you will accomplish by responding to the appeal of the government.

“The present object is not, as may be seen, for the volunteers to go and pour out their blood upon our frontiers, since war is not yet declared, and may not be, especially if the enemy perceives that our Canada has strong arms, well exercised to defend itself. We shall then have a better chance of not having a war by enrolling ourselves in great numbers, and with hearty good will, than by resting with folded arms as do idlers and cowards.

“In every war there are always great evils to deplore. Countries are ravaged, towns are burnt, property plundered, commerce ruined, harvests laid waste; and more than that, the people are demoralized, females are insulted, and public morals are seriously corrupted. In arming one's self for the defence of his government, he is then arming himself for the defence of his property, and for the honours of his family and of his country.

“Strictly speaking, it is for each proprietor to defend his own property by all honest means with which the Law of God allows him. Now, a whole country is one great property, divided among the different members of a numerous family, which is called a na-

tion. It is for all the members of this great national family, who are all brethren and children of the same constitution, to unite themselves together in a union as strong as it is affectionate, for the defence of their common property. Those would be void of the true feeling of their social existence, who did not understand this duty of mutual protection imposed upon all the members of the same family.

“The Apostle Paul, in teaching Christians to obey their government, shews them why an earthly king, who is a minister of God and an avenger of crime, bears the sword. *Non enim sine causa gladium portat; Dei enim minister est, Vindex in iram ei qui malum agit.* (Rom. xiii. 4.) Now, our parent government, after having given this country institutions so liberal as to make it truly the most happy country in the world, offers this day in order to aid in defending itself against a threatened invasion, its powerful sword—that is to say, its army, its fleet, its money, in short every thing necessary to a people who are resolved, at whatever cost, to defend their property.

“Encouraged by offers so liberal, the whole country will eagerly rally around the glorious British Standard. At the head of its battalions, if we must come to blows with the enemy, will march the intrepid soldiers of the Crimea, who were sent here for repose after that glorious campaign. Nothing then is more encouraging for all the inhabitants of this country, than the thought, that, in the defence of their firesides, they will fight side by side with veteran soldiers, and with brothers, whom a common danger will have taught to act as one man.

“Men of all origins will rally with the unity of a single man, for the defence of our common country. It will be for each one, under the protecting flag of Great Britain, to sustain her national honour and military glory. Doubtless the Canadians of French origin will not forget their splendid feats of arms by their fathers, whose memory is the patrimony of so many persons, and whose deeds are still visible in so many places. We shall see if the heroes of Chateauguay are still living, and whether the blood which swelled in their veins still flows in the veins of their children and fellow-countrymen.”

### 1. LIBERALITY AND PATRIOTISM OF THE FRENCH HABITANTS.

The following from the Quebec *Mercury* affords a gratifying proof of the loyalty of the French Canadians :—

“It appears that over a thousand of the *habitants* assembled at Bic on the arrival of the *Persia*, and tendered the gratuitous use of their sleighs to the military, for the conveyance of the troops through the district where they reside, as far as Rivière du Loup, distant fifty miles. The country people, we are told, made a perfect carnival of the occasion of the arrival of the troops, and threw open all their houses freely for the reception of the men.

“His Excellency the Governor General has made special mention of the circumstance, in his despatches sent to the Imperial Government on Saturday.”

### 2. THE COLONIAL SECRETARY AND THE HABITANTS.

From the *Courrier du Canada*, we translate the following extract from a dispatch of the Duke of Newcastle's to Lord Monck, communicated to the Bishop of Tloa, Administrator of Quebec, by the Governor General's Secretary :—

“DOWNING STREET, Jan. 14, 1862.

“Before entering into any of the other articles of your dispatch, I must hasten to express the extreme satisfaction with which I heard of the marks of loyalty and zeal given by the district around Bic on the occasion of disembarkation and transport of troops. The fact that they could place a thousand sleighs and horses at the disposal of the military authorities is extraordinary remarkable. Your Lordship will be good enough to present the Roman Catholic Bishop administering the diocese of Quebec, my thanks for the circular which he addressed to the clergy—a communication which must have had a most useful influence with the people to induce them to lend a hand with such good will.”

### 3. THE HABITANTS OF BIC AND THE TROOPS.

Mr. George Sylvain, M. P. P., the Rev. F. A. Blouin, Priest, Mr. J. E. Mercier, J. P., and F. Chamberland, N. P., have addressed a letter to Col. Peacocke, of the 16th Regiment, in answer to the letter of thanks sent to them by the Governor General's Secretary for their attention to the 16th on their arrival at Bic, and their exertions to provide for their comfort, and to forward them on their route to Quebec. These gentlemen write in an admirable spirit of kindness and courtesy, and present another proof, if more were wanted, of the loyalty of our Franco-Canadian Brethren to the British Government, and their kindly feeling towards their

fellow subjects of another origin. After expressing their thanks to His Excellency and Col. Peacocke, they say :—

"We assuredly did not think to have deserved so much for having tried to diminish as much as possible the trouble, suffering and numberless inconveniences you had to bear with during and after your landing, at so late and rigorous a season, and in a place where no preparation had been made. Certainly not, especially when we considered that these troubles, labours and inconveniences were endured by men who had just crossed the seas to fly to the defence of our country, our institutions, our families, our property. Oh, then, Colonel, our patriotic feelings awakened—our hearts swelled with gratitude—would have wished, if not to endure your sufferings at least to share them, while awaiting a yet more opportune moment for proving to our August Sovereign that, if among her loyal English subjects, there is an unchangeable fidelity towards her, there is a heart in the bosom of good Canadians, brave, faithful, sincere and sympathising too. Brave, to defend inch by inch, when need be, the rights of our August Queen; witness the last war in 1812, against the United States of America, when the name of the Canadians became immutable—faithful and sincere in preserving intact its attachment to the Throne—and sympathising in sincerely sharing the grief which affects Her conjugal and maternal heart, especially at this time when the scythe of Death has not even spared her nuptial couch, but has brought to an end the existence of her august spouse, the late Prince Albert of glorious memory.

"Your amiable words, Colonel, the marked politeness of your worthy officers, the good conduct and excellent bearing of your men were to us so many expressions of thanks and examples of good which made us exclaim from the bottom of our hearts 'honour to the 16th Regiment, of which you are Colonel, and of which we preserve such excellent reminiscences.'"

## V. Papers relating to the late Prince Consort.

### I. FLOWERS FOR PRINCE ALBERT'S COFFIN.

They placed them on his coffin,  
Mid the sombre velvet's gloss,  
The pure camelia's snowy leaves,  
Sweet violets and green moss;  
Upon the quiet limbs  
The glowing martial dress,  
Upon the pulseless, loving heart,  
The glittering crowns they press.

Innocent children wove  
Emblems of faith and hope,  
To mingle with the damps of death,  
Down in the vault's dim slope;  
Flowers his hands had trained,  
For his fair girls to weave,  
Now lie like him, shut out from light,  
Asking, alone, a grave.

Any proud king may sleep  
With guards to watch his rest,  
With martial glory, glitt'ring crown,  
Above his quiet breast;  
Velvet and silver gilt  
O'er a false heart may lie,  
With arms reversed, and muffled drums,  
And banners half-mast high.

But it is left for England's Prince  
To bear upon his bier,  
Signs of the resurrection morn,  
Dewed by affection's tear.  
Yes, woman's deathless love  
Gives light to that dark scene;  
They're fading on Prince Albert's bier,  
Wreathed by his widowed Queen.

And was this all they twined!  
Answer, ye British hearts,  
That ever in the hour of need,  
Have nobly borne your parts!  
With tendril, leaf and flower,  
Those gentle fingers wove

Their glorious nation's sympathies,  
Their nation's quenchless love.

Heraldic emblems, mould!  
Tarnish, ye silver plates!  
Decay come down on velvet pile!  
Rust on the iron gates!  
We've hopes to spring to life,  
When these sweet buds are brown;  
We shall behold, in glory set,  
Prince Albert's starry crown!

Rise from the dust, sad hearts!  
Over your head floats high  
The Holy Lion of Palestine,  
Still pointing to the sky!  
From whence the Conqueror comes,  
Death at His chariot wheels,  
For Judah's Lion bath prevailed,  
To loose the binding seals.  
—HARRIETT ANNIE, in the *Hamilton Spectator*.

### 2. PRINCE ALBERT'S SPEECHES.

There is a melancholy interest now in turning over those printed speeches of Prince Albert on public occasions, which are as yet the only literary memorial of his activity. They are models of what such things, from such a speaker, ought to be—singularly neat and concise, always hitting the exact nail of the occasion on the head, and generally distinguished, not only by their practical good sense, but also, so far as the slight and formal style of composition will permit, by a vein of speculative meaning not usual in British orations of the same order. Here are a few passages which seem characteristic. At a meeting of the Society for Improving the Condition of the Labouring Classes, May 18th, 1848 :—

"Depend upon it, the interests of classes too often contrasted are identical, and it is only ignorance which prevents them from uniting for each others advantage. To dispel that ignorance, to show how man can help man, notwithstanding the complicated state of civilized society, ought to be the aim of every philanthropic person; but it is more peculiarly the duty of those who, under the blessing of Divine Providence, enjoy station, wealth, and education."

At the Lord Mayor's banquet, in London, March 21, 1850, in anticipation of the Great Exhibition :—

"Gentlemen,—I conceive it to be the duty of every educated person, closely to watch and study the time in which he lives, and, as far as in him lies, to add his humble mite of individual exertion to further the accomplishment of what he believes Providence to have ordained. Nobody, however, who has paid any attention to the peculiar features of our present era, will doubt for a moment that we are living at a period of most wonderful transition, which tends rapidly to accomplish that great end to which, indeed, all history points—the realisation of the unity of mankind! Not a unity which breaks down the limits, and levels the peculiar characteristics of the earth, but rather a unity, the result and product of those very national varieties and antagonistic qualities."

At the dinner of the Royal Academy, May 3, 1851 :—

"Gentlemen,—The production of all works in Art or Poetry requires in their conception and execution not only an exercise of the intellect, skill and patience, but particularly a concurrent warmth of feeling and a free flow of imagination. This renders them most tender plants, which will thrive only in an atmosphere calculated to maintain that warmth; and that atmosphere is one of kindness—kindness towards the artist personally, as well as towards his production. An unkind word of criticism passes like a cold blast over their tender shoots and shrivels them up, checking the flow of sap which was rising to produce perhaps multitudes of flowers and fruit. But still criticism is absolutely necessary to the development of art, and the injudicious praise of an inferior work becomes an insult to superior genius. In this respect our times are peculiarly unfavorable, when compared with those when Madonnas were painted in the seclusion of convents; for we have now on the one hand the eager competition of a vast array of artists of every degree of talent and skill, and on the other, as judge, a great public, for the greater part wholly uneducated in art, and thus led by professional writers, who often strive to impress the public with a great idea of their own artistic knowledge by the merciless manner in which they treat works which cost those who produced them the highest efforts of mind or feeling. The works of art, by being publicly exhibited and offered for sale, are becoming articles of trade, following as such the unreasoning laws of markets

and fashion; and public and even private patronage is swayed by their tyrannical influence."

At a banquet in Birmingham, on laying the first stone of the Birmingham and Midland Institute, Nov. 22, 1855:—

"The study of the laws by which the Almighty governs the universe is therefore our bounden duty. Of these laws our great academies and seats of education have, rather arbitrarily, selected only two spheres or groups (as I may call them) as essential parts of our national education—the laws which regulate quantities and proportions, which form the subject of mathematics; and the laws regulating the expression of our thoughts through the medium of language, that is to say grammar, which finds its purest expression in the classical languages. These laws are most important branches of knowledge, their study trains and elevates the mind, but they are not the only ones; there are others which we cannot disregard, which we cannot do without. There are, for instance, the laws governing the human mind, and its relation to the Divine Spirit (the subject of logic and metaphysics); there are those which govern our bodily nature and its connection with the soul (the subject of physiology and psychology); those which govern human society, and the relations between man and man (the subject of politics, jurisprudence, and political economy,) and many others. Whilst of the laws just mentioned, some have been recognized as essentials of education in different institutions, and some will by the course of time more fully assert their right to recognition, the laws regulating matter and form are those which will constitute the chief object of your pursuits; and, as the principle of subdivision or labour is the one most congenial to our age, I would advise you to keep to this speciality, and to follow with undivided attention chiefly the sciences of mechanics, physics, and chemistry, and the fine arts in painting, sculpture, and architecture."

At a meeting of the Royal Agricultural Society of York, July 13, 1858:—

"Agriculture, which once was the main pursuit of this, as of every other nation, holds, even now, notwithstanding the development of commerce and manufactures, a fundamental position in the realm. And, although the time has changed the position which the owner of the land, with his feudal dependants, held in the empire, the country gentleman with his wife and children, the country clergyman, the tenant and the labourer, still form a great, and, I hope, united family, in which we are glad to recognise the foundation of our social state. Science and mechanical improvement have in these days changed the mere practice of cultivating the soil into an industrial pursuit, requiring capital, machinery, industry and skill, and perseverance in the struggle of competition. This is another great change, but we must consider it a great progress, as it demands higher efforts and a higher intelligence."

At the third Jubilee of the Society for the Propagation of the Gospel in Foreign Parts, June 16, 1861:—

"We cannot help deploring that the Church, whose exertions for the progress of Christianity and civilisation we are to-day acknowledging, should be afflicted by internal dissensions and attacks from without. I have no fear, however, for her safety and ultimate welfare, so long as she holds fast to what our ancestors gained for us at the Reformation, the gospel, and the unfettered right of its use. The dissensions and difficulties which we witness in this as in every other church, arise from the natural and necessary conflict of the two antagonistic principles which move human society in church as well as in state, I mean the principles of individual liberty, and of allegiance and submission to the will of the community, exacted by it for its own preservation. These conflicting principles cannot safely be disregarded; they must be reconciled. To this country belongs the honour of having succeeded to this mighty task, as far as the state is concerned, while other nations are still wrestling with it."

### 3. ANECDOTES OF THE QUEEN.

I have heard the Bishop of Winchester relate an anecdote of the Queen, the other day, at a meeting of the British and Foreign Bible Society, which makes one hope that Her Majesty will derive comfort in her great trial, from the Blessed Bock which she knew to contain consolation for her suffering subjects. He said that the parish minister of a little village near Osborne, in going his rounds, entered a cottage where one of his parishioners—a young girl—was dying of consumption. He found by the bedside a lady in black, reading to her the Bible. The lady on his entrance retired; and then he found that this ministering angel was the Queen.

Rumor tells another anecdote of the Queen, which shows her tender heart and her memory of the Crimean bloodshed. They say that when Lord Palmerston took for her sanction the ultimatum demand on the Federal Government for the restitution of the men taken from the *Trent*, she said that if mere etiquette and not national honor was to be satisfied, she could not endure the thought

of the sacrifice of so many precious, gallant lives. That Lord Palmerston then asked if she would be more content if Lord Derby were consulted,—and that on giving his opinion that Lord Palmerston's demand was just and righteous, she gave her sanction.

Such stories as these are peculiarly acceptable to the people at the present time, as proving Victoria a good woman as well as a noble Queen.—*From a private letter.*

*Sympathy of the Queen for the Sufferers at the late Hartley Colliery Accident.*—In a letter dated "Osborne, January 23," Sir C. B. Phipps, by command of Her Majesty, writes as follows: "The Queen, in the midst of her own overwhelming grief, has taken the deepest interest in the dreadful accident at Hartley, and up to the last had hoped that at least a considerable number of the poor people might have been recovered alive. The appalling news since received has affected the Queen very much. Her Majesty commands me to say, that her tenderest sympathy is with the poor widows and mothers; and that her own misery only makes her feel the more for them. Her Majesty hopes that every thing will be done, as far as possible, to alleviate their distress; and Her Majesty will feel a sad satisfaction in assisting in such measures." A cheque for £200 accompanied this letter.

At a meeting recently held in the city of Montreal, to consider the best means of obtaining and erecting a Statue of the Queen, the Protestant Episcopal Bishop of Montreal referred to Her Majesty's early life as follows:—"His lordship said that he had no right to assume that his feelings of respect and affection for Her Majesty were more sincere than those of any other there present, or even of any other of Her Majesty's subjects; but his personal recollections of Her Majesty might perhaps trace back further than those of the generality of his hearers. Queen Victoria was born in 1819, at Kensington, and he still remembered that, in the autumn of that year, when the Queen was about four months old, he met the nurse carrying the Royal infant, and she was good enough to allow him and the friend that accompanied him to see the baby in her arms. There were then many chances against that infant ever wearing the Crown. Besides the possibility of her dying young, there were others between her and the throne. But these had died, leaving the Crown to devolve upon Victoria. He could not, when he looked upon the infant, foresee, nor could he venture to predict, the future which was in store for her; but might not very much of that prophetic eulogy in Shakspeare have been applied to her:

—*And the words I utter*  
Let none think flattery, for they'll find them truth  
This Royal infant, (heaven still move about her!)  
Though in her cradle, yet now promises  
Upon this land a thousand thousand blessings,  
Which time shall bring to ripeness: She shall be  
(But few now living can behold that goodness.)  
A pattern to all princes living with her,  
And all that shall succeed: Sheba was never  
More covetous of wisdom, and fair virtue,  
Than this pure soul shall be: all princely graces,  
That mould up such a mighty piece as this is,  
With all the virtues that attend the good  
Shall still be doubled on her: truth shall nurse her,  
Holy and heavenly thoughts still counsel her:  
She shall be lov'd and fear'd: Her own shall bless her:  
Her foes shake like a field of beaten corn,  
And hang their heads with sorrow: Good grows with her:  
In her days every man shall eat in safety  
Under his own vine, what he plants: and sing  
The merry songs of peace to all his neighbours:  
God shall be truly known; and those about her  
From her shall read the perfect ways of honour,  
And by those claim their greatness, not by blood."

"Such were some of the many things bound up in that infant. She was then being trained up with all that care which was to fit her for the performance of that work which was so soon to devolve upon her. He remembered that 18 years after, he passed on the road William IV., on his way to London to hold a levee. It was the last he ever held. On his return, he was taken ill, and soon after died at Windsor. At the same place (Kensington), where eighteen years ago she first saw the light, Victoria now received the intelligence that she was the possessor of the Crown of one of the most important nations that had a place in history. The first words she said to the Archbishop who brought her the intelligence were to request his Grace to pray for her. The Prime Minister, Lord Melbourne, arrived at 9 o'clock, and had an interview, and immediately after summonses were issued for a Privy Council to meet at Kensington Palace at eleven. We saw here a mighty empire passing down without a word of discontent from the hands of a vigorous man into the hands of a young and tender female, and the British Empire with its dependencies moved on without a check. (Applause.) He would simply mention the proclamation which was issued by the new Queen to her subjects, and recall to their memory a few words which she then uttered, very remarkable when viewed in connection with the experience of the past. After announcing the fact of her accession to the Crown, Her Majesty went on something to the following effect: 'This awful responsibility is imposed upon me at

so early a period that I would be oppressed with it, were it not for the confident expectation that the Divine Providence which has called me to the work, will give me strength to perform it; and that I shall find my zeal in the service a recompense for the ability which usually belongs to a longer experience. Educated in England, under the tender care of a most affectionate mother, I have learned to respect the constitution of my native country.' These were the words uttered in her first legal communication with her subjects. And had she not nobly redeemed them? (Applause). His Lordship thought that, besides the vote of condolence in which they so cordially united the other day, they ought to do honour to themselves by erecting in the city a permanent and lasting memorial of their respect. They did not expect to see Her Majesty personally among them, but they should do something by way of token to their children and children's children, of the loyal respect they cherished for the good name of good Queen Victoria." (Applause).

"It is reported," says the *Court Journal*, "that when it was first urged on our bereaved Queen that she should leave Windsor before the funeral, she wept bitterly, and said her subjects were never advised to leave their homes or the remains of those lost to them, and why should she have additional sorrow given her in tearing her away from all that was left? The Queen did not consent till the safety of her children was urged, as the fever that had deprived her of her husband might snatch away some other dear object."

We understand that the "Tribute to the Memory of the Prince Consort," in the January number of *Blackwood's Magazine*, has been so highly appreciated by Her Majesty, that she has ordered twelve copies of it to be struck off separately, and forwarded to her.—*Scotsman*.

#### 4. CHARACTER OF THE PRINCE OF WALES.

A Cambridge paper thus refers to the Prince of Wales:—"We declare, without fear of contradiction, that while the Prince of Wales was at the University, he proved himself to be a good and amiable young man, a true English gentleman, and a Prince wholly free from everything approaching to a debasing tendency. No parent could wish his son to behave better, and now that his time of trial has come, we feel confident that his Royal Highness will be found neither unwilling nor unfit, nor unable to console and assist his bereaved mother, and to fulfil the warmest hopes of the people."

A correspondent of the *Manchester Guardian* contributes these items:—"The character of the Prince hitherto has shown itself to those brought into closest contact with him singularly pure and honorable, and perfectly free from that insincerity and dissimulation which so early developed themselves in George IV., and formed no small element in the character of even his comparatively excellent predecessor. But, while the Prince is a perfect gentleman, truthful, straightforward and unstained by any propensity or vice that can cause anxiety to his parents, or his teachers, friends and advisers, he is not in the least a student by natural taste or acquired habits. He is, in fact, the very reverse of a lover of literature. A successor to his father, as an active and personal promoter and planner of improvements in education, in arts and science, he is not fitted by nature to be, and his distinctions as a sovereign will have to be sought in other directions."

The Prince of Wales will soon proceed to visit Corfu and the Ionian Islands, as arranged before the death of his father.

#### 5. LETTER FROM THE PRINCE OF WALES.

The following is a copy of an autograph letter from his Royal Highness the Prince of Wales to the Council of the Royal Horticultural Society, and is, we believe, the first public letter written by him. Most of our readers are aware that the first suggestion of a memorial of the Great Exhibition of 1851 was closely coupled with the name of the departed Prince. Most of the money, for it, was subscribed under the impression that the memorial would comprise a Statue of the Founder of the Great Exhibition. The idea was abandoned out of deference to the wishes of the Prince, who said, "Men should not have statues raised to them while they are living." A statue of the Queen was consequently substituted. But the Prince's death has changed the situation. That attempt to do him honour which, living, he declined, others, in their grief and admiration, have a right to renew. The desire of Her Majesty and the Royal Family—and we may add the whole empire, is expressed in the following touching letter of the Prince of Wales:

"OSBORNE, Dec. 28, 1861.

"GENTLEMEN,—Prostrated with overwhelming grief, and able, at present, to turn her thoughts but to one object, the Queen, my mother, has constantly in her mind the anxious desire of doing honor to the memory of him whose good and glorious character the whole nation in its sorrow so justly appreciates.

"Actuated by this constantly recurring wish, the Queen has

commanded me to recall to your recollection that Her Majesty had been pleased to assent to a proposal to place a statue of herself upon a memorial of the Great Exhibition of 1851, which it was intended to erect in the new Horticultural Gardens.

"The characteristic modesty and self-denial of my deeply lamented father had induced him to interpose to prevent his own statue from filling that position, which properly belonged to it, upon a memorial to that great undertaking which sprung from the thought of his enlightened mind, and was carried through to a termination of unexampled success by his unceasing superintendence.

"It would, however, now, Her Majesty directs me to say, be most hurtful to her feelings were any other statue to surmount this memorial but that of the great, good Prince, my dearly beloved father, to whose honor it is in reality raised.

"The Queen, therefore, would anxiously desire that, instead of her statue, that of her beloved husband should stand upon this memorial.

"Anxious, however humbly, to testify my respectful and heartfelt affection for the best of fathers, and the gratitude and devotion of my sorrowing heart, I have sought, and have with thankfulness obtained, the permission of the Queen my mother to offer the feeble tribute of the admiration and love of a bereaved son, by presenting the statue thus proposed to be placed in the gardens under your management.

"(Signed),

"ALBERT EDWARD.

"To the Council of the Horticultural Society."

At a special meeting of the Council, summoned on Thursday, January 2, to receive this letter, the following resolution was agreed to:—"That under the lamentable and affecting circumstances in which the Council are placed by the irreparable loss which they, in common with the nation, have sustained by the decease of their late President, the gracious offer of his Royal Highness the Prince of Wales should be accepted, but at the same time he should be assured that they contemplate the loss of her Majesty's statue with regret."

#### 6. REPLY OF THE PRINCESS ROYAL OF ENGLAND, TO THE MUNICIPAL AUTHORITIES OF BERLIN.

"For the sympathy you have expressed towards me after the heavy calamity which has befallen the Royal family and the people of England, and which has been the bitterest sorrow of my life, I return to the magistrates and municipal council of Berlin my most sincere thanks. In such a calamity the mind lifts itself above earthly things, and seeks for consolation in sources which are imperishable. If anything earthly could diminish the weight of heavy affliction, it would be the thought that the irreparable loss is acknowledged as such in every circle; and that the high and rare qualifications of my dear father, who has been so prematurely removed, will be embalmed in an enduring memory.

"Berlin.

(Signed)

VICTORIA, Crown Princess."

#### 7. KING EDWARD VI. AND THE PRINCE OF WALES.

A short time since, the Prince Consort becoming possessed of a beautiful marble statuette of the boy-King Edward VI., had it stationed somewhat conspicuously at the top of one of the grand staircases, and designed to present it to the Prince of Wales on his coming of age next November. In the hand of the Royal child is a sceptre, so placed as to point to the representation of a Bible, and at that passage indicated as follows: 2 Chron. xxxiv., verses 1 and 2. The words, exquisite in their simplicity, and written by the finger of God Himself, are these: "Josiah was eight years old when he began to reign, and he reigned in Jerusalem one-and-thirty years. And he did that which was right in the sight of the Lord, and walked in the ways of David his father, and declined neither to the right hand nor to the left."

#### 8. INTERESTING ITEMS IN REGARD TO THE ROYAL FAMILY.

—THE FAMILY name of the Queen is Alexandria Victoria Guelph; that of Prince Albert was Francis Albert Augustus Charles Emanuel Busici.

—MINUTE GUNS FOR THE PRINCESS CONSORT.—This afternoon sixty minute guns were fired from Fort Henry in honour of the late Prince Consort. The colours at the various flagstaves in the garrison, which for some days have been hoisted half-mast high, will be finally lowered this evening.—*Kingston Whig*, 20th Dec.

—THE PRINCESS CONSORT'S PORTRAIT.—Such has been the demand for the "Cartes des Visite" portraits of his late Royal Highness Prince Albert, that 3,000 of these little souvenirs were sold by one firm in London before ten o'clock on the day of the funeral.

— **THE PRINCE CONSORT'S WILL.**—His Royal Highness has willed the whole of his property—a very considerable sum—to the Queen, for the ultimate benefit of their younger children. His care of the revenues of the Duchy of Cornwall will result in the Prince of Wales having nearly half a million in hand when he comes of age next November, together with the annual income in the best possible order.

— **THE ADDRESS OF CONDOLENCE** to the Queen from British residents in New York has received about one thousand signatures. Among the signers are a number of American born citizens who desired to express their respect for the memory of the late Prince Consort, and their sympathy for the widowed sovereign.

— **STATUE OF THE QUEEN IN MONTREAL.**—The citizens of Montreal were to have a meeting on Wednesday evening to take steps to obtain a full length marble Statue of Her Most Gracious Majesty the Queen, to be placed in a prominent and suitable site in that city.

#### 10. HALF-MAST HIGH FOR THE PRINCE.

"Look at the ships in the river that lie!  
Don't they look splendid?—But tell me why  
So many ships are at half mast high."

"The ships, my boy, thus mournfully spread  
Their flags below the tall mast's head,  
Because Prince Albert of England is dead."

"But, father, it seems strange to me,  
That the stars and stripes should lowered be,  
For a foreign Prince over the sea."

"Listen to me, my boy, and learn  
How every man the love may earn  
Of all who good from bad discern."

"Albert of England ever stood  
Valiantly forth for the people's good,  
Watching them with solicitude."

"More for the welfare of the poor,  
The village school, the home secure,  
Cared he, than for ambition's lure."

"Whoever from the cereal seed  
Most produce gained for human need—  
Albert of England bid him 'God speed.'"

"Whoever to the factory mill  
Added fresh means for human skill—  
Albert of England helped him still."

"And ever lent he cheerful aid  
To elevate the plough and spade  
From all that can lower and degrade."

"And that, my boy, is the reason why  
The ships in the river, there, that lie,  
Hang out their flags at half-mast high ;

"Telling as far as eye may scan,  
Of a grief that is moving nation and clan—  
As well for the Prince as for the Man."—*New York Albion.*

## VI. Biographical Sketches.

### No. 3.—SIR HOWARD DOUGLAS.

Sir Howard Douglas, who died on the 8th November, was born in Hampshire (Eng.) in 1776 ; entered the British army at an early age, and served in Walcheren, and in the Spanish and Portuguese campaigns of 1808-12. In 1823 he was appointed Governor of the North American Province of New Brunswick, which position he held for six years. He was Lord High Commissioner of the Ionian Islands, from 1835 to 1840, and member of Parliament from Liverpool from 1842 to 1847. He was raised to the rank of General in 1861. Sir Howard is the author of several works on military science, which have achieved him a high reputation both at home and abroad. The most notable of these are his essay "On the Construction of Military Bridges," and "A Treatise on Naval Gunnery," (1819.) In the edition of the latter work, published in 1855, he reviewed very severely the military operations of the Allies in the Crimea. He was 85 years old at the date of his death.

### No. 4.—M. GEOFFREY ST. HILAIRE.

Isidore Geoffrey Saint Hilaire was the son of the celebrated transcendental anatomist, Etienne Geoffrey, the first who propounded the doctrine of the "unity of organic composition," from which has sprang such wonderful results in modern science. Isidore was born in Paris in 1805, and so remarkable were his attainments in natural philosophy, that when only 19 years old he became a teacher at the Museum. He rose rapidly from one honor to another at the Faculty of Sciences and in the University, lecturing and demonstrating with great success and fame. He has published several works on anatomy and physiology, which gave him a place in these departments second to no man living or dead—excepting only his own father. He has also paid much attention to the domestication of foreign animals in France, and was the first to advocate the use of horse-flesh as human food. He died in Paris on the 9th November.

### No. 4.—COL. CONNELL JAMES BALDWIN.

The late Colonel Baldwin, whose death took place on Dec. 14th, was born in Clohine, in the County of Cork, Ireland, the residence of his father, James Baldwin, Esquire. He was a brother of the late Doctor Baldwin, an eminent physician of Cork, which city he represented in the Imperial Parliament. He was also a first cousin of the late celebrated Daniel O'Connell, and a nephew of the gallant General Count O'Connell, of the French service. Colonel Baldwin was one of the Peninsula heroes, whose career is now a matter of history. He first entered the service of his country in the navy at the early age of 14 years. He was obliged by ill health to leave that service ; but desirous of a military career, he entered the army at 16, in the 87th regiment, from which he exchanged into the 83rd, and afterwards into the 50th, in which regiment he obtained his company, after passing his examination with honors at the military college of Farnham. Whilst with these regiments in the Peninsula, he was present at the battles of Talevera, Busaco, Fuentes D'Onor, Badajoz, Salamanca, Vittoria, Neiva, Nevelle, Orthes and Toulouse, for all of which he possessed a medal and ten clasps. At Talevera he was wounded in the head ; at Badajoz, leading the stormers, he was twice thrown from the scaling ladders, and at Fuentes D'Onor he received a ball through the arm, for which wounds he obtained a pension. Colonel Baldwin was a good classical scholar, and in a conversation amongst officers, in which General Picton took part, the General used a classical quotation which Colonel, then Lieutenant, Baldwin answered in the same language. This so gratified the General that he appointed him on his staff, and ever afterwards entertained the most friendly feelings for him. He served in the 50th regiment, when he acted as Brigade Major, in Jamaica, and in other parts of the West Indies ; but to his active disposition the mere routine of garrison duty became irksome, and he retired on half pay. On visiting his native country he was induced by Colonel Cotter, then recruiting for the Brazilian service, to raise a regiment, which he did at Cork, and entered into the service of the Emperor of Brazil. This service, however, from the mismanagement of the Government, and the ill-treatment of his men, disgusted him ; and the Government ordering the regiment into the interior as settlers, he resisted, at the request of the men, and finally obtained their discharge and shipment home. The Brazilian Government tendered him pay for his services, which, under the circumstances, he refused. About 1828 he came to Canada, and after some time spent near the then town of York, he went to Peterboro', where he held property, and is remembered with the highest respect and esteem. He afterwards removed to the Gore of Toronto, then a wilderness, where he has since resided. In the troubles of 1837 and 1838, Colonel Baldwin again made his services available to his country, and raised a regiment of militia for the defence of the frontier. As a civilian, he was a magistrate, and in that capacity earned the respect of his neighbours. He was fearless, honourable and impartial, and never, during the continuance of the high trust, to his death, did he condescend to receive fees, being in all the actions of his public life, *sans peur et sans reproché*. He was a politician of the moderate reform party, and made many sacrifices for that party. He was a strong supporter of his namesake, the late Honourable Robert Baldwin, between whose family and that of the Colonel there is some remote connection. Like many others, the Colonel was overlooked when his party came into power ; and, too proud to ask as a favour what the party should have been proud to have the opportunity to offer, he remained in private life, and, like Cincinnatus of old, tilled his farm for a living. Colonel Baldwin leaves a family of seven children. His only son is an officer of the 100th Regiment, whose praise as one of the three officers distinguished as "judges of distance" in that regiment, came as a ray of sunshine through the cloud, illuminating his death-bed and reviving in him the love of that profession in which he gloried, and connected with which were the reminiscences of his youth and early manhood.—*Leader.*

## No. 6.—F. C. T. ARNOLDI, ESQ., M.D.

Francis Cornelius Thomas Arnoldi, a distinguished physician in this city, died at his residence on the 1st Dec. He was the fourth son of an eminent physician of Montreal. If not himself a German—we speak of his father—he was of German extraction. The family, however, had passed into Italy, whence the original name Arnold was changed to Arnoldi. The subject of these few remarks was born on 26th October, 1805, at Riviere du Loup, so he was upwards of 56 years old. In his early boyhood he was sent to Ayrshire in Scotland where he received his education, and on his return to Canada was apprenticed to his father. After he had passed through a certain routine in the Province he proceeded to Edinboro' where he continued his studies, and also passed over to Dublin and to Paris, for joined to his other accomplishments Dr. Arnoldi was a finished French scholar. Taking his degree at Edinboro', he returned to Canada in 1827, and continued in partnership with his father until 1830, when he went back to Edinboro'. He again established a connection with the University, for he had never ceased his relations with the Professors, and from association and habit as much as from scientific motives continued his visits to the Lecture Room. In 1832 he revisited Canada, never again to leave it; and from that period until within three days of his death he was actively engaged in the duties of his profession. In the events of 1837-38, Dr. Arnoldi, ever a leading spirit among the British population of Montreal, took a very prominent part in the politics of the hour; and on the breaking out of the rebellion joined a troop of Cavalry as Surgeon. In this capacity he was present at Saint Denis in November, 1837, and at Saint Eustache in December, 1838. Subsequently he was appointed Captain of the Volunteer Infantry—a choice dictated by the confidence in his firmness and enterprise. He still, however continued his professional life, which indeed he never abandoned, for it was to him a labor of love. In Montreal, in connection with Doctors Sutherland and Badgley, he established the School of Medicine, so long and so successfully the opposing School to McGill College, with which, if we err not, it was subsequently fused. Dr. Arnoldi's connection with McGill College was not of long duration. Some seven years ago Dr. Arnoldi moved to Toronto. It was then the seat of Government; an extraordinary impetus had been given to the trade and commerce, and the opinion prevailed that in less than ten years we should number some one hundred and fifty thousand of a population. We need not recall the error of the prediction; but if we allude in any way to the exaggerated expectation, it is only to say that Dr. Arnoldi at once took the highest professional position among us, and that he succeeded in obtaining his share of material recognition.—*Leader*.

## VII. Short Critical Notices of Books.

— ADVENTURES IN THE SOUTH PACIFIC. New York: Harper and Brothers.—This book contains a lively and interesting sketch of a whaling voyage in the Southern Pacific Ocean. It is written by a "roving printer," from the log book and recollections of two young men who spent five years in the whale fisheries. There are a number of very good wood engravings.

— PICTURES OF HEROES. Philadelphia: J. B. Lippincott and Co.—This is a handsome reprint of an interesting English book. It contains stirring sketches of King Alfred, Constantine, Barbarossa, Gustavus Adolphus Sobieski and others. The author in his preface says "Some of the more scenic incidents in the long procession of History have been chosen for description in the following pages. The moment has generally been selected when the great man of the age was at his greatest, or when the age had most need of its great man."

— ONE SUMMER AT SUNNY BROOK. New York: A. D. F. Randolph.—This is a pleasant sketch of a family of boys and girls residing at a little village near New York. The great object of the book seems to be to correct the faults incident to youth, and to lead the little ones into the paths of truth and virtue.

— SCENES AND NARRATIVES FROM GERMAN HISTORY. London: Christian Knowledge Society.—This little work contains eighty interesting Sketches illustrative of German History. They are chiefly biographical; and among the noted men included in the Sketches are Arminius, Otho, Henry IV., Barbarossa, Luther, and Frederick the Great. The illustrations, like all those in the Society's books, are well executed.

— HOWITT'S FAVOURITE SCHOLAR, &c. New York: James Miller.—Mary Howitt's juvenile works have become so deservedly popular, that we need scarcely recommend the "Favourite Scholar." In addition to this story by Mrs. Howitt, the book contains tales by Mrs. S. C. Hall, an equally popular writer, and by other authors. The illustrations are very good, and the book itself is handsomely bound.

— WIN AND WEAR. New York: R. Carter & Brothers.—This book contains a sketch of boy life under very trying circumstances. Through all the vicissitudes related in the book however, Willy Sumner triumphed, and finally did "Win and Wear."

— GLEANINGS FROM SCHOOL-LIFE EXPERIENCE. By Hiram Orcutt, M.A.—This little book contains useful hints to Common School Teachers, parents, and pupils. It is by an experienced and successful teacher, and will be found of service in the cause of education. The hints, directions and advice will prove valuable to teachers, being the result of experience and not theory.

— TABLES OF MEASURES. Montreal: B. Dawson & Son.—This is a useful little publication. It contains tables for reducing English, old French, and Metrical Measures. The author is Mr. A. Wurtele, Provincial Land Surveyor and Civil Engineer. We cordially recommend these tables.

— ALLENS' CLASSICAL HAND BOOK. Boston: Swan, Brewer & Tileston.—This is a most valuable compilation. Like Bird's classical manual, it groups together all those more striking facts which it is essential that every student of the classics should be acquainted with, but which it would take a great deal of time to pick out of classical dictionaries, &c.

— RULES OF ORDER. Philadelphia: Lindsay & Blakiston.—This little book is designed as a manual for conducting business meetings, societies, boards, and other deliberation bodies. It is based on parliamentary, congressional and legislative practice. The author of this useful compilation is B. Matthews, M.A.

## VIII. Educational Intelligence.

THE LATE MR. HERBERT BUTTERWORTH,

(Of the Educational Department, Toronto.)

Died, at the residence of Mr. Unwins, Provincial Land Surveyor, Seaton Street, Toronto, on Thursday, the 19th December last, Mr. Herbert Butterworth, aged 25 years. Mr. Butterworth was born at Mansfield, in Nottinghamshire, England, and was connected with the Educational Department for Upper Canada during the last four years and a half of his life. During that time he won the esteem and confidence of every person connected with the Department. He was singularly unobtrusive and amiable in his disposition; while at the same time his promptitude in the discharge of the varied and some times difficult duties assigned to him in the Department, was especially gratifying. During his fatal illness, he was most kindly cared for by the excellent family with whom he resided; and in his last moments he was cheered by the presence of his pastor, the Rev. W. S. Darling, who, on the morning of his death, administered to him, at his special request, the Sacrament of the Lord's Supper. His remains were interred in St. James' Cemetery, on the 21st of December, and were followed to the grave by his late associates in the Educational Department.

— NORTHUMBERLAND SCHOOL TEACHERS' CONVENTION.—The teachers of the Cobourg Grammar School Circuit held a meeting recently for the purpose of discussing educational topics, such as the best means to be adopted of arousing a deeper interest in the minds of parents and guardians generally. The chair was taken at seven o'clock, by E. Scarlett, Esq., Local Superintendent of Common Schools for the county, when a spirited discussion on the several topics at issue took place. It was universally admitted that the success of the teacher would be affected very materially by the classification of his pupils. The chairman of the meeting, in concurring with the remarks made on this subject, read an extract from the report on Common Schools, laying before the teachers the system approved of by the Council of Public Instruction for Upper Canada, and pointed out in clear and forcible language, how far this system can and ought to be adopted in our rural districts. Among several resolutions that were adopted was the following: "That whereas, in the opinion of this meeting, teachers' associations have a tendency to cause more unity of feeling among the teachers, and a more thorough system to be adopted in our schools; therefore we do meet in the Town Hall, Coldsprings, on the last Saturday in January, for the purpose of re-organizing such an association, and that trustees and friends of education be respectfully requested to attend." After the usual vote of thanks to the chairman, &c., the meeting adjourned, to meet at the time and place specified in the resolution.

— SCHOOL MATTERS IN NORTHUMBERLAND.—At a public meeting of the Trustees, Teachers and friends of Education, held in Colborne Grammar School, on the 18th inst.—J. C. Young in the chair, W. L. Johnston, Secretary—the following resolution was unanimously adopted:—Moved by C. M. Gould, seconded by J. B. Dixon—"That in comparing the state



of Common School Education in this County with what it was a few years ago, and with what it now is in many parts of this Province, we have great reason to be proud of the position which we occupy; while we are fully sensible that much of our progress is due to the faithful and unwearied exertions of C. Scarlett, Esq., Local Superintendent; that we are entirely satisfied that the system of appointing County, instead of Township, Superintendents must act beneficially on both teachers and their schools; and that, as trustees and teachers, we hope that the esteemed Superintendent of this County may for many years be continued in the office, the duties of which he has so long and ably discharged.—*Com.*

— **HAMILTON SCHOOL EXAMINATIONS.**—The public examination of the Hamilton schools took place on the 20th December. The Grammar School, under Dr. Blackman, the Central School, under Principal Macallum, and the various Ward or Primary Schools in connection therewith, were visited by large numbers of the parents and friends of the pupils. The examinations were thorough and satisfactory in all departments in the higher divisions of the Central School, some of the scholars displayed a proficiency which betokens a high degree of usefulness in after-life. The classical and mathematical studies in the Grammar School have been mastered by the pupils to an extent which has fully demonstrated the wisdom of the School Trustees in dividing this department from the Common Schools. The St. Patrick's Separate School also underwent a public examination. The first division of boys, under Mr. Shea, have made great progress during the past year in Latin, mathematics, and the other branches of an English education. The other divisions gave no less promising evidences of improvement. The St. Mary's Separate School also underwent its examination. There are four divisions—two of boys and two of girls—numbering in all about 250 pupils, whose general appearance and bearing gave token of perfect discipline. The R. C. bishop, and several of the trustees and others, attended; and at the conclusion expressed themselves much gratified with the proficiency displayed.—Upon the whole there is much reason for satisfaction at the present efficient condition of the public schools in this city, and the children have well earned their holidays.—*Hamilton Correspondence to the Leader.*

— **HAMILTON CENTRAL SCHOOL.**—On the 18th January, a meeting was convened by the chairman of the Board of Common School Trustees, to consult the rate-payers as to the propriety of surrendering the Central School building for the use of the soldiers, but the decision of the rate-payers was adverse to the surrender of the building. Under these circumstances, the liberal sums subscribed by our wholesale merchants and others, intended at first to defray the expenses of providing for the Central School Scholars in other buildings will now, it is supposed, be applied to provide for the military. This appears to be far preferable to the original idea of breaking up the Central School, which might have been productive of serious injury to the interests of the City.

— **LAVAL UNIVERSITY.—VISIT OF THE GOVERNOR GENERAL.**—On Tuesday, the 26th November, His Excellency Lord Monck, Lady Monck, and suite, visited the Quebec Seminary and Laval University. On entering the Seminary the distinguished party was received by the Superior and Directors of the institution, and conducted to the public hall, where His Lordship, Monsieur de Tloa, Administrator of the R. C. Diocese of Quebec, was in waiting, surrounded by the Priests of the Seminary and a number of other clergymen. There also, the pupils of the Seminary, to the number of 400, were assembled. A throne, surmounted by a beautiful canopy of gold and damask, had been prepared for their Excellencies, and when they had taken their places, an address was presented to them in the name of the pupils of the Quebec Seminary. An address to Lady Monck was also read by one of the youngest scholars present; and to both addresses, as well as to the solicitation of one of the pupils who prayed for a holiday for himself and his brethren, His Excellency replied in fitting terms, expressive of the interest which he took in the progress and welfare of his young hearers. The distinguished party then, at the solicitation of the Superior, visited the principal apartments of the Seminary—the recreation and class rooms, the chapel of the Congregation and the Seminary chapel. The visit to the Seminary being thus terminated, their Excellencies proceeded to the Laval University. The Rector, accompanied by the Doctors and Professors of the University, met them at the door and conducted them to the reception room, where a number of ladies and gentlemen, who had been invited to accompany their Excellencies in their visit to the University, were assembled. Their Excellencies then proceeded to the great hall of the University which presented a most imposing *coup d'œil*. This hall, which is undoubtedly the largest and

most beautiful in the city, had been tastefully decorated for the occasion. It was richly carpeted throughout its whole extent, while banners suspended from the galleries or tastefully draped above the throne, added to the effect. The students of the different Faculties of the University, in full academic costume, were ranged on both sides of the entrance. When their Excellencies had taken their places the Rector came forward and presented the following address, in the name of the University:—"To His Excellency the Right Honourable Charles Stanley, Viscount Monck, Governor General of Canada. May it please your Excellency:—The safe arrival of Your Excellency and Lady Monck, in our midst, after the dangers of a long voyage, has been a cause of great joy for all the inhabitants of this Province. The Laval University could not remain isolated from this universal joy, and it is therefore with pleasure we embrace this opportunity of tendering to Your Excellency the homage of our respect and our felicitations. If our prayers are heard, the time which Your Excellency may spend in Canada will be for yourself and your family a period of true happiness. The interests which Her Majesty takes in the prosperity of her numerous subjects, and the choice which she has made of Your Excellency among the many distinguished men of the United Kingdom, are to us a guarantee that the Government of this Province could not have been confided to more skilful hands. And it is therefore with sentiments of the most profound respect and the most lively gratitude that we hail, in your person, the worthy representative of our Most Gracious Sovereign to whom this University is indebted for its charter. This consideration should assure Your Excellency of the zealous support of all the inhabitants of this vast Province; and we assure Your Excellency that the Rector, Professors, and Students of Laval University consider it a matter of honor and duty to yield to no one in this respect. Your Excellency will see, assembled in this hall, with their Professors, the different classes of our studious youth who are preparing, in silence and study, to occupy, at some future day, high positions in the different ranks of Canadian Society. Encouraged by this mark of condescension which Your Excellency has conferred upon them—all have resolved to increase their zeal and ardor to become one day useful members of the country which now acknowledges you as its chief, and as the personification of its unity, force and hope for the future. In working earnestly to deserve still more the favour of Your Excellency we believe we are all working for our country; and in our prayers for the happiness of that country, we cannot but associate with it the names of Your Excellency, Lady Monck, and family." His Excellency replied, in his usual happy manner, in the following terms:—"Gentlemen,—I thank you for the manner in which you felicitate Lady Monck and myself on our arrival in Canada. The Queen, our August Sovereign, has been graciously pleased to appoint me her representative in this Province—I accept, therefore, the homage which you have tendered me, as being offered to Her Gracious Majesty rather than to myself. You, also, gentlemen, occupy a very important position, full of difficulties and demanding great zeal, indefatigable energy, and profound devotedness. I hope and feel certain that your labors will be rewarded in seeing the young men whose education you have undertaken, and whom I now see around me, becoming every day more diligent and more convinced of the importance of profiting by the liberal education which is offered them here; so that when they leave the University, they may show themselves worthy of it, and may sustain the high reputation which it has already acquired." Their Excellencies then visited the splendid library, the lecture-rooms, the different museums, and other departments of the University, in all which they manifested a lively interest. They then took their departure, their visit having lasted a little more than an hour.—*Quebec Chronicle.*

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