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## SCIENTIFIC EDUCATION BY PROF. HUXLEY.

From Appleton's admirable *Journal of Literature, Science and Art* we take the following abstract of Professor Huxley's recent, able address on scientific education. He says:—

I hope you will consider that the arguments I have now stated, even if there were no better ones, constitute a sufficient apology for urging the introduction of science into schools. The next question to which I have to address myself is, What sciences ought to be thus taught? And this is one of the most important of questions, because my side (I am afraid I am a terribly candid friend) sometimes spoils its cause by going in for too much. There are other forms of culture besides physical science, and I should be profoundly sorry to see the fact forgotten, or even to observe a tendency to starve or cripple literary or æsthetic culture for the sake of science.

Such a narrow view of education has nothing to do with my firm conviction that a complete and thorough scientific culture ought to be introduced into all schools. By this, however, I do not mean that every school boy should be taught every thing in science. That would be a very absurd thing to conceive, and a very mischievous thing to attempt. What I mean is, that no boy nor girl should leave school without possessing a grasp of the general character of science, and without having been disciplined, more or less, in the methods of all sciences; so that, when turned into the world to make their own way, they shall be prepared to face scientific discussions and scientific problems, not by knowing at once the conditions of every problem, or by being able at once to solve it, but by being familiar with the general current of scientific thought, and being

able to apply the methods of science in the proper way, when they have acquainted themselves with the conditions of the special problem.

That is what I understand by scientific education. To furnish a boy with such an education, it is by no means necessary that he should devote his whole school existence to physical science; in fact, no one would lament so one-sided a proceeding more than I. Nay, more, it is not necessary for him to give up more than a moderate share of his time to such studies, if they be properly selected and arranged, and if he be trained in them in a fitting manner.

I conceive the proper course to be somewhat as follows: To begin with, let every child be instructed in those general views of the phenomena of nature for which we have no exact English name. The nearest approximation to a name for what I mean, which we possess, is "physical geography." The Germans have a better, *Erdkunde* ("earth-knowledge," or "geology," in its etymological sense), that is to say, a general knowledge of the earth, and what is on it, in it, and about it.

If any one who has had experience of the ways of young children will call to mind their questions, he will find that, so far as they can be put into any scientific category, they come under this head of *Erdkunde*. The child asks, "What is the moon, and why does it shine?" "What is this water, and where does it run?" "What makes the waves in the sea?" "Where does this animal live, and what is the use of that plant?" And, if not snubbed and stunted, by being told not to ask foolish questions, there is no limit to the intellectual craving of a young child, nor any bound to the slow but solid accretion of knowledge and development of the thinking faculty in this way. To all such questions, answers which are necessarily incomplete, though true as far as they go, may be given by any teacher whose ideas represent real knowledge, and not mere book-learning; and a panoramic view of nature, accompanied by a strong infusion of the scientific habit of mind, may thus be placed within the reach of every child, of nine or ten.

After this preliminary opening of the eyes to the great spectacle of the daily progress of nature, as the reasoning faculties of the child grow, and he becomes familiar with the use of the tools of knowledge—reading, writing, and elementary mathematics—he should pass on to what is, in the more strict

sense, physical science. Now, there are two kinds of physical science; the one regards form and the relation of forms to one another; the other deals with causes and effects. In many of what we term our sciences, these two kinds are mixed up together; but systematic botany is a pure example of the former kind, and physics of the latter kind of science. Every educational advantage which training in physical science can give is obtainable from the proper study of these two; and I should be contented, for the present, if they, added to our *Erdkunde*, furnished the whole of the scientific curriculum of schools. Indeed, I conceive it would be one of the greatest boons which could be conferred upon England, if henceforward every child in the country were instructed in the general knowledge of the things about it—in the elements of physics and of botany. But I should be still better pleased if there could be added somewhat of chemistry, and an elementary acquaintance with human physiology.

So far as school education is concerned, I want to go no further just now; and I believe that such instruction would make an excellent introduction to that preparatory scientific training which, as I have indicated, is so essential for the successful pursuit of our most important professions. But this modicum of instruction must be so given as to insure real knowledge and practical discipline. If scientific education is to be dealt with as mere book-work, it will be better not to attempt it, but to stick to the Latin grammar, which makes no pretence to be any thing but book-work.

If the great benefits of scientific training are sought, it is essential that such training should be real, that is to say, that the mind of the scholar should be brought into direct relation with fact, that he should not merely be told a thing, but made to see by the use of his own intellect and ability that the thing is so, and no otherwise. The great peculiarity of scientific training, that in virtue of which it cannot be replaced by any other discipline whatsoever, is this bringing of the mind directly into contact with fact, and practising the intellect in the completest form of induction; that is to say, in drawing conclusions from particular facts made known by immediate observation of nature.

The other studies which enter into ordinary education do not discipline the mind in this way. Mathematical training is almost purely deductive. The mathematician starts with a few simple propositions, the proof of which is so obvious that they are called self-evident, and the rest of his work consists of subtle deductions from them. The teaching of languages, at any rate as ordinarily practised, is of the same general nature—authority and tradition furnish the data, and the mental operations of the scholar are deductive.

Again, if history be the subject of study, the facts are still taken upon the evidence of tradition and authority. You cannot make a boy see the battle of Thermopylae for himself, or know of his own knowledge that Cromwell once ruled England. There is no getting into direct contact with natural fact by this road; there is no dispensing with authority, but rather a resting upon it.

In all these respects, science differs from other educational discipline, and prepares the scholar for common life. What have we to do in every-day life? Most of the business which demands our attention is matter of fact, which needs, in the first place, to be accurately observed or apprehended; in the second, to be interpreted by inductive and deductive reasonings, which are altogether similar in their nature to those employed in science. In the one case, as in the other, whatever is taken for granted is so taken at one's own peril; fact and reason are the ultimate arbiters, and patience and honesty are the great helpers out of difficulty.

But, if scientific training is to yield its most eminent results, it must, I repeat, be made practical. That is to say, in explaining to a child the general phenomena of nature, you must, as far as possible, give reality to your teaching by object-lessons; in teaching him botany, he must handle the plants and dissect the flowers for himself; in teaching him physics and chemistry, you must not be solicitous to fill him with information, but you must be careful that what he learns he knows of his own knowledge. Don't be satisfied with telling him that a magnet attracts iron. Let him see that it does; let him feel the pull of the one upon the other for himself. And, especially, tell him that it is his duty to doubt until he is compelled, by the absolute authority of nature, to believe that which is written in books. Pursue this discipline carefully and conscientiously, and you may make sure that, however scanty may be the measure of information which you have poured into the boy's mind, you have created an intellectual habit of priceless value in practical life.

One is constantly asked, When should this scientific education be commenced? I should say, with the dawn of intelligence. As I have already said, a child seeks for information about matters of physical science as soon as it begins to talk. The first teaching it wants is an object-lesson of one sort or another; and as soon as it

is fit for systematic instruction of any kind, it is fit for a modicum of science.

People talk of the difficulty of teaching young children such matters, and in the same breath insist upon their learning their Catechism, which contains propositions far harder to comprehend than any thing in the educational course I have proposed. Again, I am incessantly told that we who advocate the introduction of science into schools make no allowance for the stupidity of the average boy or girl; but, in my belief that stupidity, in nine cases out of ten, "*fit, non nascitur*," and is developed by a long process of parental and pedagogic repression of the natural intellectual appetites, accompanied by a persistent attempt to create artificial ones for food which is not only tasteless, but essentially indigestible.

Those who urge the difficulty of instructing young people in science are apt to forget another very important condition of success—important in all kinds of teaching, but most essential, I am disposed to think, when the scholars are very young. This condition is, that the teacher should himself really and practically know his subject. If he does, he will be able to speak of it in the easy language, and with the completeness of conviction, with which he talks of any ordinary every-day matter. If he does not, he will be afraid to wander beyond the limits of the technical phraseology which he has got up; and a dead dogmatism, which oppresses or raises opposition, will take the place of the lively confidence, born of personal conviction, which cheers and encourages the eminently sympathetic mind of childhood.

I have already hinted that such scientific training as we seek for may be given without making any extravagant claim upon the time now devoted to education. We ask only for "a most favored nation" clause in our treaty with the schoolmaster; we demand no more than that science shall have as much time given to it as any other single subject—say four hours a week in each class of an ordinary school.

For the present, I think men of science would be well content with such an arrangement as this; but speaking from myself, I do not pretend to believe that such an arrangement can be, or will be, permanent. In these times the educational tree seems to have its roots in the air, its leaves and flowers in the ground; and I confess I should very much like to turn it upside down, so that its roots might be solidly imbedded among the facts of nature, and draw thence a sound nutriment for the foliage and fruit of literature and of art. No educational system can have a claim to permanence unless it recognizes the truth that education has two great ends to which every thing else must be subordinated. The one of these is to increase knowledge; the other is to develop the love of right and the hatred of wrong.

With wisdom and uprightness a nation can make its way worthily, and beauty will follow in the footsteps of the two, even if she be not specially invited; while there is, perhaps, no sight in the whole world more saddening and more revolting than is offered by men sunk in ignorance of every thing but what other men have written; seemingly devoid of moral belief or guidance, but with the sense of beauty so keen, and the power of expression so cultivated, that their sensual caterwauling may be almost mistaken for the music of the spheres.

At present, education is almost entirely devoted to the cultivation of the power of expression and of the sense of literary beauty. The matter of having any thing to say beyond a hash of other people's opinions, or of possessing any criterion of beauty, so that we may distinguish between the Godlike and the devilish, is left aside as of no moment. I think I do not err in saying that if science were made the foundation of education, instead of being, at most, stuck on as a cornice to the edifice, this state of things could not exist.

In advocating the introduction of physical science as a leading element in education, I by no means refer only to the higher schools. On the contrary, I believe that such a change is even more imperatively called for in those primary schools in which the children of the poor are expected to turn to the best account the little time they can devote to the acquisition of knowledge. A great step in this direction has already been made by the establishment of science-classes under the department of science and art—a measure which came into existence unnoticed, but which will, I believe, turn out to be of more importance to the welfare of the people than many political changes, over which the noise of battle has rent the air.

Under the regulations to which I refer, a schoolmaster can set up a class in one or more branches of science; his pupils will be examined, and the State will pay him, at a certain rate, for all who succeed in passing. I have acted as an examiner under this system from the beginning of its establishment, and this year I expect to have not fewer than a couple of thousand sets of answers to questions in Physiology, mainly from young people of the artisan class,

who have been taught in the schools which are now scattered all over Great Britain and Ireland. Some of my colleagues, who have to deal with subjects such as Geometry, for which the present teaching power is better organized, I understand, are likely to have three or four times as many papers. So far as my own subjects are concerned, I can undertake to say that a great deal of the teaching, the results of which are before me in three examinations, is very sound and good, and I think it is in the power of the examiners, not only to keep up the present standard, but to cause an almost unlimited improvement.

#### EDUCATIONAL INCIDENTS OF PRINCE ARTHUR'S VISIT.

We have gathered up from the local press and present in this paper the many incidents of an educational character which marked the progress of Prince Arthur through the Province. They indicate activity in the educational life of the Dominion.

##### PRINCE ARTHUR AT QUEBEC.

At Quebec, the Prince visited the Military School, where His Royal Highness conversed with Capt. Gagnier for some time, and fully informed himself as to the School. He left entirely well pleased with his visit. After leaving the Military School, His Highness and suite proceeded to the High School. Arrived there, the Lieutenant-Governor introduced Rev. Dr. Cook, Chairman of the Board of Directors, and several other gentlemen, to the Prince. The boys were assembled with the Rector and teachers in the handsome hall of the School, and the Prince, after making various enquiries about the School, asked a holiday on behalf of the pupils. The request was of course granted by the Rector. Mr. Walker and Dr. Cook then called upon the boys to give three cheers, and one cheer more as he drove away from the building to Morrin College, where he was received by the Principal, and by the Governors and Professors, who were severally introduced to him. The Prince first visited the College hall, when the Principal explained to him the position and prospects of the institution, and informed him of the success which had recently attended one of its Alumni—Mr. McKenzie—in contesting the Gilchrist scholarship against the whole Dominion. H. R. Highness afterwards visited the library and museum of the Literary and Historical Society, attended by the Vice-President of the Society, Dr. R. Anderson, and Mr. Lemoine, and the Principal and Professors of the Morrin College. The beautiful collection of Canadian birds in the Museum attracted much notice from the Prince, and he expressed great interest both in the college and in the Society. The gallery of the library was filled with ladies and spectators, by this time reinforced by the boys of the High School, who had come forth in the full enjoyment of their holiday. H. R. Highness inscribed his name as a visitor on the books of the Society. The Prince then visited the Quebec Seminary and Laval University. He was welcomed at the entrance by his Grace the Archbishop of Quebec, and by the Rev. E. O. Taschereau, Rector, and by the Professors. The Prince was shown the Seminary, Church, and interior of the Seminary. He seemed much gratified with his visit to these old buildings; and, at his request, a holiday was given to the boys, who, to the number of 400, cheered him most heartily. Passing through the spacious garden of the Seminary, the distinguished party proceeded to University Hall. Here the Prince was attended by the Provincial Cabinet and a full military staff. There was a large assemblage of ladies and gentlemen in the galleries, and the students were seated on the main floor of the Hall. The College Band played the National Anthem on the Prince's entrance, and after a short stay he was taken to the museum and library, and shown the splendid and extensive view which the terrace on the roof of the building affords. The Normal School then received the honour of a visit. The principal, Rev. M. Chandonet, welcomed the Prince in a few words, to which His Royal Highness responded in French. He was heartily cheered by the scholars.

##### THE PRINCE AT LONDON, ONTARIO.

At London, Prince Arthur visited Hellmuth College, where the most ample preparations had been made for the reception. At the entrance to the ground, surrounding the College, the decorations were most profuse. The principal gate was elaborately festooned with evergreens, forming a neat arch, with decorations running along the fence fronting the enclosure on St. James street. Over the carriage way leading to the building, a handsome gothic arch was erected, on the top of which the Union Jack was displayed to the breeze. The sides bore the inscription, "God save the Queen," and "Welcome, Prince Arthur." The building showed equal taste in its arrangement for the reception of the distinguished visitors—

flags being in profusion and decorations abounding on every hand. The boys of the school appeared in holiday costume, and lined the main entrance from the gate to the stairway. Here further inscriptions met the eye; while the fountain facing the building played in the sunlight. After leaving Mr. Garlin's, the party proceeded north along Waterloo Street and up James Street, entering the College grounds at a lively rate. Here they were received by the Rev. Dean Hellmuth, President of the College; the Bishop of London, Ven. Archdeacon Brough, and Major Evans, Treasurer of the institution, with many ladies and others. The party were immediately conducted from the reception room through several of the classrooms to the general hall of the Institution. The visitors having taken their positions on the platform, Sir John Young was presented with the following address:—"We, the Patron, President, Trustees, Headmaster, masters and pupils of Hellmuth College, tender to Your Excellency our most dutiful congratulations on your visit to this Western section of your administration. Under the assurance that the importance of a sound and liberal education to the future prosperity of this vast Dominion will commend itself to you as an object of the highest interest, we rejoice in the opportunity of your visit to exhibit to Your Excellency the efforts we have been making for the past four years to extend to the youth of Canada the advantages offered by an English Public School. Your Excellency must already have found cause for satisfaction in the admirable system by which the elements of a useful education have been brought within the reach of the people throughout this country. We submit for your approval the aim which we have set before us, of training up for higher and more responsible positions in the professions and in the State, a class of men whose minds should be enriched with the graces of scholarship, and enlightened with those just views which a liberal education is calculated to impart. The high gratification afforded us by your Excellency's visit is greatly enhanced by the presence of His Royal Highness Prince Arthur, who is well able, from his knowledge of the great public schools of England, to appreciate the advantages which we are endeavouring to extend to the youth of this Colony; and who, from the well-known interest taken by his illustrious and revered father in the cause of education, can hardly fail to be gratified with every instance of its progress. We desire to assure you of our loyal and dutiful attachment to your Excellency's Government, and praying that you may long be spared to represent our gracious Sovereign in your wise, beneficent, and experienced rule, and that your administration may be marked by an increase in the prosperity, loyalty and enlightenment of the Dominion." The Governor-General replied as follows:—"I receive your congratulations with much pleasure, and am very sensible of the loyalty and feelings of duty which prompt your assurance of attachment to the Constitution happily existing in Canada, and breathed in the prayers you offer for the success of the administration under my charge. You justly interpret my views when you assume that I regard the cause and progress of education throughout the country as of vital importance to the safety of the community, and the well-being of every individual. The highest praise is, in my opinion, due to those who spare neither time nor pains, as is done within these walls, in endeavouring to cultivate the sense and taste, as well as develop the wit and spirit of numerous pupils. Such labours in their aggregate diffuse the elements of sound and liberal knowledge throughout the country, and add to the great body of slowly and reasonably formed public opinion, which is properly termed the enlightenment of the people, and which, whenever it has scope to act as it does in this Dominion, never fails to prove itself the wise promoter of freedom and progress, and the best security for peace and order. Imbued with these ideas, and believing that your labours are efficient to their most desirable end, I offer you sincerely my best wishes for the continued prosperity of this noble and well-managed institution." After the reading of the address and reply, the Prince, the Governor-General and party immediately returned through the class-rooms to the library, where Lady Young, the Prince, and Governor-General, in succession, registered their names as visitors, after which all returned to the carriages and were driven at a rapid rate to the Hellmuth Ladies' School, where they were received by Dean Hellmuth, founder of the Institute, with a number of the Clergy of the diocese. A large crowd of young ladies gathered on the balcony to meet them, and as they entered, sang a verse of the National Anthem. The building was profusely ornamented with streamers and bunting of all descriptions, and the front was neatly festooned with flowers. The party were conducted to the drawing-room of the Institute, where a large number of ladies and others had assembled to greet them. Hearty cheers was raised as they entered, and on taking their position in the hall, Sir John Young was again addressed by Dean Hellmuth as follows:—"We, the Patron, Visitors, President, Lady Principal, Teachers and pupils of the Hellmuth Ladies' College, tender to your Excellency our most dutiful congratulations on your visit to this western section

of your administration, and to this institution. We feel the most sincere satisfaction that the work of education which is to be carried on in this building should be commenced with the high sanction of your Excellency's presence; and that this newly completed College should be inaugurated by yourself, the representative of our most gracious Sovereign, and in the august presence of His Royal Highness Prince Arthur. Your Excellency will be sensible of the high ends which this institution is designed to serve, in moulding the character and influencing the mind and habits of future generations in this important Dominion. We shall endeavour to carry out our work under a deep sense of the responsibility which these holy objects imply, and we fervently pray that the undertaking thus auspiciously inaugurated this day by your Excellency and His Royal Highness, may exert a wide and lasting influence upon the country which you administrate. It can hardly fail to be a cause of satisfaction to your Excellency and to His Royal Highness, as it is of congratulation to ourselves, to know that the advantages of a higher education are here offered, and that every opportunity for training up the future mothers of Canada in those polite accomplishments, those exalted domestic virtues, and those high principles of a pure and undeformed religion which have distinguished the ladies of England in the eyes of the world, and have been so illustriously exemplified in the character of our revered and most beloved Queen. That your Excellency may long continue to exercise the power committed to you for the advancement, wealth and happiness of the people of this vast Dominion, and to your own honour and reward, is the prayer of your loyal and devoted servants." Sir John Young replied as follows:—"I beg you to accept my sincere thanks for your congratulations on my visit to your interesting district, for your expressions of loyalty and dutiful attachment to the institutions of the Dominion, and for the prayers which you offer so earnestly for the success of my administration. All honour is due to those who toil in the good cause of imparting knowledge; and especially within these walls on this occasion may we pay a merited tribute of thanks and admiration to the public spirit and the munificence of those who have reared this noble College, destined, I trust, to be at once the enduring monument of their own accomplished wishes, and the centre from which improvement and virtues akin to their own may radiate for generations to come. I trust that those whose tender years are being passed in tutelage here will realize the advantages within their reach and recognize the truths that now is the golden time for availing themselves of the instructions which may colour all their after lives and fit them for the performance of duties second to none in importance. Many a man has been indebted for all his happiness and all his success in life, as well as for the services he has been enabled to render to his country, to the early and tender admonitions of a virtuous mother. Many, also, have been weaned from frivolous pursuits and habits of unworthy procrastination by the influence and example of an intelligent and high principled wife. How vast, when viewed on the mass and on all its bearings, is the sphere of woman's influence, how dignified its mission, how all-important in its relations to the happiness and stability of the State. I trust, therefore, that in addition to those higher accomplishments, which are so attractive in society, and so charming in the privacy of domestic life, the necessity will be admitted of engaging in studies of more solid importance, the culture of the reasoning powers, the enquiry into the principles and the process of accurately comparing facts. Without these last accomplishments, though brilliant in appearance, they can claim no more than a rank amongst the amusement and ornaments of life; combined with them they assume a new dignity as part of that instruction, and of those civilizing influences under which the race of man is destined to proceed to the highest degree of virtue, and the happiness of which our nature is capable." Sir John Young stated that he now left the formal opening of the institution to His Royal Highness, whose visit to this Province had given the intensest gratification to all classes. As he had kindly consented formally to inaugurate the College, he was sure they would prefer to hear from himself an expression of the good wishes he entertained for the institution. The Prince then advanced to the front of the platform and said:—"Ladies and Gentlemen—It gives me sincere pleasure to be present at the formal opening of this admirable College, the fame of which has already spread beyond the length of the British territory on this continent. I understand that several of the young ladies have travelled many hundred miles to partake of the benefits of the instruction given here—(cheers)—and I have no doubt that this is mainly due to the high character of my friend, the Dean (cheers), to whose munificent liberality this institution owes its origin. Most earnestly do I hope that under Divine Providence it may have every possible success. I will now ask Dean Hellmuth to formally open the College." The Dean—"I am requested to declare that this College is now open, and I open it in the name of the Father, of the Son, and of the Holy Ghost. Amen." The Prince's speech was received

with enthusiasm. He spoke loudly, and without embarrassment. The Prince afterwards retired to the dining-room, where luncheon was served, and the health of the Queen drank with honours. Subsequently Miss Clinton, music mistress of the Institute, played a selection from Mendelssohn before the party, and was introduced to the Prince, who thanked the young lady kindly. The party then visited the building, and spent some time in chatting pleasantly, after which the majority of visitors left amid loud cheering, which was kept up all along the route to the city. The young ladies of the school sang the concluding verses of the National Anthem as the carriages drove off. The Prince has expressed himself highly pleased with the reception.

#### THE PRINCE AT HAMILTON:

At Hamilton the Prince paid a visit to the Wesleyan Female College where, on entering the building they were received by Mr. Edward Jackson, President of the College Board, and conducted to the large reception Hall of the Institute, where about one hundred young ladies dressed in most attractive holiday costumes, sang "God Save the Queen," as he entered. The Prince and the remainder of the party were conducted to a dais at the extreme end of the Hall where the Rev. Dr. Rice, Principal of the College, read the following address:—"We, the Principal and Board of Directors of the Wesleyan Female College, with the officers and students, beg to present to Your Excellency our most sincere respects. Your Excellency's administration in other colonies, and the interest you have taken in all those institutions which were designed to promote the well being of society, make your visit to this College one of profound gratification. The institution and government of our country claim our obedience and command our highest admiration. While we earnestly cherish and inculcate loyalty to our most gracious Sovereign the Queen, to us it is cause of the deepest gratefulness to be able to place before the young ladies taught here a Sovereign, who, though unequalled in queenly greatness, claims and possess the affection of a nation through those womanly virtues which shine forth in all the relations of her life, presenting an example of excellence, inspiring and true. The presence to-day of His Royal Highness Prince Arthur, a son of our beloved Queen, will ever be gratefully remembered. And we trust you will allow us to say how much we appreciate the presence of Lady Young. This institution was opened in 1861, and since that time, has furnished education for a longer or shorter period to over a thousand young ladies. From the slope of the Rocky Mountains, from all parts of the Dominion, from a large number of the American States, from the various Christian denominations, we have students in residence here. It is gratifying to state that we have over one hundred and sixty students in attendance at the present time—a much larger number than ever before at the same period of the year. It is the object of the College to impart a thorough education in all the departments of useful knowledge, and to add to that those polite accomplishments which grace society and elevate and refine the homes of the land; and to teach directly and earnestly the principles of religion as personally and practically valuable above all other knowledge, that thus, in the formation of character, the ladies educated here may be worthy subjects of our noble Christian Queen. That your Excellency's official residence in the Dominion may be productive of the highest advantage in this the early period of its existence, and that your administration may rank among the prominent aid, associated with laying firmly the foundations of future prosperous development, is the prayer of your dutiful servants." His Excellency was unable, owing to the other duties on hand, to present a written reply, but expressed himself highly pleased with the scene presented. At the request of Dr. Rice, the Prince also made a few remarks, thanking them in the most hearty manner for their kindness and the reception accorded to the Governor-General and himself. In token of his appreciation of this, he asked Dr. Rice to proclaim Monday next as a holiday in memory of his visit. The Directors of the College, with Rev. Dr. Evans and other gentlemen, were then introduced, after which the class rooms were visited and the names of the party registered in the visitor's book. As the party retired the young ladies again sang the National Anthem. The next stopping place was at the Central School. Here the decorations were in unison with the occasion. On the rising knoll fronting the school, the children from the Ward schools congregated, while inside were others in their class rooms busy at their lessons. All appeared in holiday attire, and showed the evident good management of the institution in their orderly deportment. Rev. Dr. Ormiston, Superintendent, and Mr. McCallum, Principal, conducted the party through the different class rooms, and the Governor-General showed a special interest in the progress of the Common Schools of the city by making minute inquiries as to their attendance and management. The Trustees,



who were also present, were at the same time introduced, and when this was over a lillipution specimen of humanity only 35 inches in height but 35 years of age, named Donald McKeckan, was also introduced to His Royal Highness. A holiday was loyally proclaimed for Monday next in honour of the visit, and amid additional cheers for the considerate boon the party started for the Grammar School. Here the same formula of visiting was indulged in, much to the satisfaction of the boys who gave three hearty cheers as the Governor-General and Prince Arthur entered the building. The Principal, Mr. Buchan, was subsequently introduced, and while the ceremony was being enacted the boys, unable to restrain the enthusiasm of youth, again burst out in a ringing cheer for His Royal Highness. The satisfaction which his visit to both schools gave the children was evidently immense, and, as they darted out shortly afterwards, on a brief holiday being proclaimed, their senses seemed to fail them in their youthful ardour. It was a happy sight and amply repaid the Royal party for their visit. Long will the children of the Hamilton schools remember the presence of their distinguished visitors. Dundurn was next visited, and here the children of the deaf and dumb school were drawn up on either side of the reception room, awaiting the entrance of the Governor-General and the company. Two of the boys, at the instruction of Mr. McGann, the Principal, advanced to the platform, and wrote the following addresses:—(1) To the Governor-General, "We, the Deaf-mute pupils of the Institution, tender to Your Excellency our sincere thanks for honouring us with your presence. We rejoice to know that Her Most Gracious Majesty, Queen Victoria, has been pleased to send your Excellency to govern our new and great Dominion, and pray that under your beneficent and wise Counsel, peace and prosperity may abound, and that the unfortunate class which we represent may be honoured with another visit from your Excellency in our new Institution at Belleville." (2) To Prince Arthur, "We, the pupils of the Hamilton Deaf and Dumb Institution, heartily welcome your Royal Highness, Prince Arthur, to our school. We are happy to tell you that our Government of Ontario is building a beautiful Institution at Belleville to educate all the deaf mutes of this Province; we hope to remove there next year. We pray that your Royal Highness may live long to walk in the footsteps of your kind and noble father, Prince Albert the Good." The intelligence of the pupils was subsequently displayed in a beautiful manner by their repeating the Lord's Prayer in the sign language, which is frequently so expressive as to be intelligible even to those unacquainted with its technicalities. The Governor-General then addressed the pupils in a short speech, to which expression was given in a manner within the comprehension of the children by Miss McGann. He desired her to convey to the children his gratification at being able to visit them, and also stated that His Royal Highness had desired him to say that he was very much pleased to be present. The children then ranged themselves along the route leading from the grounds, and although they could not cheer, showed their gratification at the visit by waving their handkerchiefs energetically as the party passed.

#### THE PRINCE AT TORONTO.

In the excellent address to His Excellency the Governor-General, which was so admirably read by His Worship Mayor Harman, the following passage occurs:—"But while we thus refer with pleasure to your Excellency's introduction to these different expositions of Canadian progress and industry, we have a peculiar pride in introducing your Excellency to Toronto as the principal seat of learning in this Province, and we would fain hope that your visits to the institutions which have been reared in so worthy a cause, will satisfy your Excellency that a good foundation has been laid in our Universities, our Colleges, our Schools, and our Institutes, for placing the attainment of sound education and useful knowledge within the reach of every class of society from the lowest to the highest." To this passage Sir John Young replied as follows:—"I turn, however, with peculiar satisfaction to that portion of your address in which you are pleased to refer to your Universities, Colleges, and Schools. You very justly lay stress on the value of these and similar foundations for the general diffusion of knowledge. Especially is it the last importance in a country where the suffrages are so widely distributed that the means of obtaining a good education and sound mental training should not be less widely accessible to every class in the community, for where ignorance and power meet history opens her darkest leaf, for those who like you are careful that power should ever be attended by her proper handmaid wisdom. Most earnestly, therefore, I trust that your efforts in this and other directions for the promotion of the general welfare may be crowded with the amplest measures of success." At the levee an address was presented to the Governor-General by the Bishop and Clergy of the Church of England of the Diocese.

In reply to which His Excellency also made the following allusion to our churches and educational institutions:—"The numerous churches and schools which meet the view on every side, cannot fail to prove perennial sources from which the blessings of Christian knowledge and sound moral training will flow throughout the land." During his passage through the streets, after the presentation of this address, perhaps one of the most interesting scenes in this very interesting visit was enacted west of Jordan street on King, just opposite Messrs. Jacques & Hay's establishment, where were seated upon tiers of raised seats on either sides of the street, over four hundred school girls tastefully dressed in white. The little damsels, who were under the control of Rev. Mr. Porter and Mr. Carter, organist of St. James' Church, appeared highly delighted at the opportunity afforded them of seeing and welcoming the lion of the occasion, and even the rain which began to descend in a vapoury sort of a way about four o'clock, did not disconcert them, but was greeted by merry peals of laughter that defied its dampening effect. At length, when the Prince did arrive, the children sprang to their feet and poured forth three stanzas of the National Anthem in strains of silvery melody. As the last note of the singing died away His Royal Highness bowed his acknowledgments in the most graceful manner, and passed on amidst vociferous cheering.

#### THE UNIVERSITY OF TORONTO.

During his stay the Prince and party visited the various educational institutions. At the University of Toronto on the morning of his visit the precincts presented a most animating aspect. The grassy slopes around were covered with a brilliant crowd of ladies and gentlemen. The approaches to the building were lined with students, in cap and gown; while here and there a graduate, with his scarlet robes, gave a pleasing variety to the sombre aspect of the students. Carriages innumerable drove up from every point of the compass, and the scene was altogether refined and interesting. The steps of the principal entrance were occupied by the Chancellor, the Principal and the Professors, and by 11 o'clock everyone was on the *qui vive*, eager to catch a glimpse of the first appearance of the Royal party. It was some time past 11, however, before the carriages arrived; but at last they appeared, having a troop of cavalry as a body guard. The carriages, three in all, drove up to the south entrance, where the Royal party having alighted, they were received by the Chancellor and University authorities. After the usual introductions had been gone through, a procession was formed. Three macers, in college robes, led the way. These were succeeded by the Chancellor, after whom came the Governor, with Mrs. Howland, the Mayor, Prince Arthur, with Lady Young, the Lieutenant-Governor and Principal McCaul. After these came a long line of graduates and students. The procession marched through the central hall, and entered in the order indicated into the Convocation Hall, where a brilliant assemblage rose to greet the Royal party. The hall was crowded in every part, and as the great bulk of the spectators were ladies, clad in the gayest dresses, the sight was a most interesting one. All rose as the procession filed up the centre of the hall, and a ringing cheer welcomed the party on their arrival. The macers led the way to the dais at the north-east end of the hall, where the Royal party took the stand. On the right side of the platform stood the Prince with Mrs. Howland, Chancellor Judge Morrison, the Bishop of Toronto, Mr. Cockburn, Dr. Jennings, the Mayor, and a large number of other gentlemen. Sir John Young occupied the centre, while on his left were ranged Lady Young, the Lieutenant-Governor, Canon Bevan, Sir John A. Macdonald, Col. Cumberland, Col. McNeil, Principal McCaul, Professor Wilson, Professor Buckland, &c. After the Royal party had taken their position, the Chancellor handed the Secretary the following address to be read:—"We, the Chancellor, Vice-Chancellor, Senate, Graduates and Under Graduates, of the University of Toronto; and President, Professors and Members of University College, approach your Excellency with united assurances of loyal welcome, on this your first visit to the Capital of our Province. While we gladly recognize in your Excellency as the representative of our Gracious Queen in this Dominion, one who by wise administration in others of Her Majesty's colonial possessions, has proved his capacity for so important a trust, we welcome you in an especial manner to this Provincial Seat of Learning; and rejoice to be permitted to receive within these Academic Halls, along with your Excellency, the honoured Visitor of our Institution, His Royal Highness Prince Arthur, in whom we are privileged to look on a son of our beloved Queen, and to anticipate for him a career worthy of such a mother, and of that gifted and lamented Prince, whose memory lives throughout every part of her vast empire as the wise fosterer of Arts, Science, and Liberal Scholarship. Sealed with the seals of the University of Toronto and University College, this fourth day of October, A.D. 1869." The

Governor-General replied as follows:—"Pray accept my sincere thanks for the loyal address with which you have welcomed me as Her Majesty's representative. I am authorized also by his Royal Highness, Prince Arthur, to say that he feels most obliged by your words of kindly greeting, and that he cannot fail to take a deep interest in the success of institutions such as yours, which were, as you properly remark, highly prized by his lamented father, the late Prince Consort. In truth, it is impossible to over-estimate the value of well regulated national Universities. They are the rich storehouses of wisdom, from which the seeds of knowledge may be sown broadcast throughout the land—the centres of sound principle and high moral bearing; the scenes of many a friendly contest for the early laurels of literature; the fruitful sources of many a trusted and life-long friendship the homes of traditions and cherished memories. To them the various schools throughout the country will look for light and guidance; and from their open portals there will ever go forth a constant stream of well educated and high principled men, who, as they move in their various careers in after life, cannot fail to diffuse around them somewhat of the benefits they have themselves received in that greatest of all benefits—a sound and Christian education. I take it as a happy augury for the future of the Dominion that such importance is everywhere attached to the education of the people; and most sincerely do I trust that from this University, as from the heart of the system, the life-streams of knowledge may freely circulate to the remotest extremities of the land, bringing blessings to you for your efforts in the good cause, and unspeakable blessings to the homes of the many who will profit by your labours." The ceremony of presenting and accepting the address having been concluded, the scene on the platform became more animated. His Excellency and the Prince conversed in an animated way with those around, and after some time spent in this way, the Chancellor presented a large number of ladies and gentlemen to His Excellency and His Royal Highness. After the presentations had been concluded, three rousing cheers were given for the Queen, the Governor-General, Prince Arthur, the Lieutenant-Governor, and the Chancellor. The procession then re-formed, and the Royal party, under the guidance of the Chancellor and Principal McCaul, visited the Library of the University and several of the class rooms. The Prince was pleased to express the surprise occasioned by the fine appearance of the University buildings, surpassing, as they did, anything he had anticipated seeing in his visit to Canada.

#### THE ONTARIO EDUCATION DEPARTMENT.

At the Education Department the Royal party were received by Rev. Dr. Ryerson, who conducted them to the platform of the theatre. In the theatre itself was a very pleasing assemblage. For the most part they were school children gaily dressed, and as the Royal party entered, and the whole burst out in unison with "God save the Queen," the effect was exceedingly impressive. On the platform along with the illustrious visitors were Sir John A. Macdonald, the Lieutenant-Governor, the Mayor, Dr. Fuller, Dr. Jennings, Hon. W. McMaster, Hon. Sandfield Macdonald, Col. Taylor, Col. Cumberland, Rev. Mr. Punshon, Rev. Dr. Green, Rev. W. S. Darling. After the children had concluded singing the National Anthem, Dr. Ryerson read the following address:—"The Council of Public Instruction for the Province of Ontario beg to unite with the many thousands of our fellow subjects in welcoming you and H. R. H. Prince Arthur to a country first selected as a home by the United Empire Loyalists of Canada. To us as a body has been assigned the task of establishing the Normal and Model Schools, for the training of teachers, and making the regulations for the government of Elementary and Grammar Schools throughout this Province, and for selecting the text books and libraries to be used in them; while to one of our number has been imposed the duty of preparing and administering the school laws. It has been our aim to imbibe the spirit and imitate the example of our beloved Sovereign in the interesting zeal with which Her Majesty has encouraged the training of teachers and the establishment of schools for the education of the masses of her people; and we have been nobly rewarded in our efforts by our fellow subjects in this portion of the Dominion. At the commencement of our labours in 1846 the number of our schools was 2,500 and the number of pupils 100,000. At the present time we have the educational buildings now honoured by the presence of Your Excellency and His Royal Highness, where teachers are trained, and maps, apparatus and libraries are provided for the schools; and those schools now number about 4,500 attended by 415,000 pupils, while in the text books and songs of schools, loyalty to the Queen and love to the Mother Country are blended with the spirit of Canadian patriotism. Christian principles are ever combined with sound knowledge, not only in the libraries but also in the teaching of our school." To this address His Excellency replied as follows:—"The account which you are able to render of the result of your labours cannot but prove a topic of reassurance

and rejoicing to every one who desire to see the well-being of the community placed on the same foundations of general intelligence and sound principles. An increase in little more than 20 years to double the number of schools, and more than four-fold the number of scholars, attests at once the assiduity and judgment with which your duties have been carried on, and the corresponding appreciation on the part of parents, of the great advantages offered to their children. His Royal Highness empowers me to thank you for the terms of your welcome, to assure you of the deep interest he takes in the cause of education, and to express the wish that you may attain the reward which, doubtless, you most covet, of seeing the schools you superintend filled with pupils and enlightenment, spreading from them as centres in ever widening circles over the land." After the addresses had been presented and accepted, the party retired into the Library, where the following parties were presented by Dr. Ryerson to His Excellency the Governor-General and Prince Arthur:—Ven. Archdeacon Fuller, Rev. Dr. Jennings, Hon. Mr. McMaster, members of the Council of Public Instruction, and the following officers of the Department: J. G. Hodgins, LL.B., Deputy Superintendent; Alexander Marling, LL.B.; A. J. Williamson, M.D.; F. J. Taylor, J. T. R. Stinson, W. Atkinson, Dr. May, J. H. Sangster, A. M., M.D., Head Master Normal School; Rev. W. H. Davies, B.D., 2nd Master Normal School; Wm. Armstrong, C. E., Mrs. Cullen, Miss McCausland, Miss Jones, Mr. Sefton, Mr. Clare, Mr. Hughes, Dr. Carlyle, Mr. Scott, Mr. Archibald. The following were also presented to the Prince and the Governor-General:—Mrs. Ryerson, Mrs. J. G. Hodgins and Masters George and Fred. Hodgins, Mrs. Punshon, Miss Punshon, Mrs. Stinson, Mrs. Rolph, Mr. J. W. Rolph, Mrs. Hayward, Mrs. Green, Mrs. Fuller, Mrs. Davies, Rev. W. M. Punshon, M. A., Rev. Dr. Green, Rev. Mr. Darling, E. E. Ryerson, W. E. Hodgins, J. W. Punshon. Subsequently the Royal party visited and inspected with much interest the various rooms of the Educational Museum. The Prince was particularly pleased with the beauty and variety of the museum, and at the tasteful manner in which the rooms were decorated. Indeed every one of the visitors expressed their gratification at the unexpected exhibition of works of art. During his progress through the building, His Royal Highness very graciously accepted from Master George Hodgins a handsome edition of the "Sketches and Anecdotes of the Queen and the Royal Family," compiled by J. George Hodgins, Esq. The Prince was also handed a small, beautiful bouquet of flowers by Master Fred. Hodgins, which he most kindly and smilingly received.

#### UPPER CANADA COLLEGE.

At Upper Canada College, the boys to the number of several hundreds were drawn up in two lines on the lawn leading to the main entrance, and as the Prince and his friends passed through between them, a genuine English cheer—such a cheer as has not been heard in Toronto for many a day—was given and kept up most vigorously until they entered the building. On the steps they were received by the Principal, Cockburn, Dr. Barrett, M.A., M.D., Chancellor Morrison, Mr. Martland, B.A., Mr. C. H. Connon, M.A., Dr. Connon, Mr. W. Wedd, M.A., Mr. J. Brown, M.A., Mr. G. Schluter, J. Thomson, Esq., and Professor Wilson. The Royal party adjourned for a short time into the Principal's room, and after the boys had had time to assemble in the hall, they passed through the lobby, which was tastefully decorated with evergreens, on to the platform at the north end of the hall. The boys indulged in one cheer more, and then the Principal proceeded to read the following address:—"We the Principal, Masters and Scholars, of Upper Canada College and Royal Grammar School, with sentiments of loyal devotion to Her Most Gracious Majesty, beg to tender our most respectful welcome to your Excellency as Governor-General of the New Dominion, and to the noble Prince who now honours us with his presence. We beg to inform your Excellency that Upper Canada College was founded upon the model of the great Public Schools of England, and that it has, during the last forty years, educated and trained many thousands of Canadian youth, who now not only occupy and adorn high positions in the Dominion, but who have distinguished themselves in various careers in all parts of the Empire. We may be permitted to point with pride to the many names of former pupils inscribed upon the walls of this Hall, as evidence of the successful work hitherto accomplished by Upper Canada College, and we are incited to do so in the hope that His Royal Highness Prince Arthur will take pleasure in noticing the many University honours achieved by youths of his own age. Of the present generation of pupils, we can only express the hope that they will follow in the footsteps of those who have gone before them; and we can assure your Excellency that no effort on the part of the Masters shall be wanting to prepare them for the future business of life. We congratulate your Excellency on

your arrival amongst us at a time of profound peace and prosperity; and we hope that your sojourn will be pleasant to yourself and profitable to the country. Permit us to say that we consider ourselves highly honoured by your visit, and we doubt not but that the presence of His Royal Highness among our pupils will make a favourable impression on their minds, and attach them if possible even more firmly to the rule of his august and beloved Mother, our Gracious Queen. Allow us, in conclusion, to express our warmest wishes for the health and happiness of yourself and Lady Young, and we trust that you will long remember with satisfaction this, your first visit, to Upper Canada College." To this Sir John Young replied:—"I beg to thank you very sincerely for the words of loyal welcome with which you are pleased to greet my arrival amongst you as Her Majesty's representative, and I am permitted by His Royal Highness, Prince Arthur, to express the satisfaction he feels in attending here to-day, and the interest he takes in this and kindred institutions for the general diffusion of knowledge. In young communities the mass of the people will ever be engaged in developing the material wealth of the country, but all honour is due to that smaller band who devote their time and energies to that nobler work of developing its mental resources; who inculcate early lessons, not merely of knowledge, but of deeper and more important truths, of the inestimable worth of honour and integrity, of the priceless value of liberty when tempered by respect for the rights of others, of the utter worthlessness of the utmost freedom when unguarded by self-restraint. Turning to the younger members of your College I would, if a passing word of mine may dwell in the memory, beseech them to avail of the golden opportunity placed within their reach, to sow now the seed so that hereafter they may reap the harvest, as others have done before them, whose names lately on the College books, are now honourably enrolled in the books of fame, a credit to themselves, to the institution and to their native land, and a worthy example to those who may seek hereafter to emulate their achievements. I can very truly assure you, one and all, masters and pupils, that I watch with deep interest the progress of this and similar educational establishments throughout the Dominion, and I know that I am only expressing Lady Young's wishes when I join her name with mine in wishing you all possible success, and in fervently breathing a prayer for your mutual co-operation in the discharge of your allotted duties." When His Excellency had finished reading his reply, Prince Arthur turned round to the boys and said:—"With the permission of Principal Cockburn, I am glad to be able to intimate to you that the remainder of this day will be given you as a holiday, and I hope sincerely you will all enjoy it thoroughly." At this unexpected and gracious speech, the boys once more gave vent to their feelings, and made the welkin ring with another Royal cheer. Three cheers were then given for the Queen, for the Governor-General, Prince Arthur, and the Lieutenant-Governor. At the termination of this manifestation of loyalty, the party took their leave, and drove off.

## REMINISCENCES OF THE PRINCE'S VISIT.

### CONCERT: THE RELIEF OF LUCKNOW.

During the Prince's stay at Halifax, the 78th Highlanders performed a touching part at a concert given in his honour. The concert began by the band performing the great piece of the programme, entitled "The Relief of Lucknow."

"In this magnificent regiment—the seventy-eighth Highlanders—there remain some fifty or seventy men, besides their Colonel, Mackenzie, who withstood the wasting siege at Lucknow. Some remain in the band, for which a peculiar and thrilling musical reminiscence of the event that relieved the garrison—the 'coming of the Campbells'—has been arranged by an ingenious composer. First, the main body of the band, standing under the pavilion, began with solemn, beautiful, low, despairing music, breathing eloquently of the situation—the starvation and misery of the garrison in Lucknow. When this mournful strain had compelled the entire assemblage in the gardens to silence, there came from the distance—away to the rear of the pavilion, and, as it seemed, beyond the very gates of the city—the faintest attenuated sound of bag-pipes. The change of the music interpreting the scene in Lucknow, revealed that the garrison had heard but could not yet believe their ears. Again, but hardly more distinct, came the note of the bag-pipes; and the rising, tremulous tones of the brass instruments and fifes indicated the perturbation in Lucknow. As the third note arose, the startling query, 'Dinna ye hear the slogan?' breathed through the band; and when at last there was no mistaking that wild familiar sound of the Scottish hills the cry of 'The Campbells are coming!' was lifted by all the instruments under the pavilion. Thence forward as the bag-pipes approached nearer, still near, and the far off hughle could be heard sounding the charge, the music rose

louder like the voices of the saved at Lucknow, and became rich with the melody and pathos of 'Annie Laurie' and 'Auld Lang Syne.' The piece closed with the pipers marching in, though its actual termination was drowned by cheers, in which the Prince himself hardly refrained from joining."

### THE PRINCE AT BRANTFORD.

During his visit to Brantford, His Royal Highness was invested with the insignia of a chief of the Six Nation Indians. He was first presented with an address to which he replied as follows:—"I am deeply touched at your address, and pleased at your kind offer to make me a chief of your confederacy; and I shall have pleasure in communicating to the Queen, my mother, your expressions of devotion and loyalty to Her Royal Person and Throne." The formal creation of His Royal Highness, a Chief of the Confederacy, was then performed, by the presentation to him of a string of white wampum beads, and the giving to him the name of Karaghkantye, which means the Flying Sun, and which was bestowed upon him as emblematic of his journey from the east towards the west. This giving of names is a somewhat peculiar custom. The Mohawk tribe, to which His Royal Highness has become attached, has three tribal designations: Karaghkantye, signifying a wolf; Karonghyatsigowagh, signifying a turtle; and Karonghyontye, a bear. When a Chief is created he selects which designation he may choose and is named accordingly; but in this case, the first having a double meaning, and the second being appropriate to the visit of His Royal Highness, it was bestowed upon him. This ceremony having been performed, the party visited the Indian Institute, from the windows of which they witnessed the celebrated Indian war dance, performed by a dozen expert dancers, dressed in fantastic costume, and selected for the occasion; and they then proceeded to the Town of Brantford, the streets presenting a gay appearance, several arches having been thrown across them, and their being a fine display of bunting. The carriages proceeded to the Square, where a platform had been erected, in front of which was an amphitheatre, upon which were seated the children of the Schools, each with a bouquet of flowers, and who sang "God Save the Queen" as the Prince ascended the platform.

### THE PRINCE AT HAMILTON.

On Saturday morning while at Hamilton, Prince Arthur requested that Mr. E. Browne and his family should visit Arkledun at half-past ten o'clock. In obedience to this request, the family attended upon His Royal Highness, and there found Mr. Ewing, of Toronto, who had received the Royal command to be in attendance. At the request of the Prince, a photograph was taken of Mr. and Mrs. Browne, and family, with His Royal Highness as the centre of the group. A number of copies are ordered to be printed for the members of the Royal family. This little incident was a most graceful recognition of the liberality of Mr. Browne in placing his splendid residence at the disposal of the Prince, and is as gratifying to Mr. Browne's fellow citizens, as we are sure it must be to himself. Before leaving, His Royal Highness presented Mr. Browne with a very beautiful breast pin. The front of the pin is in the form of a horse shoe, inlaid with beautiful turquoise and pearls, and surmounted by a crown—the rim of the crown being inlaid with emeralds and carbuncles. In the centre is the monogram of His Royal Highness, A. W., Arthur William, beautifully inlaid with rubies. The pin is the most beautiful we have seen, and will, we are sure, be long treasured by the worthy recipient, as a memento of the visit to this city, of the third son of our beloved Queen. We are glad to know that His Royal Highness and suite are profuse in their expressions of the pleasure they have felt at their reception in the loyal city of Hamilton.

## I. Papers on Practical Education.

### 1. A SUGGESTIVE LESSON IN TEACHING.

In a letter to the *Ledger* explaining his persistence in declining honorary degrees, Henry Ward Beecher gives the following account of how he was taught to conquer in studying, and to stick to what he had learned. The teacher was William P. N. Fitzgerald; the school Mount Pleasant Classical Institute, Amherst, Mass.

"I first went to the blackboard, uncertain, soft, full of whimpering. 'That lesson must be learned,' he said, in a very quiet tone, but with a terrible intensity, and with the certainty of Fate. All explanations and excuses he trod under foot with utter scornfulness. 'I want that problem. I don't want any reasons why I don't get it.' 'I did study it two hours.' 'That's nothing to me—I want the lesson. You need not study it at all, or you may study it ten hours—just to suit yourself. I want the lesson. Underwood, go to the blackboard!' 'Oh, yes, but Underwood got somebody to



show him his lesson.' 'What do I care how you get it? That's your business. But you must have it.'

"In the midst of a lesson, his cold and calm voice would fall upon me in the midst of a demonstration—"No!" I hesitated, stopped, and then went back to the beginning; and, on reaching the same spot again—"No!" uttered with the tone of perfect conviction, barred my progress. 'The next!' and I sat down in red confusion. He, too, was stopped with 'No!' but went right on, finished, and as he sat down, was rewarded with 'Very well.' 'Why,' whimpered I, 'I recited it just as he did, and you said No!' 'Why didn't you say Yes! and stick to it? It is not enough to know your lesson. You must know that you know it! You have learned nothing till you are sure. If all the world says No, your business is to say Yes, and prove it!'"

## 2. KINDERGARTENS.

Another educational need of the country, and one that many consider more urgent even than the need of high schools, is a class of schools equivalent to the German Kindergartens. For the larger proportion of the pupils of the primary schools, the subjects there taught and the methods of instruction pursued, are grievously unsuitable. And there are besides, especially in the larger towns and cities, multitudes of children too young to be admitted to the public schools, yet old enough to receive and to be greatly in need of systematic physical, mental, and moral training. For such children, Froebel's system is peculiarly well adapted; and as fast as teachers and parents become acquainted with its merits, Kindergartens become a public necessity. We have no doubt that before many years they will be found in every community. One thing that has delayed and still delays their introduction, is the lack of properly qualified teachers. Teachers have had no means of qualifying themselves for the work short of an impossible sojourn in Germany. This difficulty, however, we are happy to learn, is likely soon to be remedied. In Boston, Mrs. and Miss Kriege, two thoroughly trained Kindergartens, have opened a genuine Kindergarten, with a training school for teachers; while in Springfield, Mass., Prof. Wiebé, a disciple of Froebel, has opened an Institute consisting of a Kindergarten, a primary class, and a training school for imparting information gratuitously to those who are desirous of becoming acquainted with the system. From him Froebel's method has already been acquired by several teachers; and, as a result, has been introduced into two of the schools connected with the State Institution at Monson, Mass. There is reason to believe that Kindergartens will also soon be made a part of the school systems of Boston, Mass., and Syracuse, N. Y.

## II. Education in various Countries.

### 1. THE SCHOOLS OF PRUSSIA.

The best schools in Europe are found in Bavaria, in Saxony and in Prussia, and the best of these of those countries are in Munich, in Dresden and in Berlin. In these cities the schools are conducted with primary reference to mental development, and, as a means to this end, the subjects of study are so classified and taught as to lead to the acquisition of knowledge in a scientific manner. I notice, as I go about to the different school rooms of a large educational institution, that they are all well supplied with the means of illustrating every topic that is taught. In one school-room, in which botany is studied, I saw the plants for analysis, all growing in pots, which were arranged on shelves about the room. In another room, where zoology is taught, the students were supplied with specimens of the objects they are required to study, and these specimens are so arranged that they are always before the student as he studies, or near him to be used as illustrations as he recites. The teachers do not require rules to be committed to memory at first, and then all mental operations to be performed in blind obedience to the rule, but they require the rule, or general principle, to be derived from an observation which the pupil is led to make for himself.

In the study of language the pupil is led to the principles of construction by a study of construction he has himself been led by his teacher to make, and language is in no case to be used by the pupil until he possesses the ideas and thought which the language expresses. The teacher of geometry first teaches by object-lessons the principles upon which geometrical reasoning depends; then the pupil is led to the solution of problems by means of his own reasoning, in which he himself makes an application of the principles he himself has learned. The pupil is trained to observe by observing, to reason by reasoning, and to do by doing. In the principal Ger-

man schools I visited, the teachers have for the primary objects of their thoughts, as they teach the wants of the human mind. The German mind is naturally metaphysical. There is, accordingly, in all plans of German education, a thorough classification of objects of study. The schools are graded, are related to one another in accordance with the plans of study. In Bavaria, Saxony and Prussia there are schools called Volks schools or people's schools, in which the common branches of learning are taught, and which all the German youth are required by law to attend, from the age of 7 to 10 years in some States, and from 6 to 13 years in others.

The law is popular with all classes and is rigidly enforced. The common people, as well as the upper classes, all give a cordial support to the common school. At 8 o'clock in the morning the streets of the city are filled with pupils of the primary schools and students of the higher grades, each with his satchel of books tied to his back, marching cheerfully to his appointed place for study. After 8 o'clock no children of school age are to be found away from their classes. Each parish of a town must have at least one primary or elementary school, and most towns, in addition to these elementary schools, have at least one upper or burgher school, as it is called.

The German children at school all appear neatly dressed, and, what I am sorry to say is not always true in my own country, these children are trained to good manners. When a stranger enters a school room, the children all rise and remain standing until the stranger is seated, or until they are invited to be seated; and when the visitor leaves, the children all rise and remain standing until he has closed the door behind him. This practice is observed in all the grades of schools, from the first primary up to the senior class in the university.

If a parent is not able to clothe his child properly for school, then he is clothed at the public expense. The children of the rich are found sitting on the same seat with those of the poor, and the nobles do not hesitate to allow their children to receive their elementary training in the same classes in which the children of the humble are trained, and the boy who has the most brains and explains his lessons best, is the best fellow while his young school days last, whatever distinctions may be made in after life. After leaving the common school the German youth can enter upon the duties of active life or they may enter the trade school, where they remain three years, and prepare for the various trades they may choose to follow.

Then he can follow his trade, or he can enter the industrial school and in two years graduate an architect, an engineer, a chemist, etc., or, if he wishes, he can pass from the industrial school to the polytechnic school, and prepare to take a high position in the mechanical arts. The student may leave the common schools also and enter the gymnasium, where Latin, Greek, mathematics, rhetoric, history and chemistry are taught. From the gymnasium the student can take up the study of a profession, or he can go thence to a university, where he can fit himself to take the highest position in any profession he chooses, and where he can know all the subjects of his study as sciences.

In the gymnasium the students are required to study and recite thirty-two hours per week, and before graduating to pass over a course of study which requires nine years to complete. The German teachers, as a class, are better prepared for their work than the teachers of any other country. They are encouraged to fit themselves for a high excellence in their profession by the preference which is always given to teachers who have a professional training, and by the honour which is everywhere accorded to teaching as a profession. In Germany the boys are always educated apart from the girls, and a male teacher is always placed over a class of boys and usually a female teacher over a class of girls. In the graded schools of the cities the teacher continues over the same class from the time it enters the schools until its graduation. This plan requires every teacher to be qualified to teach all the topics found in the whole course of study. Teachers of one State are encouraged by the government to visit the schools of other States, so that any improvement made in the schools of one section may be rapidly introduced into the other sections. Teachers are also encouraged to hold conventions for mutual improvement.—*Dresden Correspondence of the Springfield Republican.*

### 2. SUPERANNATED TEACHERS' FUND.

The following remarks on this subject were read by the late Mr. George Elmslie, at a recent meeting of the Teachers' County Association, at Elora. He sent them for insertion in this *Journal*, but, as will be seen by a notice on page 169, he was suddenly called away before they were published. Of his merits in this matter, A. Dingwall Fordyce, Esq., Local Superintendent of the County, thus writes:—"Mr. Elmslie's advocacy of this matter was certainly

most unselfish, since about six months ago, he was struck with paralysis, and although able subsequently, with his daughter's aid, to carry on the school till the day before his death, the evident effects of the first seizure must have made it apparent to himself that his hold of life was exceedingly precarious."

Of all sorts of labour in this Dominion, intellectual seems to be the least valued and worst paid.

Of the learned professions, the two most important and most influential in the formation of the character, the habits and the prosperity of its subjects, the clergyman and the teacher, are the most wretchedly remunerated. It is true that in the case of the clergyman, the wise and energetic measures recently adopted by the Synods of several denominations, are fast bringing about a better state of things.

The funds for widows and orphans and superannuated clergymen of the Anglican, U. Presbyterian and Scotch Presbyterian Churches, and the great prosperity of these funds, now secure to their widows and orphans, and worn-out clergymen, the necessaries and some of the comforts of life.

To come to our own profession, how differently situated are we? The average salary of a Common School teacher in the Counties of this Province is \$261. Compare this with the wages and salaries of artisans, mechanics, clerks, salesmen, millers and millers assistants. Our salaries nearly equal the wages of the ploughman, farm servant or hodman—a goodly price that we are valued at!

The Board of Education with a forethought, at once wise, generous and just, established a Superannuated Fund, which chiefly through the poverty, and I may add in part by the inattention of teachers, is now almost swamped. The average retiring allowance being reduced in 1867 to \$28.31; 54 cents, 44 mills per week; 7½ cents per diem. Scarcely enough for bare existence, and be it remembered there is no provision for widows and orphans, which is imperatively required. This allowance of \$28.31 is barely equal to the old Scottish parish pauper alms of half a crown a week!

By what means are these serious and even fearful evils to be remedied? The first step undoubtedly must be the raising of teachers salaries to an equality with the wages of mechanics, artisans, clerks and clergymen—no unreasonable demand. This difficulty overcome, how is the Superannuated Fund to be re-established, or re-created with a provision for widows and orphans. Chiefly, I think, in the way heretofore pursued by the churches above-named, (*cujus rei pars magna fui*):—

1. By a unanimous agreement of the whole body of teachers to pay annually from the time of their appointment the sum of dollars into the Superannuated and Widows and Orphans Fund. This also to be a condition of their obtaining a Certificate.

2. That the whole body of teachers respectfully request the Board of Education to recommend and enjoin upon Superintendents and School Trustees to pay over and above the teachers salary into this Superannuated and Widows Fund, a sum equal to the teachers subscription.

3. By a unanimous appeal of the whole body of teachers to the public, setting forth the justice and necessity of our case, and entreating their aid in the way of subscriptions, donations and bequests.

4. That the teachers petition Government for the extraordinary grant of \$ , or such sum as may be a sufficient nucleus or foundation for the Teachers Superannuated and Widows and Orphans Fund.

5. That the moneys arising from these or any other resources be vested in the hands of responsible Trustees, — of them members of the Board of Education, to be by them invested in Government, Municipal, or other satisfactory securities. Principal and interest to be kept unbroken and allowed to accumulate for the space of — years.

Cases of necessity occurring within this period of accumulation must be met in part by the school section in which they occur, in part by a small contribution; say — from each teacher, and a like contribution from each School Section or Board of Trustees.

### III. Biographical Sketches.

#### 1. MR. GEORGE ELSMLIE.

Another pioneer has gone. On Monday last, George Elmslie, Esq., resident in Alma, where he was engaged in school-teaching, was seized with a paralytic stroke—having suffered from a similar attack some time ago—and died on Tuesday morning. In him, Nichol loses one of her first settlers north of the Grand River. Mr. Elmslie was a native of Aberdeen, at the well-known college of which city he received a classical education. In 1834, having

heard much of Canada, through the work on America published by the Hon. Adam Ferguson, he, came out, and purchased from Mr. Gilkinson about 2000 acres on Concessions 11 and 12 of Nichol, in what has since been known as the "Bon Accord" Settlement. Coming in with a fair share of money, this little colony made improvements rapidly, and their exertions, coupled with those of men of ample means resident about Fergus, acquired for Nichol the title of "The Model Township"—a title which it amply sustains and richly deserves at this day.—Mr. Elmslie's "place" was known far and wide, his house being the best log residence erected in the County, and his farm having been cleared in such a manner as to retain much of the timber surrounding his home, after the fashion of an old country park. The whole north country owes much to him as a stock breeder. He it was who first introduced the Durhams to this section, and much of the strain of that blood which pervades all the cattle of this neighborhood may be traced to his herd. Failing to make his farming operations remunerative, he found his early education valuable, and obtained charge of the Grammar School in Hamilton, Mr. Tassie, the present able headmaster of Galt School, being associated with him. He afterwards returned to Bonaccord, engaging in the cattle breeding of which we have spoken. He shortly abandoned farming altogether, and purchased the *Elora Backwoodsman* newspaper, which he edited with ability for a short time.—During some years he has been employed in teaching in Bon Accord, Elora and Alma. It is too common, we know to "speak well of the dead," but it requires no stretch of liberality to tell of the kind heart, the open hand, the generous disposition of George Elmslie. Hospitable, benevolent, sympathizing, he was a better friend to others than to himself, and there is not one amongst the old settlers who will not mourn his decease.—*Elora Express*.

#### 2. JAMES FORNIERI, ESQ.

Professor James Fornieri, LL.D., who so long filled the chair of Modern Languages in University College, Toronto, died recently near Toronto. He has certainly been an extraordinary man in his time. He was a prominent actor in the stormy period succeeding the French Revolution, fought and distinguished himself under the great Napoleon, led a checkered life for a long time after, and finally settled down to the duties of a Professorship, which his scholarly attainments well qualified him to discharge. The patient, kind old man will not soon be forgotten by those who at any time made his acquaintance, or shared the benefit of his teachings.

#### 3. REV. DR. ADAM LILLIE.

It is with much regret that we announce the death of the Rev. Adam Lillie, D.D., Theological Professor of the Congregational College. Dr. Lillie was a native of Scotland, and in early life was a missionary in India, but emigrated to Canada with his family about thirty years ago. During most of that time he was a resident of Toronto, and closely identified with many important religious and educational movements. For twenty-five years he has been the able instructor of the Theological students of the Congregational Church, and in that capacity has conferred important services, not only on his own denomination, but the public at large. He took a deep interest in all educational matters, and was a member of the Council of Public Instruction, and an active supporter of the National University. Decidedly liberal in his politics, he took a prominent part in the agitation for the secularisation of the Clergy Reserves, and made his influence, as well as that of the denomination to which he belonged, instrumental in bringing about that act of justice to all sects and creeds. In 1852 he prepared a statement of the results of the Canadian census of 1851, which showed so marked an improvement in the population and agricultural and commercial resources of the Provinces, as compared with those of some of the United States in a parallel position, as extremely to gratify our own people, and to draw attention in Europe to the advantages of Canada as a field for emigration. His lectures on this subject were re-printed several times; on the last occasion, in Edinburgh. Although Dr. Lillie has for some years held his classes in Montreal, his sudden death will make a blank in this city in a large circle by whom his many valuable qualities were thoroughly known and appreciated.—*Globe*.

#### 4. THE EARL OF DERBY.

Edward Geoffrey Smith Stanley was 14th Earl of Derby, the title dating from the year 1435. He was born in 1799, and succeeded his father in 1851. He was educated at Eton, and Christ Church, Oxford, where he obtained the Chancellor's prize for Latin verse in

1819. Almost immediately after leaving the University he entered the House of Commons. His first speech in Parliament, although upon a matter of only local interest, elicited the high encomiums of Sir J. Mackintosh, and it was followed in the same Session by a brilliant defence of that Church which he has just lived to see abolished. In 1826, he took office as Under Secretary for the Colonies, under Mr. Canning. When Lord Grey came into power, Lord Stanley became Secretary for Ireland. In the stirring times which preceded and immediately followed the passage of the Reform Bill, Lord Stanley's name stands most prominent. He was the steady and unflinching champion of the constitution against the powerful onslaughts of O'Connell and Sheil, exhibiting a power of debate which was not equalled by any member of the time. He defended the cause of judicious reform, and succeeded in carrying through Parliament measures for Education in Ireland, and for the emancipation of the slaves in Jamaica. The Church Temporalities Act also owes to him its existence. When, in 1834, Lord Melbourne aimed another blow at the Irish Church, Lord Stanley withdrew from office, and for seven years acted with the Opposition. In 1841, he became Secretary of State for the Colonies, and continued so until Sir Robert Peel suddenly announced his intention to abandon the principle of Protection. While accepting the theory of Free Trade, Lord Stanley declared that the time was not ripe for its adoption; and jointly with Lord George Bentinck, he at once raised the banner of Opposition. For seven years he threw all his energies into the scale against Peel and Lord John Russell, till, in 1852, he was called to the Premiership. His first administration was marked by all the activity of his own character. He passed the Militia Bill; and a salutary measure of Chancery Reform which inaugurated a new era in the processes of law in Britain. After the general election of 1852, finding himself in a minority in the Commons, he tendered his resignation, declining to hold office on the sufferance of his opponents. But in 1858, the exigencies of the situation seemed to demand his services, and he formed a ministry which introduced a Reform Bill that is now acknowledged to have been superior to that subsequently brought in by Mr. Gladstone. But party feeling ran high, and when the bill was rejected, Lord Derby again resigned. The Whigs, beaten upon their Reform Bill, they once more yielded to the Conservative party; and in 1866, Lord Derby formed his last ministry. Aided by the tact and genius of Disraeli, as well as by the powerful foreign policy of the Premier's son, that ministry won the admiration of even its opponents. But Lord Derby's health was fast declining, and in 1867, he reluctantly withdrew from Downing Street. He continued to give to Mr. Disraeli the weight of his counsel and support. His last political act was to enter his earnest protest against the disestablishment of the Irish Church. Lord Derby was an indefatigable worker. During a long, arduous and eventful political career he found time for varied pursuits. In his earlier days he was a fine rider, and his love for horses placed him for some years in a prominent position on the turf. He was an ardent sportsman of the most unyielding integrity; the high principle which he evinced in political life shining forth in every incident of his career. He expended the means at his disposal with lavish liberality for the benefit of his fellow-men, and his name will be remembered as long as the Lancashire distress, and the American civil war are recorded. He was a liberal patron of the fine arts, and added largely to the valuable collection which now adorns the family residence at Knowsley. As an Irish landlord, he was always popular, although his estates in that country, situated in Tipperary, lie among a part of the population which is not the most peaceful. But he was liberal, considerate and just to his tenantry; and those are qualities which none know better than the Irish how to appreciate. His love for classical literature, first imbibed at Eton, remained through life—and his late translation of the *Iliad* is one of the best we have in the language. But it was in Parliament that his abilities shone with most lustre. He was an eloquent speaker and a powerful debater. His attacks upon the foreign policy of Lord Russell, and his battles single-handed against O'Connell, present some of the finest oratorical displays which the age has produced. No one knew better how to find the weak point of an enemy, and few have ever been able to strike home with more precision or more force. To any one who had occasion to converse with him, Lord Derby was uniformly affable and kind; ever ready to give information, to answer enquiries, and to offer the advice that might be solicited from him. The late Prince Consort had implicit confidence in his wisdom; and on his death-bed he named Lord Derby as the man to whom the Queen was to look for counsel in any emergency. Lord Derby was made Chancellor of the University of Oxford in 1852, having been elected Lord Rector of the University of Glasgow as long ago as 1834. His younger son, Frederick Arthur, born 1841, has a seat in the House of Commons; and the elder, Edward Henry, born in 1826, is now the fifteenth Earl of Derby.

## 5. THE BISHOP OF EXETER.

The cable telegram informed us of the death of the late Right Rev. Henry Phillpotts, D.D., Bishop of Exeter, at the advanced age of ninety-one years.

Dr. Phillpotts was born in Gloucester, England, in May, 1778, in the same house in which Whitfield, the founder of the Calvinistic Methodists was born, and where his father kept an inn. It is remarkable that both the fathers of Whitfield and Phillpotts, although tavern keepers, were regarded with more than ordinary favour by their townsmen, and were included among the list of those known as "respectable." When about fourteen years of age the subject of this sketch was elected to a scholarship in Corpus Christi College, Oxford, and in June, 1795, took the degree of B.A., and soon after was awarded the Chancellor's prize for an essay "On the influence of Religious Principle." In 1796 he was elected to a fellowship at Magdalen College, and about the same time won the prize offered by the Asiatic Society for a Latin panegyric on Sir Wm. Jones, the celebrated Oriental scholar. In 1804, and after he had taken his degree of M.A., Mr. Phillpotts married Miss Surtees, a niece of the late Lord Eldon. Not long after he became chaplain to Dr. Barrington, Bishop of Durham, with whom he remained until death parted him from the old prelate twenty years later.

In 1806 Dr. Phillpotts first appeared before the public in the character of a controversialist. Dr. Barrington had delivered an episcopal charge which the late Catholic historian, Dr. Lingard, had attacked with force. To this attack the now deceased gentleman replied, defending the Bishop of Durham with great spirit. This event was the forerunner of never-ending controversies. He subsequently wrote some pamphlets defending and vindicating the established clergy in the north of England from the attacks made against them in the House of Lords by Lords Grey and Durham. For the services thus rendered he was rewarded first with the office of Prebendary of Durham Cathedral in 1809, and ten years later with the rich living of Stanhope. In 1821 he took his degree of D.D., and four years later again entered the lists of controversy as the opponent of Mr. Charles Butler, author of "The Vindication of the Roman Catholic Church," which publication had met his disapprobation. Dr. Phillpott's reply to this work was published in an octavo volume, and attracted much attention at the time. A year subsequent (1826) he continued the controversy by publishing "A Supplemental Letter to Charles Butler, Esq., on some parts of the evidence given by the Irish Roman Catholic Bishops, particularly by Dr. Doyle, before the Committee of the two Houses of Parliament, in the session of 1825;" and also on certain passages in Dr. Doyle's "Essay on the Catholic Claims." This pamphlet ended the controversy, so far as Mr. Butler was concerned, but during the following year, when the question of Catholic emancipation occupied the public attention, Dr. Phillpott's published his celebrated "Letter to Mr. Canning," in which he gave expression to the most extreme Tory views, reviewing previous demands for certain kinds of securities from the Roman Catholics before they were placed upon an equality with Protestants. This letter was the great sensation of the day, and passed through several editions.

As might be supposed the labours of Dr. Phillpotts were not allowed to go unrecognized and unrewarded. In 1828 he was promoted to the deanery of Chester, and in October 1830, he was appointed by the Duke of Wellington to the bishopric of Exeter. As a member of the House of Lords Bishop Phillpotts was distinguished for his zealous advocacy of Tory principles. He opposed every liberal measure before Parliament, including the Reform Bill, the Irish Church Temporalities Bill, the Poor Law Bill, the Ecclesiastical Commission and the National Education Bill. He became the recognized Episcopal head of the High Church party, defending its dogmas and principles by his speeches in Parliament and by his writings, and warmly advocating the revival of Convocation and of other ecclesiastical customs. In 1849 he rejected Mr. Gorham, who was nominated to the living of Bramford Spoke, Devonshire, on the ground that he held erroneous opinions as to the effects of infant baptism. In his refusal to institute the nominee he was supported by the ecclesiastical courts, but Mr. Gorham appealed to the Judicial Committee of the Privy Council, who rendered a judgment in his favour in 1860. Upon hearing this Dr. Phillpotts published a letter in which he formally excommunicated the Archbishop of Canterbury, who had been a party to the decision, and who had also instituted Mr. Gorham into his living. In the following year he held a synod of the clergy at Exeter, which was pronounced illegal by the law officers of the Crown. This was about the last public appearance of the Bishop, then a man far advanced in years. His reputation rests entirely upon his controversies, which are so numerous that the list of his pamphlets embracing them occupies no less than sixteen pages in the new catalogue at the British Museum.

IV. Monthly Report on Meteorology of the Province of Ontario.

1. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the ten Grammar School Stations, for SEPTEMBER, 1869.

OBSERVERS:—Barric—H. B. Spotton, Esq., M.A.; Belleville—A. Burdon, Esq.; Cornwall—J. L. Bradbury, Esq., M.A.; Goderich—James Preston, Esq., B.A.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—J. W. Connor, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—James J. Wadsworth, Esq., M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes data for Barric, Belleville, Cornwall, Goderich, Hamilton, Pembroke, Peterborough, Simcoe, Stratford, Windsor.

Approximation. d On Lake Simcoe e Near Lake Ontario (on Bay of Quinte). f On St. Lawrence. g On Lake Huron. h On Lake Ontario. i On the Ottawa River. j Close to Lake Erie. m On the Detroit River. & Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS. Includes data for Barric, Belleville, Cornwall, Goderich, Hamilton, Pembroke, Peterborough, Simcoe, Stratford, Windsor.

\* The Barometer at Cornwall was not in working order this month. a Where the clouds have contrary motions, the higher current is entered here. b Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.

BARRIC.—On 3rd, at 10 P.M., a beautiful band of luminous vapour disappeared continuously near the zenith. 17th, meteor in NW at rain. 20th, thunder; lightning at night. Fogs, 2nd, 7th, 10th, 15th, 25th, 26th, 27th, 28th, 29th, 30th. Sky from E to W, varying from 4° to 5° in width; disappeared at 11 P.M.; during the following half hour blotches of light appeared and per one slowly from W. 17th and 21st, lightning and thunder, with BELLEVILLE.—A higher temperature than in the corresponding

month of previous years. The fall of rain, 7th, 8th and 9th, was 4.092 inches in depth, and a report from Chisholm's Rapids, 14 miles from Belleville, states that 7 inches (!) by measurement fell there on the 7th. The observer reports a fall of 2.812 inches during about 12 hours, commencing at 4.45 P.M., 25th. Rain on 7th, 8th, 9th, 20th, 25th, 26th.

CORNWALL.—A very pleasant month, as in 1864. On 17th and 20th, two violent thunderstorms. Windstorms, 17th and 19th. Rain, 1st, 7th, 8th, 17th, 20th, 26th.

GODERICH.—On 3rd, belt of auroral cloud at 11 P.M., from W to E, 4' wide, a few degrees S of Z. 14th, lightning. 15th, rainbow in E at 5 P.M. 16th and 18th, thunder. 20th, lightning, thunder and rain. 26th, rainbow in E at 4, 4.30, 5, and 5.30 P.M. (double), with showers between. 29th, at 10.15 P.M., a small meteor seen in NNW, passing from 70° to 50° above H to NNE, and then bursting with colored light—slight inclination to H. Wind storms, 4th, 5th, 27th, 28th. Fog, 1st. Rain, 7th, 15th, 16th, 20th, 25th, 26th, 27th.

HAMILTON.—On 1st, white frost, first of season. 3rd, auroral streamers and a bright band. 4th, a few streamers and an ordinary arch. 5th, a few streamers and faint arch. 14th, clouds at 8 P.M. from N to SW, with very faint streamers. 27th, aurora just visible at 7 P.M.; at 7.20 streamers quite distinct, and arch from NE to NW, 15° high; 7.40, arch bright and longer towards W, streamers very faint; 8 P.M., streamers disappearing and arch separating into two, the second lower; at 9 P.M. but one arch, very bright from N to NW, streamers perceptible E of N; at 12.30 streamers brighter, all else subsiding. 16th, lightning, thunder and rain. 20th, lightning. 25th, thunder and rain. 24th, an ordinary meteor at 7.30 P.M., 30° high, fell S. The week ending 25th was the warmest of the season—mean temp. 70°.10. Frost, 1st, 27th. Wind storms, 4th, 6th, 16th, 25th. Fogs, 8th, 18th, 23rd. Rain, 7th, 8th, 9th, 15th, 16th, 20th, 21st, 22nd, 25th. The rain, 7th, began from SE, which is unusual, and by noon it had veered round to NE.

PEMBROKE.—On 2nd, very brilliant aurora—sheets of pale light flashing from NH to Z, and four stationary masses of light in tiers parallel with H, the highest a little E of Z. 5th, shooting star. 14th and 15th, dew very heavy. 18th and 28th, fog too dense to observe appearance of sky. 17th, 20th, 25th, lightning with thunder and rain. 20th, lightning in evening and thunder at noon. 28th, ice formed in morning. The storm of 26th and 27th was followed by great and sudden change of temperature. Wind storms, 5th, 7th, 8th, 9th, 21st, 26th—27th. Fogs, 13th, 18th, 22nd, 23rd. Rain, 3rd, 4th, 7th, 8th, 9th, 17th, 20th, 25th, 26th, 27th, 28th. Harvest later than last year, but crops good and well secured. Temperature unusually high and rainfall large.

PETERBOROUGH. On 1st, four small falling stars observed; faint arch of auroral light over NH at 8.10 P.M., disappeared soon after 9 P.M. 2nd, auroral light shewing over strati at N. 3rd, auroral light appearing through cloud about 10 P.M. 5th, faint auroral light at 8.4 P.M., and a streamer for 12 minutes; two stray swallows seen to-day. 6th, three swallows seen. 13th, at 8.20 P.M., a low narrow auroral arch over NH; about 8.40, a few streamers, very broad arch growing brighter and many bright streamers; at NWZ a faint crimson hue lasted for some time—soon after NH and NZ full of auroral light, interspersed with light streamers; about 10.40, groups of light streamers standing on arches. 20th, silent lightning constantly playing from about 7 P.M. till near 10—a heavy hail storm reported to have occurred at this time about 17 miles to NE. 27th, spiculae of ice on small pools; at 9 P.M. auroral light and many quickly moving streamers at NH. 28th, cucumbers, melons and tomatoes killed by frost. 29th and 30th, low arch of faint auroral light. Frost, 1st, 2nd, 11th, 27th, 28th. Fogs, 11th, 13th, 14th, 16th, 22nd, 23rd, 24th. Rain, 7th, 8th, 9th, 17th, 25th, 26th. During one fall the depth was 4.104 inches in 41 hours. A pleasant and genial month, occasionally sultry as July. Mean temperature unusually high.

SIMCOE.—Lightning with thunder and rain, 17th and 20th. Frost, 1st and 2nd. Rain, 7th, 8th, 17th, 21st, 22nd, 27th.

STRATFORD.—Lightning with thunder and rain, 16th, 20th, 25th. Frost, 1st, 2nd, 10th, 27th, 28th. Fogs, 3rd, 17th, 23rd, 24th, 27th. Rain, 6th, 7th, 8th, 15th, 16th, 20th, 22nd, 25th, 26th.

WINDSOR.—9th, two meteors from N towards SW. 11th, meteor in E towards H. 14th, lunar halo, also 15th, 16th, 17th, 20th, 22nd, 23rd, 24th. Frost, 27th, 28th. Rain, 6th, 7th, 11th, 15th, 16th, 20th, 21st, 22nd, 25th, 26th.

## V. Miscellaneous.

### 1. "SOW BESIDE ALL WATERS."

"In the morning sow thy seed, and in the evening withhold not thine hand; for thou knowest not whether shall prosper, either this or that, or whether they both shall be alike good."—Ecc. xi. 6.

Sow ye beside all waters,  
Where the dew of heaven may fall;  
Ye shall reap, if ye be not weary,  
For the Spirit breathes o'er all.  
Sow, though the thorns may wound thee;  
One wore the thorns for thee:  
And, though the cold world scorn thee,  
Patient and hopeful be.  
Sow ye beside all waters,  
With a blessing and a prayer;  
Name Him whose hand upholds thee,  
And sow thou everywhere.  
Sow when the sunlight sheddeth  
Its warm and cheering ray;  
For the rain of heaven descendeth  
When the sunbeams pass away,  
Sow when the tempest lours,  
For calmer days will break;

And the seed, in darkness nourished,  
A goodly plant will make.  
Sow when the morning breaketh  
In beauty o'er the land;  
And, when the evening falleth,  
Withhold not thou thine hand.

Sow, though the rock repel thee,  
In its cold and sterile pride,  
Some cleft may there be riven,  
Where the little seed may hide.  
Fear not, for some will flourish;  
And, though the tares abound,  
Like the willows by the waters  
Will the scattered grain be found.  
Work while the daylight lasteth,  
Ere the shades of night come on;  
Ere the Lord of the vineyard cometh,  
And the labourer's work is done.

Work in the wild waste places,  
Though none thy love may own;  
God marks the down of the thistle  
The wandering wind hath sown.  
Will Jesus hide thy weakness,  
Or call thy labour vain?  
The word that for Him thou bearest  
Shall return to Him again.  
On! with thy heart in Heaven,  
Thy strength—thy Master's might,  
Till the wild waste places blossom  
In the warmth of a Saviour's light.

Sow by the wayside gladly,  
In the damp dark caverns low,  
Where the sunlight never reacheth,  
Nor healthful streamlets flow;  
Where the withering air of poison  
Is the young bud's earliest breath,  
And the wild unwholesome blossom  
Bears in its beauty—death.  
The ground impure, o'er-trodden  
By life's disfiguring years,  
Though blood and guilt have stained it,  
May yet be soft from tears.

Watch not the clouds above thee,  
Let the whirlwind round thee sweep;  
God may the seed-time give thee,  
But another's hand may reap.  
Have faith, though ne'er beholding  
The seed burst from its tomb,  
Thou know'st not which may prosper,  
Or whether all shall bloom.  
Room on the narrowest ridges  
The ripening grain will find,  
That the Lord of the harvest coming,  
In the harvest sheaves may bind.

*From "Whispers in the Palms," by Anna Shipton.*

### 2. BOYS WITHOUT HEADS AND BOYS WITHOUT HEARTS.

We clip the following from Frank Leslie's *Boys and Girls Weekly* :—

There are two classes of boys I want to talk to you about—Boys Without Heads, and Boys Without Hearts. Ah, you laugh at me, do you, and think I am joking? But I will give you two cases of boys I know, and you will see what I mean.

Tom Trigger was a boy without a head. He looked upon the world as a very jolly sort of place, where there was plenty of fun to be had, plenty to eat and drink, and lots of time to do it in. He looked upon school as a place where boys were punished because they were not born clever, and he wished people learned geography and history as birds learned to sing and to build their nests. He looked upon books as all very well in their way, but not much use unless they had something in them about giants or hobgoblins. When he went out for a walk, he regarded a river as a capital invention for playing duck-and-drake in; a tree as a very useful thing, if it bore chestnuts or apples; and a meadow as a very desirable thing, if it had a nice even strip, with not too much grass, for ball. The moon he did not believe to be made of cream cheese, nor did he think the stars were diamonds; if he thought about them at all, it was only to wonder what a pity they were not all of them a little bigger, and able to give as much light as the sun. Tom Trigger was, of course, a dunce; it wasn't because he could not learn, but he did not see what use it was to bother himself about thinking. People liked him because he was very kind and very unselfish. If he saw a poor sailor sitting by the path with a big picture of a ship wrecked at sea, and a whale about three times the size of the ship



breaking a man's leg between itself and the wreck, Tom would at once believe the sailor to have been the identical man in the picture, and would empty his pockets to relieve him. But his kindness was not the result of thought or principle, but just the impulse of the moment. Tom was a great favorite among the boys of his class, but sensible boys used rather to pity him, and say, "Poor fellow, he knows nothing and can do nothing but play." His parents were, of course disappointed in him. They wanted him to be a good scholar, that he might turn out a clever, useful man; but Tom never thought about that—he was a boy without a head, and when he grew up, and found he could not get on in the world, and that nobody cared much for him, life seemed only a poor sort of thing to him after all. He never thought that if he had only improved his young days, and had tried to learn a lesson from everything he saw and heard, he would have been a better and a happier man.

Harry Buttons was a boy without a heart. He was no more like Tom Trigger than chalk is like cheese. He was a sharp, shrewd, clever boy—learnt his lessons well—took a delight in school duties, and was never so happy as when he was finding out the whys and wherefores of anything. But few people liked him. The little boys at the school would dodge behind the nearest wall if they saw him coming, for he used to fag them, and give them no end of bullying, if they did not do what he wanted. His little sisters might cry their eyes out, if anything went wrong with them, before Harry would try to relieve them. If he took a bird's nest, it was nothing to him whether the mother bird fluttered over the tree and raised her plaintive voice; the cry never went to his heart for he had not got one. Of course he was unkind. If he upset an apple-stall, he never thought of the trouble it gave the old woman to set it to rights again; he never imagined it would give her poor old limbs pain to stoop for the scattered stores, nor calculated that it might perhaps be a serious loss to her if any of the goods were spoiled; but, instead of feeling sorry, he laughed, and thought it was a capital morning's fun. If a subscription was made for the poor little Hottentots, Harry never found a penny in his pocket to go toward their relief. "Everybody for himself, is my motto," he would say; and the man at the fishing-tackle shop would get the penny, and Harry would treasure up the fish-hooks or catgut, and never feel one pang of regret that he had not been self-denying. Few people loved him, and he seemed to love but few. When he left the school, the little boys all rejoiced; when he went from home to a situation in the city, his sisters felt it to be quite a relief—there was no one to tease them, or break their playthings, or laugh at their enjoyments; and when he grew up to be a rich man, he was one of the most miserable people in New York. Some tried to make friends with him; but they soon grew tired of his hard, cold, selfish ways, and would say, in despair, "Well, we can't get blood out of a stone, that's certain," and so gave up the attempt.

Now, boys, I don't want to be too personal, but what I should like to ask, in as delicate a manner as possible, is, do you know any boys like Tom Trigger or Harry Buttons? If you do, just tell them from me, that if they want to be good, and useful, and happy, the boy with a head must get a heart, and the boy with a heart must get a head; or, they may take the word of an old man for it, they will turn out no better than the two boys who have been the subject of our chat.

## VI. Educational Intelligence.

—CANADIAN ANNUAL REGISTER.—We have a prospectus of Mr. H. J. Morgan, of Ottawa, to publish *An Annual Register of Public Events in Canada*, similar to that which has been published for so many years in England. The usefulness of such a work would be very great, and we shall, therefore hail with pleasure the appearance of that which is now promised. At present there is no record in Canada of the nature of the Annual Register in England; nor any at all except the files of newspapers, which are by no means always perfect, and books of original record, such as the journals of parliament, which are not available for the great body of the public. Mr. Morgan proposes to give us, in the form of an historical record, an annual volume of the chief events of the year. This is to begin with the act establishing the Dominion, followed by a report of the proceedings which led to that event, including those in the Provincial Parliaments, the Convention of Quebec, the London Conference, the debates in the Imperial Parliament on Confederation, &c.; the financial affairs of the Dominion; religious bodies; art, science and literature; promotions, appointments, obituaries; public documents and state papers of importance. The Editor proposes to give us this in

one yearly volume to be published at \$2. containing about 350 pages octavo,—the two volumes of 1867-'8, however, to be compressed into one and published at \$3. We believe that if the work is at all well done it will soon establish its own usefulness, and that no library will be without it. We know that such a register will be of infinite use to newspaper men, and all others who have anything to do with public affairs, not that it will contain matter which they could not obtain, but in that it will save them great labour. We understand that Mr. Morgan has secured such assistance as will enable him to keep the promise of his prospectus.

—UNIVERSITY COLLEGE.—At the recent matriculation of students at the University College, Toronto, the President said—In closing the presentation of prizes at this convocation, it will be necessary to commence with a short retrospective glance at what has taken place during the year on this occasion. On several former occasions it was found necessary to show the statistics of the University, in order to show the progress attained to. On this occasion, however, I feel relieved from that necessity in the large increase in matriculants, and the knowledge of the confidence that is felt in the University in every part of the Province, so that it is not necessary now for me to do as we have done on former occasions, and go deeply into statistics further than to indicate the large increase shown, the modifications made, and the action of the Legislature during the year. I shall not, therefore, on this occasion stop to give more than necessary statistics, and very briefly the results of the matriculation examination. To this examination competitors are sent up from the Common and Grammar Schools, and the practical benefits of the system is shown by these figures: In arts and medicine the members entered for honours have been:—From the Upper Canada College, 8; in the first class 16, and 10 in the second class; 6 from Galt G. S., in the first class 7, and 11 in the second class; 4 from Whitby G. S., in the first class 3, and 4 in the second class; 3 from Hellmuth College, in the first class 4, and none in the second class; 3 from Peterboro' G. S., in the first class 1, and 2 in the second class; 3 from Woodstock G. S., in the first class none, and 1 in the second class; 2 from Yarmouth, Nova Scotia, in the first class 4, and 4 in the second class—(Cheers); 2 from Simcoe G. S., in the first class 1, and 3 in the second class; 2 from Weston G. S., in the first class none, and 4 in the second class; 1 from Bowmanville G. S., in the first class 2, and none in the second class; 1 from Port Hope G. S., in the first class 4, and 1 in the second class; 1 from Perth G. S., in the first class 2, and 2 in the second class; 1 from Chatham G. S., in the first class 2, and 1 in the second class; 1 from Brampton G. S., in the first class 1, and 1 in the second class; 1 from Sarnia G. S., in the first class 1, and 1 in the second class; 1 from Victoria College G. S., in the first class 1, and none in the second class; 1 from Elora G. S., in the first class none, and in the second class 4; 1 from Dundas G. S., in the first class 3, and 1 in the second class; 1 from Toronto G. S., in the first class 2, and 2 in the second class; 1 from Guelph G. S., in the first class none, and in the second class 3; 1 from Picton G. S., in the first class none, and 1 in the second class; 1 from Woodstock L. Inst., in the first class 4, and none in the second class; 1 from Private Tuition, in the first class none, and 4 in the second class; \* 1 from Self Taught, in the first class 3, and 1 in the second class. The totals being 48; entered for Honours in the first class 61, and 63 in the second class. \* Of these Mr. Wallace had been previously educated at Drummondville G. S., Mr. Craig at Port Hope G. S., and Mr. McPherson at Manilla G. S. U. C. College sent 8 candidates; 3 took scholarships, one of them a double; 16 first class and 10 second class honours. Galt sent 6 candidates; 2 took scholarships; 7 first class and 11 second class honours. Yarmouth, Nova Scotia, sent 2 candidates; 1 took scholarship, a double; 4 first class and 4 second class honours. Hellmuth College sent 3 candidates; 1 took scholarship, and 4 first class honours. Port Hope Grammar School sent 1 candidate; 1 took scholarship; 4 first class and 4 second class honours. Self Taught, 1 candidate; 1 scholarship, a double; 3 first class and 3 second class honours. I have had this carefully prepared by

a friend, and I believe it is perfectly accurate. The principle upon which the institution was established has been fully maintained, and the results of the examination have been unquestionable testimony to the usefulness of the Grammar Schools, and the attraction to them which is offered under the system by which these honours and distinctions are awarded. If we examine the list I have given, I think we shall find that Port Hope is first on the list. And now, let me advert briefly to other topics; I mean, first, the Bills brought before the Legislature on the subject. What shall be done with the Grammar Schools of the Province? When we consider what has been done, and the widespread feeling with respect to education in this country, we cannot but feel the greatest anxiety about them, and trust the Legislature will show the utmost care in dealing with the question. The learned speaker then proceeded to treat upon the Bill introduced last Session, and considered that the emoluments offered should be such as to induce men who are best qualified by education and personal gifts for the high and responsible positions offered. He referred also to the Medical Bill, and said the effect would be to diminish the number of undergraduates and graduates at the University; but that, nevertheless, he was sure they would cheerfully agree in anything which would obtain for the country the most highly educated and efficient men. During the past year there had been some modifications in the course of study, but these were not extensive, and were chiefly in the alteration of mere text books and matters of detail. He would like to remove some misapprehensions which he understood existed on this subject; no great cardinal changes had been made; the original system had been maintained; and it was still considered, as it always had been, that all should have some knowledge of each department, and devote themselves with especial care to one or two, or as had been properly said, an educated man should know not only everything of something, but something of everything, and foreign languages particularly, it was considered, should be closely cultivated. Another point was that all honours and distinctions were open to all without religious, national or political distinction. There remained but one matter to refer to, and to that he should briefly allude, namely, the visit of His Excellency the Governor General and Prince Arthur. He might mention that this was the third Prince of the blood Royal who had visited this Institution; first, the Prince of Wales, second, Prince Alfred, third, Prince Arthur. In welcoming these they did so not only as sons of her Majesty, but as the representatives of that constitutional liberty they enjoyed, the constitutional liberty of England, the liberty they hoped to transmit to their children, to their remotest posterity. In the visit of the Prince of Wales they welcomed the representative of the principality from which he took his title; in Alfred, the Duke of Edinburgh, who took his title from the bonnie heaths of Scotland; in Arthur Patrick, the Emerald Isle. (Loud cheering.) He then wound up by an eloquent appeal to the patriotism of the University, and associated with it the history of Prince Arthur's visit in happy terms; and looked upon the choice of Sir John Young as Governor-General of the Dominion as an example of honours conferred upon a man who knew how to faithfully discharge his duty to his Sovereign and country. He would not hold out such an example as one of the honours all of them could attain to, for to do so would be to hold out fallacious hopes. There could not be such successes for all; but for those he saw around everything was open; to the man of ability and honesty there was no earthly distinction he might not aspire to; very few that might not be secured by properly directed energies, and that too without regard to nation, religion or politics. In this country all fields were open to the student. He would conclude by reminding them of the high position of their Institution as the Provincial College, and by inviting all the colleges to send candidates to compete at their examinations for the distinctions they offered. Let him repeat the line in Latin:—

*Cuncti adsint, meritaque expectent premia palme.*

The learned speaker then dismissed the assembly with a hope that the next occasion of their meeting would prove an equally satisfactory one. The assembly then dispersed.—*Globe.*

— KNOX COLLEGE.—On the first day of the session, the Rev. Principal Willis delivered the opening lecture of the College to a very large audience. At the beginning of the interesting address, the Dr. touched in beautiful language on the mournful loss the College had lately sustained by the death of Dr. Burns, who had laboured so long and zealously for it. The rest of it was taken up with hints to students looking forward to the ministry, concerning the onerous duties which devolved upon them—style of composition and style of delivery, with earnest and eloquent appeals to go on in their work with earnestness.—*Globe.*

— BELLEVILLE SABBATH SCHOOL CONVENTION.—The sixth annual<sup>1</sup> Convention of the Sabbath School Teachers of the Provinces of Ontario and Quebec, consisting of one delegate from each school, and of Ministers and their friends, was opened October 12th, in Belleville. Although the town is not more than half the size of St. Catharines, there was no difficulty in entertaining all who came. The printed list contained the names of some three hundred and fifty visitors, for whom accommodation had been found, in addition to those who were received by private friends or defrayed their own charges at hotels. To all delegates who sent in their names beforehand, a card was sent, introducing them to the family who were to be their hosts, so that every one could proceed on arrival to their temporary homes. A corps of boys from the several schools, with an appropriate badge were also in waiting, to guide strangers to their destinations. The place of meeting was the Wesleyan Methodist Church, a really noble structure, which would do honour to our own Queen City. It is solidly built of stone, and will seat 1500 persons. Altogether it had a most inviting and commodious aspect. At the opening session, the retiring President, D. W. Beadle, Esq., of St. Catharines, presiding. After devotional exercises, the Chairman nominated a Committee on Organization. The appointments thus made were as follows:—President, Hon. Billa Flint; Vice-Presidents, Mr. D. W. Beadle, St. Catharines; Mr. J. G. Hodgins, Toronto; Dr. Mair, Kingston; Dr. Holden, Belleville; Rev. G. Bell, Clifton; Mr. R. J. Walker, Toronto; Rev. J. Dempsey, Port Hope; Rev. Principal Carman, Belleville; Rev. E. Ebbs, Ottawa; Mr. H. A. Nelson, Montreal; Rev. S. Jones, Belleville; Rev. F. H. Marling, Toronto; Rev. A. Sutherland, Yorkville. Business Committee—Mr. Daniel McLean, Convenor; Messrs. W. Johnston, G. A. Young, J. G. Hodgins, W. J. McCalla, F. E. Grafton; Revs. Joel Briggs and W. Millard, and the delegates from the United States. Treasurer, Hon. John McMurrich. General Secretary, Rev. W. Millard. Minute Secretaries, Rev. W. Rowe, Rev. W. Hall, and Mr. J. H. Roper. The Convention had a pleasant and profitable season for three days. The result of its labours were at the close summed up in the following resolutions presented by the Rev. G. Bell, Chairman of the Committee on resolutions. They were at once adopted by the Convention; those in relation to the friends at Belleville and to the visitors from the United States being adopted by a rising vote, with every demonstration of cordiality, renewed with increasing energy when it was announced that Mr. Phillips had subscribed to the fund the fee tendered him for his services.

1. That this Convention has welcomed with peculiar pleasure the visitors who have come at an invitation to the United States:—Dr. Burns, still a Canadian, though residing abroad, witty, wise, and warm-hearted as ever; Philip Phillips, Esq., who has led our service of song with skill unequalled, developing the devotional feeling of the delegates, and tending to the improvement of this important part of Sabbath School exercises; and William Reynolds, Esq., as a representative of the Christian laymen and volunteer Sabbath School Missionaries of the noble State of Illinois. We wish them, and all similar workers throughout the United States, God speed in their work at home; and trust that some like-minded helpers will always be present at the annual Convocations.
2. That the thanks of this Convention are hereby tendered to the following individuals and companies:—(1). To the Christian people of Belleville of various denominations, for their large and generous hospitality towards the delegates, who will even look back with gratitude and pleasure to their visit to this place. (2). To the Trustees of the Wesleyan Church in this place for the use of their place of worship; also to the

other churches who granted their places of worship for the meeting of the sections. (3). To the general Secretary and Treasurer for their valuable services to the Association. (4). To the Railway and Steamboat Companies who have granted reductions of fares to Ministers and Delegates attending this Convention. (5). To the Local Committee, and especially to William Johnston, Esq., their Secretary, for the thorough and complete arrangements which have tended so much to the efficiency and comfort of the Convention. (6). To those gentlemen who cheerfully responded to the call of the Executive Committee and of the Convention itself, to take a prominent part in the proceedings. 3. That in view of the vast and increasing interest attaching to the Sabbath School work, and the fact that this work is becoming year by year a still greater power in the church and country, the Convention urge on all concerned the following: (1). To feel more deeply that the legitimate province of the Sabbath School is to teach the living word of God for bringing souls to Jesus, and then training them up in the Divine life. (2). To exercise great care in the selection of hymns for Sabbath School use, and that an improvement in the style of music be arrived at, in order that the department of praise in our schools may tend more to have a means of grace to the scholars. (3). To use all suitable means by prayer, careful acquaintance with the Bible, and a prudent and cautious use of improved apparatus, and modes of teaching, in order to increase the efficiency of the Sabbath Schools. (4). To establish and conduct weekly teachers' meetings for studying the lesson, and conferring on the spiritual state of the school. (5). To use all legitimate efforts to produce an increased interest in the churches of our land on behalf of this important part of the churches' work, and to induce more persons of piety, skill, and diligent Bible study, to take the position of superintendents and teachers. 4. That in view of the grand career of growth in wealth and population so evidently opening up before our New Dominion, the foremost place in the prayers and exertions of the church should be given to the religious training of our youth, in order that our spiritual growth may outstrip rather than fall behind our material progress, and so the moral evils incident to great earthly prosperity be averted, and that righteousness brought in which exalteth a nation. 5. That inasmuch as children are more easily impressed by divine truth than those of more advanced age, the members of this Convention hereby solemnly pledge themselves to renewed, and, if possible, increased efforts to bring the children to Jesus before they are exposed to the temptations of more mature years. 6. That this Convention, appreciating the great importance and necessity of planting Sabbath Schools in destitute neighbourhoods, bid a hearty God speed to those who are engaged in this work under all the various organizations. 7. That this Convention, while recognizing the capabilities for good in the institution of Sabbath School libraries, recommend that the most watchful and jealous care should be exercised, both in selecting the books and in employing such a method of distributing them as may not in any manner encroach upon or interrupt the proper work of instruction. At the close of the Convention, the Rev. Joel Briggs, of Georgetown, made a financial statement and appeal. Five hundred dollars were wanted for the coming year, of which \$100 were expected from the collection this evening. A subscription list being opened, promises were given by individual schools of \$50, \$25, \$20, \$10, \$5, until the total reached no less than \$723. The collections on the three evenings amounted to \$202; the subscriptions from 130 of the schools represented, of \$1 and upwards, according to the vote of last year, to \$160; and the subscriptions previously obtained in Belleville by the Local Committee, to \$207; making the handsome total of \$1,302. The funds thus obtained are required for the expenses attendant on the annual meetings, which are considerable, and for the work of county and township organization, which it is designed to push forward with all possible vigour. While the plates were passing round, Mrs. Mullen, of the Society of Friends, came forward to the platform and addressed the meeting, modestly and feelingly relating her experiences in the formation of Sunday Schools in Huntingdon, about 20 miles from Belleville. A Publication Committee was appointed to issue the report of the Convention, consisting of Rev.

W. Millard, Messrs. J. J. Woodhouse, J. G. Hodgins, R. J. Walker. It was also resolved that, in order to secure a more legible type for the report, it be sold at 20c. per copy instead of 12½c., or 5 copies for one dollar, instead of 8 copies.—*Correspondence of the Globe.*

— THE WATERLOO TEACHERS' CONVENTION was recently held in the Central School, Waterloo. Every part of the Riding was represented. Mr. King, chairman, and Mr. Mouat, secretary. Mr. Muir read the report of the Provisional Committee, which was unanimously adopted. Mr. Moran, of Philipsburg, then read an essay on "Teachers' Associations," which contained many valuable ideas and suggestions, and was listened to with marked attention and pleasure throughout. Among the many points noticed, the following were more particularly considered: the relation between teaching and the welfare of society—the effect of isolation, negligence and want of self-respect among teachers—the object of an Association—organization—mode of conducting—and advantages to be derived. A discussion then ensued upon the question, "How shall we best secure proper discipline in schools?" which was opened up by Mr. C. George at some length. An animated discussion of the question occupied the remainder of the evening session, in which Messrs. Muir, Blackwood, Moran, Hilliard, Mouat and others, took part. Mr. King, chairman, then proceeded to illustrate, by means of the black-board, his system of teaching young children the alphabet. He did not claim that it was a new system, but he never knew of any person using it before he tried it himself. After briefly explaining the system and taking four or five letters as examples, he solicited questions or criticism. The matter was discussed some time, when resolutions were offered. The subject, "How can we best cultivate the thinking powers of children?" was introduced by Mr. Muir, who read a paper on the subject. A lively discussion ensued, in which Messrs. Smith, Muir, Harrold, Herner, Blackwood, Ruby, Moran, Sherk and others took part. The election of permanent officers for the ensuing year was then proceeded with. *President*, Mr. John S. King, Prin. Central School, Waterloo, nearly unanimously, only one vote recorded against him; *1st Vice-President*, Mr. James M. Muir, Hawksville; *2nd Vice-President*, Mr. John Moran, Philipsburg; *Secretary*, Mr. Smith, Berlin; *Treasurer*, Mr. Robert Blackwood, Waterloo. The meeting then appointed the local committees, three teachers for each township, to create township associations, to carry out the intentions of the Association in that township, and, with the remaining committees, in other townships, and officers of the Association to form an Executive Board, numbering 14 members. *Woolwich*—Messrs. Woodward, Mouat, and Ruby. *Wellesley*—Messrs. Smith, Snyder and Affholder. *Waterloo*—Messrs. Clemens, Zimmer and Shoemaker. The first named in each committee being convener of township committees, and to take steps during the ensuing three months to organize a township association and otherwise carry out the intentions of the Association just organized. The place fixed upon for the next meeting is Hawksville, the time to be fixed by the Board.—*Berlin Telegraph.*

— JAMAICA.—One of the fruits of an improved financial condition of the colony, is the devotion of ampler means to the sadly neglected work of educating the people. The Government has just proposed to increase largely the expenditure for education. But even on this enlarged scale the expenditure will be miserably small, and totally inadequate, being not more than ten cents *per capita* for the whole population. There is promise, however, of better things. Model schools on the industrial system are to be established in different parts of the island, and put in charge of trained teachers sent out from England. Some of the teachers have already arrived, and arrangements are in progress to begin the work.

— SCHOOLS IN ITALY.—An official return just published at Florence says the number of national schools in Italy in 1866 was 31,117, with 1,217,780 pupils. In 1864 there were 31,804 schools with 1,178,743 pupils. The number of children under fourteen years of age is 7,750,000. In France and Belgium one out of nine of the population goes to school. In Prussia one out of six, in the Netherlands one out of eight, in Spain one out of thirteen, and in Italy one out of eighteen.

—MEXICO.—The Mexican Congress has decreed the following basis for the improvement of the schools. *First*, to establish ample liberty of teaching; *second*, to facilitate and propagate as much as possible primary and popular instruction; *third*, to popularize and make more generally known the exact and natural sciences; *fourth*, to conserve and improve special schools for secondary instruction; *fifth*, to reform the school of commerce, in order that it may also serve as a special school for administration; *sixth*, to arrange that the necessary expenses shall not exceed the sum assigned for public instruction in the budget of disbursements. Congress has also voted the appropriation of nationalized church property to the amount of \$50,000 to the Lancasterian Society for the improvement of schools. The State of Zacatecas has passed a law which provides for the establishment of schools for the promotion of popular education. The law requires one public school in every village of five hundred inhabitants; with additional schools for girls in the larger villages. Primary education is declared essential, and made compulsory. The latter provision is not likely to be enforced; yet the passage of such a law shows a progressive earnestness very rare in Mexico. A similar state of the country.

## VII. Departmental Notices.

### DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

*Departmental Notices to Municipal and School Corporations in Ontario.*

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

The Chief Superintendent will add *one hundred per cent*, to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent can always be made by the Department, when so deserved.

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(Signed)

W. W. OGDEN, M.D.

G. A. BARBER, Secretary, B. S. T. Chairman Com. School Buildings.

Toronto, September 15th, 1868.

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