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CULTIVATION OF THE TASTE, AN EDUCATIONAL DESIDERATUM.

In the *extent* of the means of education possessed by our people there is little more to be asked, at least where a free school system exists. The duty of government to educate the masses as a means of self preservation, a duty first proclaimed in Massachusetts and by our own forefathers, is now acknowledged and acted upon so generously that our public schools are superior to our private, and the children of the wealthiest from choice share in the instruction provided for the necessities of the poor. Resulting from this free school system are many other aids also to general intelligence. Our largest libraries are open to the humblest; high dignitaries and the hard-handed mechanic sit side by side in the lecture-room, and address public meetings on common topics; and the same newspaper is read by the occupant of the most richly furnished parlor and in the lowly cottage of the day laborer.

Yet there is a defect in our education to which attention cannot be too strongly turned. With all its superiority, the American character is wanting in æsthetical culture,—in that love of nature and of the beautiful which God planted in us and designed we should exercise. We are very prosaic, very matter-of-fact and practical in our thoughts, feelings, and actions. Foreigners note this as one of their first impressions of us, and its correctness must be admitted. We are early

trained to *calculate*, early imbued with the prudent money-getting sayings of "Poor Richard," early taught to ask in regard to everything, *cui bono*.

How indifferant are our people generally to the sensations fitly awakened by nature's manifestations seen on every side, and to the lessons they were intended to inculcate! They watch the sky with no emotion stirred by its ever-changing aspect, but simply to see if the weather will be fair or foul on the morrow. The splendor of a beautiful aurora only tells them it is time to get up and go to work; and the gorgeous hues of the most glorious sunset, so suggestive of pure and holy thoughts, and of "that better land" of which this is so faint an image, and of that Being who never ceases to be good, only remind them they must cease from labor and prepare to go to bed. The beauty of a flower may plead for admiration—they tread upon it as a useless weed. A tree grows before their dwelling, raises its graceful form to heaven, and would delight the eye and afford a grateful shade by its foliage—yet it is cut down because the mould gathers under its branches, and the shingles rot. The swelling buds of spring simply tell them they must throw off their flannel; and the golden tints of the autumnal leaves, too rich for the art of the painter, excite no feeling but that wood must be housed for the approaching winter. They gaze on the earth and think only of corn and potatoes; on the illimitable forest, and estimate its cords of wood; on the mountain towering in grandeur to heaven, and sigh over a waste that the plow can never penetrate; on the ocean in its dark and awful heavings, and think of cargoes of cotton and grain endangered and insurance to be paid; on Niagara, and the factories it could be made to carry, if they would pay dividends. This is no exaggerated picture of the great body of our people, high and low, ignorant and educated. Those who from position and superior means of culture might be supposed to possess minds open to beauty wherever seen, often seem most destitute of any such power. The minister in his walks heeds not the sermon God preaches to him so effectively, and that he might preach to his congregation; the lawyer thinks of his suits—the physician of his drugs—the schoolmaster of his bad boys.

In many countries of Europe, far below us in general intelligence and mental culture, there is a much purer and better developed national taste. In England, of the same stock, a love of flowers is universal. The poorest man will have, if he has room for nothing more, a honeysuckle to clamber over his door and gladden his heart by its fragrance and beauty. A

glance at the cottages and grounds awaken a very different sensation in the mind of the traveller as he sees the taste and care manifested to make them attractive, from the nakedness and deformity meeting him in all their hideousness in his rides through New England towns.

Of course, while all these remarks are made generally, it must be admitted there are bright exceptions, yet they are only exceptions. We have beautiful gardens, too often laid out by foreign gardeners; fine painters, with few buyers for their works; sculptors, educated abroad, and if appreciated at home simply from the echo of trans-Atlantic praise. As a nation, it must be granted æsthetic culture has been but little regarded, whatever may be said of individuals.

Why is it? Without doubt, scenery has not a little to do with this, and Longfellow says, the Alps more than half educate the Swiss. Yet surely we are richly favored in scenic attractions and grand exhibitions of nature. There is but one Niagara, St. Lawrence, Montmorenci, and Trenton Falls; the Highlands of the Hudson, our lakes, rivers, cascades, and many picturesque views attract the admiration of all strangers, and have been pronounced even superior to the most celebrated objects of European scenery.

Are we naturally deficient? It cannot be so. Our children possess a love of beauty, and often can be heard pearls, thoughts full of poetry, dropped from the lips of those who in after years become as prosaic as a book of chronicles, as matter-of-fact as the veriest Yankee. Said a little girl to her mother, not long since, "I have been good to-day, mamma—is not your heart full of violets? Do not the violets blossom in your heart to-day, mamma?" And again, sitting down by her mother, and pressing her little head close to her, she said, "Mamma, I am the happiest little girl in N——. My happiness is like a wreath of beautiful roses all around my heart, with two words written in it, *from God.*" What could be more exquisite than such poetry gushing from the overflowing imagery of a little child?—and in what contrast to what that same little girl in after years might become under the training to which most of our young are subjected!

The fault is not in our scenery, in that God has placed us in the choicest of lands; nor is it want of natural gifts, in these, of whatever kind, no people were ever more highly endowed; the fault is in our education. The education of our young is of the best kind as far as it goes, but many faculties, avenues to the most exquisite pleasure and the highest refinement, are disregarded, or deadened by the influences to which they are exposed. Children are thoroughly drilled in arithmetic, grammar, geography, and everything where fact and reason are matters of inquiry, but there the instruction ends. Dryness and practicality pervade our school-rooms and crush out whatever is not in harmony with them. Their influence reacts on the teacher; and the ease with which the schoolmaster or school-mistress can be identified, after a few years, by the precision of every movement and sentence, and a peculiar air, has become proverbial. At home the influence is of the same kind; all must be practical, common sense; parents train their children as they were trained. If the child utters a poetic thought, or gives vent to an exclamation called forth by an exhibition of beauty, to which his little heart responds as God designed it should when he created a harmony between the earth and its occupants, it is not understood. Wise ones say, the child is "too bright to live long," and regard such expressions as a "doleful sound from the tomb," or tell the little ones to be more sensible; that poetry and flowers never make persons rich nor help them to get along in the world. Thus the child lives, but its sense of beauty dies.

In æsthetic perception modern civilization is far inferior to that of antiquity. We can never sufficiently wonder at the beauty and poetry of thought manifested in Grecian literature. To the Greeks, every flower awakened a feeling and taught a lesson; every breeze spoke a language; there was music everywhere to their souls; and what wonder?—they fancied they could hear the "music of the spheres!"

If the defect is in our education, the remedy must be there also. Parents who direct the earliest impressions of their children should never let an object of beauty pass unnoticed. The writer knows mothers who day by day take their children into the fields, gather flowers, point out their delicate tints and the grace and exquisite formation of the petals, teach them about the trees, talk of the sky above and the little dew-drop at their feet, and it soon becomes to them not a cold, unfeeling remark, but a living, pervading reality, that "there is beauty everywhere."

But the remark will be made, and it is too true, few mothers are fitted for this. Teachers, then, must do all they can to cultivate the taste of their pupils. They can do much, very much, towards this in the school-room and out of it, in many ways. Again comes the remark, and it is too true, our teachers are not fitted for it; many of the highest reputation are coarse in language and manner, heedless in their persons, unrefined in thought, able to teach the regular text-books, and nothing more.

Still the evil exists, and it should be remedied in the way all evils are remedied. Attention should be directed to it, and all who have an influence should strive to remove it. Let teachers be trained who can better develop the taste of the young, and when these pupils become parents they will train more wisely their children. Let more effort be made throughout the community to awaken a national taste. Let our large cities have such parks and gardens, full of the choicest flowers, where all can walk, as are found in the great cities of Europe. Let a greater love for ornamental trees be encouraged; let them be planted by the side of our streets and around our dwellings. They cost only a little labour in the outset, heaven then takes care of them, and it would be difficult to estimate their refining influence. If paintings and other works of art, too, could be accessible to the masses, as is the case in Europe, it would do much to the same end.*

This subject has lately occupied the attention of some Massachusetts educationists; and at a recent meeting at the State House, Boston, the Hon. E. G. Parker, of the Senate, said, if anything is neglected in our New England education, it is a taste for the beautiful in Nature and Art. That which elevates us highest in the scale of being is, for the most part, disregarded; and we have few men of really refined tastes,—few who can appreciate such feelings as Ruskin said inspired him when contemplating a range of mountains.

Rev. J. F. Clark said, the mere acquisition of knowledge is the narrowest and meanest idea entertained of education. Men who are all head are dwarfs in everything else; their moral nature is coarse and hard; they are reduced to a shrivelled intellect packed with knowledge, with no perception of the beautiful, no true, complete development. John Brown looks upon the sky, and sees good weather for haying;—John Ruskin looks at the sky, and sees it full of exquisite beauty. William Wilkins has made money, and says he will travel; he sees the Alps, and thinks they are mighty pretty, "but it's dreadful tedious to get to them." William Wordsworth travels, and wherever he goes, exquisite pictures greet him; and when he returns they are hung up in the galleries of his memory. There is no luxury equal to that derived from the gratification of a cultivated taste, in the contemplation of all the different aspects of nature. The love of nature is purifying; it need, however, to be cultivated. Children should be taught to draw, should be taken into the woods and gardens, and to see museums of art. Were this course persevered in, the whole community at last would be educated into a love for the beautiful.

Rev. R. C. Waterson was the last speaker, and dwelt at length on art, its creations, and their varied and elevating influences. He praised American scenery, American taste, and American artists. Native taste is as abundant as our native wild flowers; it only needs development and direction.

It is, indeed, to be hoped that the minds of all interested in the education of the young may be thoroughly aroused to our previous neglect in this matter, and that this sad defect in American character may be remedied.—*Massachusetts Teacher.*

II. ADORN THE SCHOOL-HOUSES.

On a recent evening we sat down to write a few words to enforce the admonition given above. We thought of the many summer schools beginning in these weeks of buds and birds nests; of the miserable shanties on the stony high-way side, in which so many would this month receive their first lessons in mistress-ship and pupilage; of the baleful and enduring influence of filth and disorder and neglect associated in the minds of the children with the school and with learning; and of the opposite influence of order, neatness and beauty. We wished, if it were possible, to persuade our readers to do something to adorn and beautify their school-houses, and the grounds belonging to them. We did not forget that many of these school-houses are hovels, too rickety for repair and too filthy for purification save by fire; and that many of them stand in the road, with no yard or play-ground. We knew, too, that many farmers' door yards were cumbered with sleds, and carts and broken boards and decaying timber, because their owners think it "nonsense to be so dreadful particular." It also occurred to us, if we must confess it, that some who were keeping school would be unwilling to make any efforts to beautify a place in which they were to remain but a few weeks. But all such were dismissed with the thought that they did not belong to the fraternity of true teachers, being quite too worldly and selfish for any such fellowship.

Knowing, as we do, the influence for good which a neat, orderly school-room, and pleasant play-ground, have upon both teacher and pupil, we cannot refrain from bringing the subject again before the people.

* An extensive collection of both paintings and statues will be found in the Educational Museum for Upper Canada, which is open daily to visitors from 9 to 4. Sundays and holidays excepted.

There is no class of buildings, whether residences or out-buildings, which, as a class, show so much neglect, and have about them such an air of dilapidation as our school-houses,—“The People's Colleges.”

“What is everybody's business, is nobody's,” is a saying more applicable to school matters than to any other; and is legibly written by the hand of neglect on nine-tenths of our school-houses.

The place in which children spend the greater portion of their waking hours, the place in which their tastes and manners are formed, their habits and character moulded and fixed, is the place in which the least taste is displayed, and the best calculated to cultivate,—by association—bad habits and boorish manners. Somebody's to blame.

The trouble is, *everybody* is to blame, and as nobody is everybody, Mr. Nobody takes all the blame, and himself sets about the work of reform; and when Nobody undertakes a thing, he always does it.

Every school-house ought to be thoroughly cleaned for the first thing. The seats, desks, doors and windows should all be in working order; that old rusty stove and pipe should be blacked; those unsightly spots of naked lathing should be covered; the ceiling nicely white-washed, and the walls nicely prepared with neat, tasty paper. Who will do all this?

A day's work of a few individuals, in a district, and two or three dollars in money, will do it all. It costs but little—takes but little time. Yet it changes your *dirty*, disagreeable, uncomfortable, and disgraceful old school-room, into a neat, tasty little parlor; makes attractive what was before repulsive, encourages your teacher, and does more towards cultivating good taste and refinement in your children, by association, than can be done in any other way. The trustees ought to see to these things; but trustees are proverbially slack in the discharge of their duties. They need prompting. Now let the first man or woman—that's the word—woman that reads this article, take the matter in hand without delay, and if nobody is there but yourself, go to work; you can do it alone, and feel well paid while doing it, and a thousand times paid thereafter. With how much better spirit a teacher can work when she finds things in shape than when the surroundings upon the first day tell of neglect, and fore-shadow want of interest in, and appreciation of her future labors.

As to the interior of the school-house, we may take a lesson from Upper Canada. In that Province Dr. Ryerson visited England, Scotland, and Ireland, to examine carefully the many maps of the British Government and Dependencies there published, general and particular. These he found executed with great care and correctness. From them he made selections, caused an abundant supply to be sent to Toronto, to be had in deposit for the schools of Upper Canada, of which he is the Crown Superintendent. His influence was then exerted to have *all* the District Schools furnished with these maps. Eminent success attended his efforts. Most of the linings and walls of school-rooms in his Province are covered and ornamented with beautiful maps, not only American, but transatlantic. From these maps, by the aid of text books and the knowledge possessed by the reading and researches of the teachers, these Canadian scholars know more about the geography of America than many of our own scholars do.—*New Hampshire Jour. of Ed.*

III. FLOWERS AND THEIR TEACHINGS.

All the prophets were devout students of God's works, and warm admirers of the beauties scattered through them: as a proof of which they have hung unfading garlands, which they gathered in their lonely walks, in various parts of that Temple of truth, which they helped, as God's instruments, to rear and beautify. And He to whom they all bear witness, and point out as the “Plant of Renown:” “the Righteous Branch,” “the Rose of Sharon;” he who gave these flowers their lovely tints, and moulded their faultless forms; he talked to man of the flowers, teaching him to “consider the lillies,” and to learn from them to trust that Providence which overlooks nothing, to which nothing is impossible, and which is pledged to fulfil all the purposes and promises of God's excellent loving kindness. Flowers also are emblems of those graces of the Spirit which believers in Jesus derive from him. The sunflower sets forth faith, and bids us be ever looking unto Jesus. The violet is the well-known teacher of humility; it hides from view, yet sheds a sweet fragrance around. The snow-drop, battling with the wintry cold, is the symbol of hope. The honeysuckle, clinging to its strong prop, and filling the air with its odoriferous perfume, sets forth love; while the lily, in softest tones, repeats the words of Him whom it represents, and says, “Trust implicitly your heavenly Father's care.”—*Sketches and Lessons from Daily Life, by Felix Friendly.*

IV. ARTIFICIAL GLOBES IN EVERY SCHOOL.

It is a well-known fact, to those who have at all investigated the matter, that comparatively but few of our schools are furnished with

an artificial globe of any kind, though it is so simple and useful an instrument. They are generally well supplied with geographies and atlases, and time enough is spent upon this branch of study in *getting and saying lessons*. But, I am sure, one who has not taken the pains to gain the information can hardly imagine how shallow and empty much of this learning is. Geographies and maps are important as far as they go; outline maps, especially, are among the most useful articles of a furnished school; but for a clear understanding of the science something more is required. It will not do to tell a child that a map represents our globe; for he would thus be bewildered and misled. On a map he can see little circles, straight lines, and crooked lines, and without much difficulty can be taught what most of these represent; can point out the boundaries of countries, trace a river from its source to its mouth, tell the extent of lakes, mountain-ranges, etc.; but, if no additional means of investigating and comprehending the shape of the Earth and the relative position of countries is used, he will probably be led astray. For example, the map of the Hemispheres is before him: he sees a straight line extending across the map to represent the Equator. On the Eastern Hemisphere he sees Australia nearly at the extreme east; then in glancing at the Western Hemisphere he discovers New Zealand nearly at the extreme west. He will not wait to calculate the latitude and longitude, but comes at once to the conclusion that the two islands are about as far distant from each other as possible. He sees Asia on the extreme corner on one side, and another little Asia on the opposite side, and, very naturally, concludes that there are two Asias. On the map, also, four poles are represented—two for the Eastern and two for the Western Hemisphere: in fact, most of the representations on the map, from necessity, convey a false impression; and such impressions are too apt to be retained through life. Even the best instruction, with simply the aid of the map, can not supply the place of the artificial globe.

By means of the Terrestrial Globe the pupil can see at a glance where the sun is vertical at any given hour, where it is rising or setting, what is its meridian altitude at any given place and hour; he can find how long it shines without setting and how long it is absent, and with little trouble can ascertain all the places at which a lunar eclipse is visible at any moment. With the aid of the Celestial Globe he can find the latitude and longitude of a star and the position of a star or a planet, the time any of the heavenly bodies rise or set or come to the meridian: in short, much of the various phenomena of the heavenly bodies by the use of the Celestial Globe can be made exceedingly interesting that otherwise would be dry and unintelligible.

Now we ask, Why, when our system of education is so good in other respects, should we neglect a matter of so much practical utility? This is an anomaly that should not be allowed to exist longer. It is stated that there is scarcely a respectable school in Europe that, with other articles of apparatus, is not furnished with a pair of globes. The necessity of these aids is settled beyond a question, and we hope that speedily every school in the State will be furnished with them.—*N. Hamp. Journal of Education.*

V. Papers on Natural History.

1. ADDRESS ON NATURAL HISTORY BY PROF. AGASSIZ.

[The following excellent address was delivered at an Educational Meeting, in the State House, Boston, Mass., by Prof. Agassiz. It is full of instruction. Read and ponder every word of it.—*Ed.*]

“I wish to awaken a conviction that the knowledge of nature, in our days, lies at the very foundation of the prosperity of States; that the study of the phenomena of nature is one of the most efficient means for the development of the human faculties, and that, on these accounts, it is highly important that that branch of education should be introduced into our schools as soon as possible.

To satisfy you how important the study of nature is to the community at large, I need only allude to the manner in which, in modern times, man has learned to control the forces of nature, and to work out the material which our earth produces. The importance of that knowledge to the welfare of man is everywhere manifested to us; and I can refer to no better evidence to prove that there is hardly any other training better fitted to develop the highest faculties of man, than by alluding to that venerable old man, Humboldt, [since dead,] who is the embodiment of the most extensive human knowledge in our day, who has acquired that position, and who has become the object of reverence throughout the world merely by his devotion to the study of nature.

If it be true that a knowledge of nature is so important for the welfare of States, and for the training of men to such high positions among their fellows, by the development of their best faculties, how desirable that such study should form a part of all education! and I

trust that the time when it will be introduced into our schools will only be so far removed as is necessary for the preparation of teachers capable of imparting that instruction in the most elementary form.

The only difficulty was to find teachers equal to the task; for, in his estimation, the elementary instruction was the most difficult.

It was still a mistaken view with many, that a teacher is always sufficiently prepared to impart the first elementary instruction to those entrusted to his care. Nothing could be farther from the truth; and he believed that in entrusting the education of the young to incompetent teachers, the opportunity was frequently lost of unfolding the highest capacities of the pupils, by not attending at once to their wants. A teacher should always be far in advance of those he instructs; and there was nothing more painful than for a teacher to feel that he must repress, if possible, those embarrassing questions which the pupils may wish to ask, but which may be beyond his reach.

He conceived that nothing but the inexhaustible thirst for knowledge which is imparted in human nature, enables children to sustain their interest in study, when the elements are imparted to them in the manner they are. Could anything be conceived less attractive than the learning of those twenty-four signs which are called letters, and to combine them into syllables, and then into words; and all taught in the most mechanical and hum-drum way, as if there was no sense in it! And yet, there is a deep sense in it, and there is, in those very letters, materials for the most attractive and instructive information, if it were only in the head of the teacher when he has to impart it. Let him show his young pupils how men have learned to write their thoughts in words; how the art of writing was invented; in what way it was done in the beginning; how it has been shortened in its operations, which are now so rapid that the writer follows the words of the speaker with as great certainty as if he saw them already written, and had only to copy them; and then the child will be eager to emulate that, and will be ready to avail himself of the advantages which a possession of the art will give him over those who have it not.

But then, I say in order to create this interest in the child, it is not sufficient that he be taught mechanically, that such a figure is A, and that B, and C, and so on, but he is to be shown how men came to write the letters in that way, and that the letters are only syllables to express thoughts, and that the earliest and simplest ways of representing these thoughts was by showing objects as they are. I have been a teacher since I was fifteen years of age, and I am a teacher now, and I hope I shall be a teacher all my life. I do love to teach, and there is nothing so pleasant to me as to develop the faculties of my fellow-beings who, in their early age, are entrusted to my care, and I am satisfied that there are branches of knowledge which are better taught without books than with them; and there are some cases already so obvious that I wonder why it is that teachers always resort to books when they would teach some new branch in their schools.

When we teach music, we do not learn it by rote, we do not commit it to memory, but we take an instrument and learn to play upon it. When we would study natural history, instead of books let us take specimens—stones, minerals, crystals. When we would study plants, let us go to the plants themselves, and not to the books describing them. When we would study animals, let us observe animals; and when we would study geography, let us not resort to maps and text-books, but take a class of children and go into the fields, and look over the hills and valleys, the lakes and rivers, and learn that a knowledge of the earth consists in knowing what mountains and hills there are, what rivers flow, what are the accumulations of water and the expanse of land. And then, having shown them that land, let us show them a representation of what they know, that they may compare it with what they have before them, and tell them that that is the way in which the things that they have seen may be represented, and then the maps will have a meaning for them. Then you can go to maps and books, but not before you have given them some hints as to what these things mean, and what east, west, north and south are; not merely by representing them by the letters E., W., N. and S. upon a square piece of paper, with all sorts of dots upon it, one representing Spain, the other France, the other England, the other the United States, which in their estimation have about the size of the paper on which they have learned it.

I well remember that when I was a teacher at Neufchatel, I objected to this mode of teaching geography in our schools. I was satisfied it could be done otherwise, and I asked that I might have a class of the youngest children, who were admitted to the school, and teach them in another way. The Board of Education would not grant me leave, and I resorted to another means. I took my own children, my oldest, a boy of six, my girls, children of four and a half and two and a half years, one hardly capable of walking, and invited the children of my neighbours. Some came upon the arms of their mothers, others were able to walk by themselves. I took these young children upon a hill above the city, and there showed

them the magnificent crescent of the Alps standing before them, their peaks piercing the clouds, and told them how far away they were, then pointed to the hills between these, and the lake at our feet; and when they had become very familiar with all these, and enjoyed the beautiful scenery, I took from my portfolio a raised map, in which the natural features of the country are attempted to be imitated, in paste-board, and turning them away from the scene, I showed them everything represented on a small scale, and they recognized the very peaks they saw before them; they saw the lake which was spreading before them as a blue spot upon that map; and so they learned the meaning of maps, and afterwards could appreciate the map which was not even raised, but only with black and white marks representing the same features. From that day, geography became no longer a dry study, but a desirable part of their education.

I have undertaken to address you upon the desirableness of introducing the study of natural history into our schools, and of using that instruction as a means of developing the faculties of children and leading them to a knowledge of the Creator. Natural History, I have already said, should be taught from objects and not from books, and you see at once that this requires teachers who know these objects; not only teachers who can read and say whether a lesson has been committed faithfully to memory, but they must know these objects before they can teach them, and they should bring these objects into the school, and not only exhibit them to the scholars, but place them in the hands of each scholar.

Some years ago I was requested by the Secretary of the Board of Education to give some lectures on Natural History to the teachers in different parts of the State, in those interesting meetings which are known as Teachers' Institutes. I had been asked to give some instructions upon insects, that the teachers might be prepared to show what insects are injurious to vegetation and what are not, and be the means of imparting that information to all.

I thought the best way of answering the call was, to place at once an object of this kind into their own hands, for I knew that no verbal instruction could be transformed into actual knowledge; that whatever I might say would be carried away as words, and not as the impression of things—and what was needed was the impression of things. Therefore I went out shortly before the exercises commenced, and collected several hundred grasshoppers and brought them into the room, and having first etherized them, so that they should not jump about, I put one of them into the hands of each teacher. It created universal laughter. It appeared ridiculous to all. But, I have the satisfaction of saying that the examination of these objects had not been carried on long, before every one became interested, and instead of looking at me, they looked at the thing.

At first, I pointed to things which could not be easily seen. They said, 'These things are too small to be seen.' I replied, 'Look again, and learn to look, for I can see things ten times smaller than those to which I have called your attention; it is only want of practice that renders you unable to see them.' The power of the human eye is very great, and it is only the want of practice which sets such narrow limits to its powers.

Having examined one object, take another which has some similarity to it, and analyze its parts, and point out the differences between that and the object examined before, and you are at once upon that track, so important in all education, which consists in comparison. It is by comparison that we ascertain the differences which exist between things; it is by comparison that we ascertain the general features of things; and it is by comparison that we reach general propositions. In fact, comparisons are at the bottom of all philosophy, and without comparisons we never can generalize; without comparisons we never get beyond the knowledge of isolated, disconnected facts.

Now, do you not see what importance there must be in such training—how it will awaken the faculties and develop them—how it will be suggestive of further inquiries and further comparisons? And as soon as one has begun that sort of study, there is no longer a limit to it. In this way, we can become better acquainted with ourselves, we can more fully understand our own nature and our own relations to the world at large. We can learn how we are related to the whole animal kingdom, if we once begin that comparison. At first it might seem difficult to find any resemblance between man and a quadruped, or between the quadruped and birds, or between birds and reptiles, or between reptiles and fishes; and if we were to attempt to compare a fish with man, the very idea would seem preposterous; and yet, the two are constructed upon the same plan; the same elements of structure which we may trace in the fish are presented again in man, only in a more elevated combination; and it may be shown, in the simplest way, that there is a plain gradation leading up from the fish to the noble stature of man. And these comparisons are the best means of developing all our faculties, because they call out not only the powers of observation, but also the ability of the mind to generalize and at the same time discriminate. They call

out, in fact, all those abilities which distinguish one man from another, which give men power over other men—the ability of discriminating judiciously and of combining properly—the ability of ascertaining the differences as well as the resemblances. The one constitutes the art of observing; the other constitutes the art of philosophy, the art of thinking.

The difficult art of thinking can be better fostered by this method, than in any other way. When we study logic, or mental philosophy, in the text-books, which we commit to memory, it is not the mind which we cultivate, it is memory alone. The mind may come in, but if it does, it is only in an accessory way. But if we learn to think by unfolding thoughts ourselves, from an examination of objects brought before us, then we actually learn to think, and to apply this ability to think to the realities of life.

It is only by the ability of observing for ourselves that we can free ourselves from the burthen of authority. As long as we have not learned to settle questions for ourselves, we go by authority, or we take the opinion of our neighbor;—that is, we remain tools in his hands, if he chooses to use us up in that way, or we declare our inability to have an opinion of our own. And how shall we form an opinion of our own otherwise than by examining the facts in the case? And where can we learn to examine facts more readily than by taking at first those facts which are forever unchangeable, those facts over which man, with all his pride, can have no control? Man can not cause the sun to move in space, or change the relations of the members of the solar system to each other, or make the seed to sprout out of its season, or make the oak produce apples. Man must take the phenomena of nature as they are; and in learning this he learns truth and humility. He learns that what exists in nature is true, and to value truth, and that he must bow to what is,—to what he can not change in the nature of things. But, at the same time, he learns how to ascertain what things are; and how they came to be; and while he learns that, he acquires a power which can never be lessened, but which is ever increasing in proportion as his opportunity for further observation is increased.

It is only by the development of all his faculties that we can make man what he may be; it is only in giving to his mind the food which will nourish all his faculties, that we accomplish this end. If we only cultivate the imagination, the taste, the memory, the culture of the senses is neglected, the ability of observing is neglected, and all those abilities which man may acquire by the culture of his senses, by the art of observing, are left untrained.

The reason why we so frequently see scholars who do not do well in school is because their abilities lie in another direction from that which suits others; it is because one great element is left out of the system of education—that which appeals to the senses, to the power of observation—that which requires activity and manipulation; and while only the imaginative faculties and the memory are cultivated, which will suit some minds perfectly, and be the very food they want, others are left starving for the want of the food which their nature requires.

I say, therefore, that in our age, when the importance of the study of Natural History is so manifest, by its many applications to the wants of man, I would add that one means of culture to our system of education, and add it as soon as it is possible to educate the teachers who may be capable of imparting the information; and that can be done easily by following the same wise method which has been followed in the introduction of every other branch. How was it when Physical Geography was introduced into our Schools? One man went about from school to school to give instruction in that branch.

He had his pupils, and those pupils are now teachers. Do the same thing now. Select a few men who have the aptitude and the practical skill to teach, and let them go forth, to the Teachers' Institutes at first, and then into the schools. Let them show what can be taught, and very soon the information will be spread abroad, the ability to teach will be acquired, and in a few years we may have a system of education embracing that important branch that is wanting now, and which I believe to be really one of the most important additions which can be made to any system of education.

VI. Biographical Sketches.

14. RIGHT REVD. BISHOP DOANE OF NEW JERSEY.

The Right Rev. George Washington Doane, Protestant Episcopal Bishop of New Jersey, died at his residence in Burlington, recently, aged sixty years. Bishop Doane, the son of Jonathan Doane, an industrious carpenter of Trenton, was born in 1799, received his education at Union College, whence he graduated at the age of 19, and immediately commenced the study of Theology. He was ordained as deacon of the Episcopal Church, by Bishop Hobart, in 1821, and was elevated to the priesthood two years afterwards.

For two or three years he officiated as assistant minister of Trinity Church, in this city, and was subsequently elected to the Chair of Belles-Lettres and Oaratory in Washington College, Con. Resigning his professorship in 1828, he was chosen Rector of Trinity Church, Boston, and held the position until the year 1832 when he was elected Bishop of the diocese of New Jersey, holding that office until his death. During his rectorship of the Boston parish, he contracted a marriage with the widow of a brother of Colonel Perkins, the well-known millionaire. The lady, whose fortune was large, unhappily became insane, several years since, and until her death was the inmate of an asylum in Massachusetts. From this union several sons resulted, one of whom recently embraced the doctrines of the Church of Rome. The Bishop's residence has been for many years at Burlington, where he founded St. Mary's Hall, an institution for the instruction of young Ladies, and Burlington College: the former in 1827, and the latter in 1846. In the effort to establish these institutions upon a firm basis, he expended large sums, for a great portion of which he was indebted to the liberality of his wealthy parishioners. Peculiar embarrassments, however, overtook him during the prosecution of his enterprises, and no inconsiderable degree of ill-feeling was excited in consequence of the delays and troubles incident to the Bishop's self-imposed task. The City of Burlington nevertheless, has reason for gratitude to the Bishop for the essential service rendered it by the establishment of his educational institutions. Bishop Doane enjoyed a high literary reputation. A poet of more than ordinary ability, a keen controversialist, an eloquent and original pulpit orator, and a ready writer on theological topics, his pen was in active service. A volume of poems was published by him in 1842, under the title of *Songs by the Way*. The affairs of the Diocese have engrossed his attention during the latter years of his life.

15. PRINCE METTERNICH OF AUSTRIA.

Clement Wenceslas Metternich was born at Cobleniz on the 15th of May, 1773, so that when he died he had completed his 86th year. His ancestors had been distinguished in the wars of the Empire against the Turks; his family had given more than one Elector to the Archbishopsrics of Mayence and Treves; and his father the Count Metternich, had obtained some reputation as a diplomatist and as the associate of Kaunitz. At the age of fifteen Metternich entered the University of Strasbourg, where he had for his fellow-student Benjamin Constant, and from which, two years afterwards, he removed to Mayence in order to complete his studies. In 1790 he made his first appearance as the master of the ceremonies at the coronation of the Emperor Leopold II.; and in 1794 after a short visit to England, he was attached to the Austrian Embassy at the Hague, in the following year marrying the heiress of his father's friend Kaunitz. Thus far he was but serving his apprenticeship in diplomacy. He first came into notice at the Congress of Rustadt, where he represented the Westphalian nobility, after which he accompanied the Count Stadion to St. Petersburg, was (1801) appointed Minister at the Court of Dresden, then (1803-4) proceeded as Ambassador to Berlin, where he took a leading part in the arrangement of that well known coalition which was dissolved by the battle of Austerlitz, and at length, after the peace of Presburgh, was selected for the most important diplomatic appointment in the gift of the Emperor—that of Austrian Minister at the Court of Napoleon. The rise of the young ambassador had been unusually rapid, and the French Emperor greeted him with the remark:—"You are very young to represent so powerful a monarchy." "Your Majesty was not older at Austerlitz," replied Metternich, with a slight exaggeration which could not make the compliment less acceptable; and, indeed, young as he was, he exhibited an address and a knowledge before which Napoleon might bluster, but of which he could never get the better. In Metternich all the arts of society had been cultivated to the highest degree—his conversation brilliant and inexhaustible, his manners most easy and graceful, his flattery delicate and insinuating. Without much ardor, with very limited sympathies, with no deep convictions, he had a clear head and a firm hand; he could keep his own secret, and he could worm out the secrets of others; and making himself the most agreeable man in the world, he plotted in the midst of smiles, manœuvred in a dance, and struck the hardest when he seemed to yield the most. He managed with so much ability that when the war broke out in 1809, and he had to return to the Austrian Court, which was seeking refuge in the fortress of Comorn, he was appointed to the Ministry of Foreign Affairs as the successor of Count Stadion. It was during his tenure of office that he struck out the idea of a marriage between Napoleon and an Austrian Archduchess as a means of purchasing a respite for the Empire. He conducted the negotiations with Champagny: Napoleon was divorced with Josephine; and Metternich escorted Marie Louise to Paris. It was but an expedient; it was a humiliating sacrifice, which could not be a permanent settlement; and in 1813, after the great French catastrophe in Russia, war was again formally

declared by Austria against France. In the autumn of that year the grand alliance was signed at Tœplitz, and on the field of Leipzig, Metternich was raised to the dignity of a Prince of the Empire. In the subsequent conferences and treaties the newly created Prince took a prominent part, and he signed the treaty of Paris on behalf of Austria. He afterwards paid a visit to this country, and received the honor of a doctor's hood from the University of Oxford. This is worth mentioning, as we believe it is the only honor which he received from this country. He who received decorations from all the Courts of Europe obtained none from the English Court. The only very celebrated orders to which he could not boast that he belonged were the orders of the Bath and of the Garter. When the Conference of Vienna was opened, Prince Metternich, then in his forty-second year, was unanimously chosen to preside over its deliberations, and this presidency in the Congress may be regarded as typical of an ascendancy which, from this time, he exerted for many years in the affairs of Europe. When the shock of 1848 overtook Austria, the Government fell, in spite of the resistance of Metternich, who maintained his state policy to the last. A deputation of citizens made their complaints to the Archduke John, who calmed them by promising, first of all, the resignation of the Chancellor. Out came the Prince Metternich from the next room where the ministers had assembled to deliberate, and with all the tenacity of age—the tenacity of a minister who had directed the affairs of the empire some forty years, exclaimed “I will not resign, gentlemen, I will not resign.” Archduke John, without replying to the Chancellor, simply repeated his statement, “I have already told you Prince Metternich resigns.” “What, is this the return I get for my fifty years’ services?” he said, and the next day he left the city with an escort of cavalry. He came to England, and here remained till the old state of things began to return. Not till 1851 did he venture to appear again at Vienna, but in the autumn of that year he made a sort of royal progress to his palace in the Rennweg. The old man was never again asked to undertake the cares of office. He held such position in society as the Duke of Wellington, in his latter days, held in this country; and his advice was often taken in affairs of State, but really his power was gone, and many among us, perhaps, may be surprised to learn that the renowned statesman had lived until now. Renowned rather than great, clever rather than wise, venerated more for his age than for his power, admired but not lamented,—the oldest Minister of the oldest court in Europe has passed away.—*Times.*

VII. Papers on Physical Geography and Commerce.

1. THE COMMERCIAL NEGOTIATIONS AND CAREER OF LORD ELGIN IN THE EAST.

On Lord Elgin's return from China and Japan the freedom of the city of London was conferred upon him by the corporation of that great commercial Metropolis. A banquet was also given in his favour by the Lord Mayor at which, in reply to the toast of the evening, Lord Elgin gave the following sketch of his career and experience in the East. “You can well imagine how gratifying it must be to a servant of the public who has been engaged for a considerable period of time in a distant part of the globe in the discharge of duties of a peculiar—and, perhaps without exaggeration, I may be permitted to say of a somewhat arduous—nature, to be greeted on his return home with a welcome such as has been accorded to me to-night by a company presided over by the Chief Magistrate of the chief city in the world, and comprising among other distinguished guests, that illustrious man on whom the freedom of the city has been this day conferred, and who is one of that noble band of heroes who, combining qualities the most dissimilar—the sagacity, the calmness, and the prudence of the statesman, with the fortitude, the quickness of vision, and the energy of the soldier—have contributed to replace more securely than ever on its foundations that mighty empire of England in the East which for one moment, and for one moment only, seemed to be tottering. (Cheers.) Ah! my Lord Mayor, I remember that moment. It was my task, in pursuance of what I believed to be my duty, to proceed to Calcutta at the critical period of August, 1857; and I shall never forget to my dying day—for the hour was a dark one, and there was hardly a countenance in Calcutta, save that of the Governor General, Lord Canning, which was not blanched with fear—I shall never forget the cheers with which the Shannon, the vessel which had been assigned to me as my floating mansion, and which I was then hastening to place at the disposal of the Government of India, was greeted as she sailed up the river, pouring forth her salute from those 68-pounders which the gallant but lamented Sir W. Peel sent up to Allahabad, and from those 24-pounders which, according to Lord Clyde, made way across the country in a manner never before witnessed. (Cheers.) I hope I may be pardoned if I own at this moment to a certain feeling of exul-

tation, tempered, I trust, with a devout sentiment of gratitude to Almighty Providence, when I am reminded by the vicinity in which I have the good fortune to find myself to-night, that it was from the force destined for China, and by a stretch of authority on my own part which was perhaps unprecedented, that the two regiments which were then holding Bengal against the rebels, and which were panting under the command of the dauntless Havelock to proceed to the relief of Lucknow and of that brave warrior Col. Inglis, with his noble wife, the sharer not of danger alone, but also of his courage and fortitude, were reinforced and enabled to achieve the prodigies of valor which have rendered them illustrious. (Cheers.) I have, my Lord Mayor, accepted your invitation on this occasion with great gratification. It has been my lot to live for some time in a country boasting of laws and of usages some of which are not wholly unworthy of our imitation, together with a morality which, to judge from precepts contained in its books, should be of a pure and elevated character. In that land, however, one thing is wanting; and this defect neutralizes all the merits of its system. The integrity of the administrators of its laws in dispensing what, by a little touch of irony, is sometimes denominated justice—(a laugh)—is certainly not entirely above suspicion. Thus a moral gangrene eats into the heart of this social system, introducing a wide-spread corruption and decay. The wandering Englishman—and I am sorry to say I belong to that category—when he returns home, after an absence, however protracted, finds that not only in respect of disinterestedness and impartiality, but of wisdom, learning, and independence, the judges of this country hold as high a position as they ever did; and whatever may have been the case with public men in other spheres of activity, the judicial bench at least have lost nothing in the estimation of their fellows. But if I have passed a somewhat severe sentence on China, I must say it possesses some securities against maladministration which ought, according to received opinion, to prove highly efficacious. In the first place, all its public functionaries of every class pass repeatedly through that ordeal which many ardent reformers in this country believe to be an infallible test, not only of capacity, but of every other qualification—viz, through a competitive examination. (Laughter.) I think it is a matter of custom rather than of positive enactment, but the practice in China is for every official of high rank placed in a position of great difficulty to accept it with the comfortable assurance that if he fail to extricate himself creditably from his embarrassments, he is perfectly certain sooner or later to terminate his career by decapitation. (Laughter.) That is a system no doubt attended with some inconveniences. It presses sometimes rather hardly on individuals. But it provides vacancies, and operates in that way unquestionably as a powerful encouragement to enterprising young men desirous of entering the public service. (Renewed laughter.) Still, if that practice were introduced into this country, I cannot help thinking it would create considerable perturbation among the heads of departments. At any rate, it would have a great tendency to reduce that plethora of Prime Ministers, and that kind of determination of blood to the head which now appears to be the disease from which England is likely to suffer. (Laughter.) The result of my experience in the East is that competitive examinations, even when supplemented by decapitation, is not an adequate substitute for that manly morality which is the product of our free constitution, and of the characteristic training of our countrymen. (Cheers.) The late Parliament, which died an unnatural death, although it was elected for the express purpose of looking after affairs in China, nevertheless observed during the whole of its existence so discreet a silence on that subject as neither to have asked for or received any communication whatever with respect to our proceedings in that quarter of the world. (A laugh.) The consequence is that if, in obedience to your invitation, I were now to begin to open my heart on the question of our diplomatic relations with China, I might unwarily and unwittingly betray some secrets of State, and, after dining so luxuriously under your Lordship's auspices, I might breakfast to-morrow much more frugally under the auspices of the Constable of the Tower. (A laugh.) I am anxious, however, that over sanguine expectations should not be raised respecting the issue of recent events in China and Japan. On a former occasion, after a much more partial opening of China, it was stated that Manchester would not be able to provide enough goods for one province of that country; and those in whom these hopes were excited were subsequently disappointed. I am anxious that the error should not be repeated. Yet, when they talk of 400,000,000 of people, it is really difficult to avoid statements that seem to savour of exaggeration. I have been told that the best way to calculate the future extension of our commerce in these regions is to reckon how much cotton it would take to provide nightcaps for these 400,000,000 of Chinese, and then send an order to Manchester accordingly. Now, really, my acquaintance with the Chinese and Japanese does not enable me to say whether they wear nightcaps or not; but if they do, certainly the quantity of cotton that would be required to pack up their long tails would be somewhat enormous.

(Laughter.) I know, however, that these 400,000,000 souls wear blue cotton blouses, and that they dress in other garments of the same material; and, though in China the ladies are habited exactly like their lords, I have never heard that the practice is attended with the domestic inconveniences supposed in England to flow from such a circumstance. (Laughter.) But, to speak seriously China and Japan are now open to British enterprise. The barrier which separated 400,000,000 of human beings from their fellow men has—as far as international engagements can effect such a result—now been broken down. I have never exaggerated the part which diplomacy has to play in these matters. I said a year ago at Shanghai, when the treaty was concluded, that after force and negotiation had finished their work, the labor of establishing our commercial intercourse with China on a proper footing had only begun. I hold that our manufacturers must task their ingenuity to the utmost if they would supplant the native fabrics produced in the leisure hours of an agricultural and industrious people. But though the great work commenced by the feeble hand of diplomacy has to be completed by the vigorous brain and stalwart arm of the British manufacturer, we have no reason for despondency. Indeed, I am confident that the enterprise now begun will lead to a vast development of the commerce of England, and introduce a new era of prosperity and civilization for a large portion of the human race. (The noble Earl concluded amid loud cheers.)

2. FOUNDING OF ST. JOHN'S, NEW BRUNSWICK, BY THE U. E. LOYALISTS.

Wednesday last the 18th May, was the seventy-sixth anniversary of the founding of our city. On the 18th May, 1783, three small vessels crowded with expatriated Loyalists from the States of New York, Connecticut, and Rhode Island, made their way through the prevailing fog of the morning into the then spacious area of our harbor, and dropped anchor close to the shore, somewhere about mid-way up what is now the Market Slip. All was silence and repose, save where the scream of the sea-mew was heard, or the sound of the surf dashing on the shingle, a contrast to the busy life and discordant noises of the present day. The tongue of land on the east side of the harbour, on which the city is principally built, and which was selected for the landing place of the strangers, presented at that time an impervious wilderness of stunted spruce, cedar, and hemlock trees. A small creek, through which a feeble brook trickled, wound its way circuitously across Prince William street, above Hasting's building, and up the south side of King street. The shore tending to the southward, presented precipitous cliffs, and it was only at low water by a pathway along the beach that Sidney Ward could be reached. The water of the harbor spread over to the base of the high ground on Carleton side, giving to Fort Frederick, perched on the little point of land jutting out towards Navy Island, the appearance of a sister island, at high water. This fortification of three or four guns—now completely dismantled, the site covered with dwelling houses—was built to overawe the Indian tribes on the river, and was then garrisoned by sergeant's guard. The first night of the wanderers was spent under the rude shelter of the improvised brush camp, and thus nature in her pristine loneliness extended her welcome to our stern, resolute, uncompromising fathers, who sought a resting-place, and a breathing spot for themselves and their little ones, under the protection of the meteor flag, which had "braved the battle and the breeze for a thousand years."

Noble men! No faint-hearted anticipations appalled them. Stern in their resolves, honest in their prejudices, of strict integrity in their dealings, untainted by priestly absurdities or worn out superstitions; possessed of their Bibles and their prayer books, they sought the favor and countenance of an all-wise Providence, and increased and prospered beyond their expectations. And now, as the result of their pioneer toils and privations, a fair city, with its spires and pinnacles and busy streets, claims notice and regard, whose fleet of merchant ships may be found wooing every wind—in the ports of the Australian antipodes—of the Pacific or Atlantic Oceans or of the Mediterranean and Indian Seas. We, their descendants, may look back with pride upon their labors. Few of the noble race linger among us, but one or two remain, trembling from physical decay on the brink of the dread abyss. What changes have these men not witnessed!—What changes during their pilgrimage have effected, physically and morally, every section of the great globe? May we never prove recreant to their memories, but endeavour, by precept and example, to transmit their virtues, their industry, their deep rooted national and Protestant feelings unimpaired to our descendants!—*St. John's Courier.*

VIII. LEGISLATION IN MASSACHUSETTS IN FAVOR OF POPULAR EDUCATION.

Our legislature, which closed its session early last month, has left a good record of its action in behalf of the educational interests of the

state. Several judicious and much needed modifications of existing laws have been made, and other measures have been initiated which, if prudently managed and carried out in the spirit with which they have been commenced, will be greatly promotive of progress in the cause of education, and will also redound to the honor and credit of the Commonwealth, and of those legislators and friends of sound learning by whose wisdom they were conceived and put in operation.

The pay of School Committees for their services has been increased from one to a dollar and a half per day, with such additional compensation as towns may vote. This is right. Committees should receive a compensation sufficient to induce them to attend to their duties, without feeling that every day or hour spent in the school-room, subjects them to a pecuniary loss, by taking them from their usual avocations where the pay, in a great majority of cases, would be much greater. After the first of July next, the duty of employing teachers, devolves upon the Superintending Committees in towns where the District system has not already been abolished. This will prevent the favoritism which is often shown in small districts, and the local prejudices whose influence is so baneful. The management of the schools is a town affair, and ought to be exercised as such, and not delegated to small geographical sections. As an extension of the same policy, an act was passed near the close of the session, the effect of which is to abolish prospectively, the district system altogether.

Another important act renders it obligatory, not optional, upon small towns to support schools for a longer time each year, than they have hitherto been obliged to. This is a sure sign of progress.

The Reports of the School Committees in all the towns of the Commonwealth, are hereafter to be printed of a uniform size. This will enable the Secretary of the Board of Education, as well as the several committees, to have them bound for preservation. After a few generations shall have passed away, such a record, easy of access, will afford the historian means for tracing the progress of education which he would be able to find nowhere else. These reports are a kind of annual daguerreotype of popular sentiment upon this, one of their most vital interests.

The crowning measure of the session in behalf of education, is the act giving aid to several of the educational institutions of the state, to increase the School Fund, and to co-operate with and assist Prof. Agassiz in founding a Museum of Natural History.

The last named clause of the act initiates a project truly stupendous. If properly carried out, it will place America, as well as the old Bay State, in the first rank of nations, as patrons of the Natural Science. It is highly complimentary to the distinguished Naturalist who has adopted our country as his home, and who brought the subject before the legislature; and it is equally creditable to that legislature which so cordially endorsed the measure, and to our people who so generally approved their actions.—*Mass. Teacher.*

IX. EDUCATION IN SIAM.

The systems of education prevailing amongst the nations who are worshippers of Buddha are nearly alike. The Siamese sometimes begin to instruct their children at a very early age. But generally at that of seven years. It may be computed that one-half of the male population is instructed in reading and writing. The first lesson which is inculcated, is respect towards parents, the ruling authorities, and the aged. Amongst equals, the eldest receives precedence. Consequent on the states of society at large, and the patriarchal rules by which its members are privately regulated, their language contains every variety of expression suited to the intercourse of the gradations of rank. Misapplications of these forms of speech expose an individual to the contempt of his equals, the hatred of his inferiors, and to corporal punishments from his superiors.

When a boy has reached the age of eight or nine years, his parents take him, with all the accompanying pomp they can afford, to a monastery, or *Wat*, where he is delivered into the charge of the priests.

Incense and candles are burned, and presents are bestowed on the priests. The parents continue to send provisions while their son is under tuition. The priests first instruct their pupils to trace with steele on a black board, the following words and letters, in Bali:—
"Nomo P, hoot, há seet, ha t, homma é a aa í ú ù, rùk, rù lùk, lù é, é ai, ó, au, ám, a."

When perfected in this lesson, they are taught the Thai, or Siamese alphabet, and to read and write in that language; which is a far more reasonable mode of instruction than that in use amongst the Malays, where boys are taught to read Arabic without being instructed in the meaning of the words.

A short Bali course succeeds, which, should parents choose, is prolonged; and, as it is ordained in the Bali moral code, the priest is obliged to instruct his pupil in whatever knowledge he is himself possessed of, provided the parents allow their children to continue long enough under his care. However, it seldom happens that parents can or will spare their children for a sufficiently long period. The

extent of priest's knowledge may, with a few expectations, be considered as confined to a pedantic acquaintance with the Bali language; neither extensive nor well-grounded; to a very respectable proficiency in figures; a smattering of astronomy, confusedly blended with astrological mummeries and poly-demonolatriy—if I may use the expression—and to a superficial acquaintance with physics.

In their seminaries, the elder boys instruct the younger. They all read aloud at the same time. Priests are not allowed to become teachers of the female sex; girls are therefore instructed by their parents and brothers. Although they have no access to the *Bali*, yet, as the moral precepts and discourses are translated from that dead language into the Thai language—and as numerous poetical and other works are common in the country—females have many facilities for gaining instruction. It is supposed, however, that not more than one in twenty are so educated.

The Siamese and Burman modes of instruction agree very closely. The princes and princesses are educated both in the Thai and Bali languages. The former are either instructed by priests, or, what is more generally the case, by laymen of sanctity and learning. The princesses are also taught by the same persons, but are sooner withdrawn from tuition.

The women are generally taught to spin thread, to weave, and dye cloth. They are neat embroiderers and sempstresses. The art of cookery is one of which no good housewife, even amongst the highest class, would choose to be found ignorant. They likewise make boxes of leaves and rushes, and prepare bouquets of flowers for presentation at temples. The management of the temporal affairs of their husbands forms a principal branch of their education—M. C. COOKE.—*In the School and the Teacher.*

JOURNAL OF EDUCATION,
Upper  **Canada.**

TORONTO: JULY, 1859.

*. Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 800 per month) on various subjects.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada School Act of 1850, 13th and 14th Viet., chap. 48, has granted the undermentioned Students of the Normal School, Provincial Certificates of qualification as Common School teachers in any part of Upper Canada:

"XLIV. And be it enacted, That it may and shall be lawful for the Chief Superintendent of Schools, on the recommendation of the teachers in the Normal School, to give to any teacher of Common Schools a certificate of qualification, which shall be valid in any part of Upper Canada, until revoked according to law: Provided always, that no such certificate shall be given to any person who shall not have been a student in the Normal School."

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

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

Twenty-first Session, 1859.—Dated 22nd June, 1859.*

MALES.	
879 Campbell, Alexander.	
880 Edmison, Alexander Bickerton.	
878 Blaicher, Peter Campbell (205)*	881 Sullivan, Dion Cornelius.

* The figures in brackets indicate the number of the Certificate of a lower grade obtained on a previous Session.

<i>Second Class.—Grade C.</i>	
(Expire one year from date.)	
920 Atkinson, Edward Lewis.	917 Robertson, John Pushman.
921 Carrie, James.	918 Smith, Francis.
922 Howell, Lewis.	919 Willson, Benjamin Franklin.
923 Little, Archibald.	925 Sinclair, John.
924 McDonald, Alexander.	926 Wark, Alexander.

FEMALES.	
<i>First Class.—Grade B.</i>	
882 Buchanan, John Calder.	927 Banan, Ellen Olivia (648.)
883 Dow, John.	928 Holmes, Emma Elizabeth (839.)
884 Matthews, Wm. Loader (807.)	929 Kennedy, Jessie Alison.
885 Mickleborough, John.	930 Robinson, Mary Ann.

<i>First Class.—Grade C.</i>	
686 Preston, David Hiram (634.)	931 Hay, Eliza Augusta.
887 Sarvis, George Chowan (548.)	932 Magee, Phoebe Sumner.
888 Saunders, James.	933 Smith, Mary Catherine.
889 Tasker, James.	934 Wright, Eliza Jane (685.)

<i>Second Class.—Grade A.</i>	
890 Topping, William.	935 Adams, Martha.
891 Froot, Thomas.	936 Cowan, Sarah.
892 Galloway, William (791.)	937 Hamilton, Susie (851.)
893 Shaw, Alexander.	938 Hamilton, Sarah Maria (755.)
	939 Lloyd, Charlotte (871.)

<i>Second Class.—Grade A.</i>	
894 Cann, Samuel Bracheton (815.)	941 Porter, Agnes (846.)
895 McArthur, John.	942 Rose, Mary Jane.
896 McClure, Robert.	943 Smith, Rachel Ann.
897 O'Brien, Patrick.	944 Wiulaw, Isabella.
898 Shirreff, Benjamin (887.)	945 Wright, Fanny Mary.

<i>Second Class.—Grade B.</i>	
899 McDiarmid, Donald.	940 McCorkindale, Margaret.
900 Miller, Arnoldus.	946 Kellock, Agnes (756.)
901 Peters, George.	947 Hornell, Mary.
902 Smith, William Wakefield.	948 McCarthy, Mary Ann.
903 White, William Henry.	949 McKay, Elizabeth.

<i>Second Class.—Grade C.</i>	
(Expire one year from date.)	
904 Armitage, John Robinson.	950 Armstrong, Mary.
905 Beckstedt, Joseph M.	951 Atkin, Ellen.
906 Boyes, James Stephen.	952 Beam, Rebekah Ann.
907 Buchanan, Robert.	953 Cowan, Elizabeth.
908 Hodgins, Thomas (817.)	954 Fenney, Jane Parker.
909 Johnston, Robert.	955 Flood, Louise.
910 Kidd, William.	956 Fraser, Mary Ann.
911 Kitchen, Edward.	957 Garden, Mary Louisa.
912 Leitch, Alexander.	958 Gordon, Eliza.
913 Livingston, Lewis.	959 Irwin, Margaret.
914 McLellan, Archibald.	960 McPhail, Margaret.
915 Moore, James Samuel.	961 Sharp, Sarah Ann.
916 Neelands, Joseph.	962 Umney, Lilly.

Certified,
ALEXANDER MARLING,
Registrar.

Education Office,
22nd June, 1859.

Appended to the letter of the Head Master of the Normal School reporting the names of Students entitled to Upper Canada Provincial Certificates, are the following explanatory remarks, which we insert:—

With reference to the certificates granted at the expiration of the late Session of the Normal School (21st), I may observe, that the standards both for admission and graduation have been so far elevated as to require a more thorough knowledge of the rudiments of each subject. For admission, for instance, instead of merely the first four rules, the common course of Arithmetic, as usually taught, is required; in Geography, something more than the mere definitions is necessary, a general knowledge of the principal countries of the world, with the seas, oceans, rivers, &c. should be possessed; while in

English Grammar, applicants should be able at least to parse any common sentence. For admission to the Senior Division it is requisite to be able to stand the graduation examination in the Junior (as per programme),* and a Student who is deficient in this respect unavoidably labours under considerable difficulties.

For the final examination, completing the course of training, a much more extended knowledge of the various subjects is required, and in each such additional branches have been introduced as experience has shown to be necessary.

It would be well for intending applicants to direct their attention previously to the rudiments of Arithmetic, and if possible of Algebra and History.

The very common deficiency in Spelling and Composition is a very serious obstacle to a Student's progress, and the neglect of the last named subjects, together with Arithmetic, led to the rejection of upwards of fifty candidates for admission at the commencement of the last Session.

It is obvious of course that this elevation of standard, both for admission and graduation, renders an additional amount of information necessary on the part of the Student, and consequently entails additional or more extended labor for its acquisition; while the increased value thus given to each grade of certificate is imperatively called for by the public generally, both on account of the great improvement that has taken place in the schools, and the general progress of educational matters throughout the country.

It is to be hoped that successful teachers holding the highest grade of Normal School Certificates will direct their attention to the "Honor Certificates" described in the programme,* the examination for which will take place at the expiration of each Session; teachers wishing to obtain "Honor Certificates" must give at least a fortnight's previous notice in writing, to the Head Master of the Normal School.

THE NEW POSTAGE LAW AND THE EDUCATIONAL DEPARTMENT.

As but few parties in correspondence with the Educational Department comply with the new postage law in the pre-payment of their letters, (thereby increasing the postage charge by nearly *fifty per cent.*), the effect has been to swell unduly this item of the contingencies of the Department. It may be that this omission arises from the impression that the official correspondence of the Educational branch of the public service like those of the Cabinet Executive Departments, go free. But this is an entire mistake; as the Educational Department forms an exception, and its contingent expenses are proportionably increased by a charge from which the other Public Departments of a similar character are exempt. We would suggest, therefore, in future, that all correspondence with the Department be pre-paid, (as it is on letters, &c., going *from* the Department,) and that thinner paper be used in all cases. Several letters occupying but one page have been lately received written on large, thick paper, and embracing four pages. Foolscap paper should be used where practicable; and only such portions of it sent as may be written on. All other portions have to be cut off when the letter is filed in the Department.

PRE-PAYMENT OF POSTAGE ON BOOKS.

From the synopsis of the new postage law which we publish on this page, it will be seen that the postage on all *books*, printed

* This programme has already been published in the *Journal*. It will also be found in the *Trustees' School Manual*.

circulars, &c., sent through the post *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository will therefore please send such an additional sum for the payment of this postage, at the rate specified, as may be necessary.

REGULATION IN REGARD TO SCHOOL RETURNS.

All official returns to the Chief or Local Superintendents which are made upon the printed blank forms furnished by the Educational Department *should be pre-paid, and be open at either end*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. See the following notice:

POSTAGE REDUCED ON TRUSTEES RETURNS.

The Hon. the Postmaster General has recently issued the following circular notice to Postmasters in Upper Canada: "The Half-Yearly School Returns made by School Trustees to the Local Superintendents of Schools, may, though the printed form be partly filled up with the names of the pupils and the days of attendance, in writing, be transmitted by Post, in Canada, as printed papers, at one cent each, *to be prepaid by Stamps.*" These returns, when sent through the Post, should be in wrappers open at both ends.

DELIVERY OF THE JOURNAL OF EDUCATION.—SUGGESTIONS TO LOCAL SUPERINTENDENTS.

Numerous complaints having reached this Department of the non-receipt at various Post Offices of the *Journal of Education*, application has been made to the Post Master General's Department to have the evil remedied. The Post Office authorities express their willingness to co-operate in the matter, and a circular notice has been issued on the subject. As several Post Masters are at a loss how best to facilitate the delivery of the *Journal* to the School Corporations to which they are addressed, we would suggest to the various Local Superintendents that it might be well for them to confer with the several Post Masters in their neighbourhood, and afford them every information in their power as to the proper localities and parties to whom the *Journal* should be delivered. It will still go free of postage.

SYNOPSIS OF THE NEW POSTAGE LAW OF UPPER CANADA.

(Extracts from a Circular of the Postmaster-General addressed to Post-Masters.)

All Post Office rates and charges are, from the first of July next, to be made and collected in decimal currency, substituting cents for pence.

All letters posted in Canada, *unpaid*, for any place within the Province, shall be charged seven cents per half oz.; but if *prepaid*, they will pass at five cents, that being the decimal equivalent of the present 3d.

Letters for Nova Scotia, New Brunswick, and Prince Edward's Island, 5 cents per half oz, with optional prepayment.

Letters for the United Kingdom, prepaid 12½ cents (7½d), per half oz, by Canadian Steamers, 17 cents (10d), by Cunard Steamers; if not prepaid, a fine of 6d. sterling will be charged on their arrival in England.

Letters for the United States, (except California and Oregon,) 10 cents (6d) per half oz; to California and Oregon, 15 cents (9d). (Prepayment, we suppose, optional; the circular does not say.)

Letters to all foreign countries, the same rate as at present, changing it into cents.

The charge for registering a letter to any place in British North America will be 2 cents, instead of 1d; to the United Kingdom, 12½ cents instead of 7½d; to the United States, 5 cents instead of 3d. To all other places, the equivalent of the present rate in cents. In all cases, except to B. N. America, letters when registered must have both postage and registration fee prepaid.

Drop or Box letters, and all minor rates of a like character, to be charged 1 cent for every ¼d. now charged.

On Newspapers, published in Canada, and sent from the office of publication to regular subscribers, the rate will be, *if paid quarterly in advance*, as follows:—

	Per Quarter.
On a daily paper.....	2s. or 40 cents.
“ tri-weekly.....	1s. “ 20 “
“ semi-weekly.....	8d. “ 13 “
“ weekly.....	4d. “ 6½ “

These charges can be paid either by the publisher, at the mailing office, or by the subscriber, at the delivering office. When the above rates are not paid in advance, a charge of 1 cent each number, or 3d for 5, will be made.

Transient newspapers must be prepaid by a 1 cent stamp or they will not be forwarded.

Newspapers from England by the Canadian steamers to pass free; those by the Cunard line, to be charged 2 cents each on delivery, that being the American transit charge.

Newspapers from the United States are to be charged 1 cent each on delivery.

Exchanges are to go free.

Periodical publications, not exceeding 3 oz. in weight, 1 cent each; over 3 oz, 4 cents. If prepaid by stamp, periodicals published in Canada, weighing over 3 oz., 2 cents.

Periodicals devoted exclusively to *Education*, Agriculture, Temperance, or any branch of science, to be sent from the office of publication free.

Printed Circulars, Books, &c., sent from a Canadian office to any place in Canada, B. N. America, or the United States, 1 cent each; over 1 ounce in weight, 1 cent per oz. But these rates must be paid in **ADVANCE** in Postage Stamps.

Parcels sent by Parcel Post to any place in Canada, 25 cents per lb.; 5 cents additional if registered.

Postage stamps of the respective values of 1, 5, 10, 12½, and 17 cents, have been provided, and will be ready for sale to the public.

The old stamps in the hands of the public will be allowed to pass for a time after the first of July.

The Act declares that any of the following offences shall be considered a misdemeanor;—

To delay, damage, or destroy any parcel sent by the Parcel Post; to enclose a letter or letters, or writing to serve the purpose of a letter, in a parcel sent by Parcel Post; to send a letter or letters, or writing to serve the purpose of a letter in a newspaper, except in the case of accounts and receipts sent by newspaper publishers to their subscribers, which are allowed to be folded in the papers.

XI. Miscellaneous.

1. “STAND AS AN ANVIL WHEN IT IS BEATEN DOWN.”

(Ignatius to Polycarp—both Martyrs.)

BY THE LATE BISHOP DOANE, OF NEW JERSEY.

“Stand like an anvil!” when the strokes
Of stalwart strength fall fierce and fast;
Storms but more deeply root the oak,
Whose brawny arms embrace the blast.

“Stand like an anvil!” when the sparks
Fly far and wide, a fiery shower;
Virtue and truth must still be marks
Where malice proves its want of power.

“Stand like an anvil!” when the bar
Lies red and glowing on its breast;
Duty shall be life’s leading star,
And conscious innocence its rest.

“Stand like an anvil!” when the sound
Of ponderous hammers pains the ear;
Thine but the still and stern rebound
Of the great heart that cannot fear.

“Stand like an anvil!” noise and heat
Are born of earth and die with time;
The soul, like God, its source and seat,
Is solemn, still, serene, sublime!

2. MISS KINDLY’S METHOD OF TEACHING CHILDREN TO READ.

Have you never visited Miss Kindly’s school? You ought, then, certainly to go there the first opportunity. There are so many things that she does excellently well. You ought to see how she commences a new term; how early she is at her post, and how affectionately she receives her little ones, as they drop in one after another; with what real interest she inquires about their fathers and mothers, and brothers, and sisters, and pets; what pleasant words she has adapted to each one; how patiently, nay, how enjoyingly she receives the deluge of kisses that has been gathering for her through the vacation, and how heartily she returns them; and how firm the conviction is in the minds of all the children, that, next to their own dear mothers, (fathers are sometimes excepted,) the very best friend they have in the world is Miss Kindly. The school reverently and piously opened, it is a treat to observe how immediately she brings her scholars, the new as well as old, into school discipline, by setting them to march in exact order, to clap their hands in concert, and to perform other physical exercises at the word of command, while they are fancying, in their simplicity, that they are having a grand play. And so, in truth, they are.

Then you should hear one of her “Object Lessons.” Taking a cap, or a glove, or a pencil, or an acorn, or a leaf, or a flower, no matter what, she will fix every eye upon it, and make it a key to unlock her pupils’ minds, and to draw forth more thought and better expression than you would suppose them capable of. But the exercises which they seem to enjoy the most are what she calls her “Moral Lessons,” but what they call “Miss Kindly’s stories.” Both names are equally appropriate. She tells a story illustrating some virtue or fault, and then appeals directly to the consciences of her pupils for their judgment upon it. Her method is essentially the same with that of Mr. Cowdery, in his admirable book of Moral Lessons, but, in accordance with the age of her scholars, is less elaborate.

“Did this boy do right?”

“Oh, no!” “No!” “No!”

“What ought he to have done?” They express their opinion.

“How would he have felt to be so treated himself?”

“Very badly.”

“I hope you will never do so,” &c.

One of the most marked characteristics of the school, is her method of teaching her little ones how to read, which seems to me to have more of artistic beauty, and is certainly more successful than any that I have ever witnessed elsewhere. It is alike philosophical and practical; as, indeed, a true philosopher must lie at the basis of all correct practice. Having formed her “lambkins,” as she sometimes calls her abecedarians into a class, she spends two or three days in such exercises with them as will lead them to feel perfectly at home, and train them to follow directions, to think together, and to express their thoughts. These exercises are partly vocal, partly gymnastic, and partly intellectual. They consist in repeating sentences, words, syllables, and elementary sounds, either individually or in concert; in various physical exercises; in object lessons; in story-telling; in simple lessons in counting and computing; in drawing lines on the slates, with which they are all furnished; in familiar conversation about home friends, and home scenes, &c. Having thus prepared the way, she introduces the lessons in reading somewhat as follows:

Miss K. “Now, do you all say *ox*.”

Class. “Ox!” “Ox!”

Miss K. Who of you ever saw an ox?”

Most of the class raise their hands.

Miss K. “Tell us, Charles, where you ever saw an ox.”

Charles. “Oh! we have two at home; and father yokes them and makes them plow, and draw hay, and potatoes and wood.”

When Charles has finished his account, the other children say where they have seen oxen, &c.

“How many horns has an ox?”

“Two; and he sometimes hooks with them.”

“If one of his horns were sawed off, how many would he have then?”

“One.”

“How many eyes has he?”

“Two.”

“How many feet has he?”

“Four.”

“How many horns have two oxen?”

“Four.”

Having carried this conversation as far as she deems it useful, Miss K. turns to one of the class and says, “Now, Susan, would you like to learn how to write *ox* on your slate, so that when you go home and show your slate to your mother, she will kiss you and say, ‘Why, Susan, you have written *ox*.’”

“Oh, yes!” replied Susan, eagerly, and all the rest join.

“Well, then,” says Miss K., going to the blackboard, and taking a crayon, “you must first make a round letter like this,” drawing a large

O. She uses the word "letter" without defining it, knowing that the children will learn its meaning, as they do that of other words, from its use, and that a formal definition would only confuse them.

"What does this letter look like?"

One suggests a wheel; another a round cake; others a cent, the moon, &c.

"Now, Susan, come and see if you can make a round letter."

Susan tries, and after her the rest. To each one Miss K. has a kind word for the effort, if not for the performance. They are then sent to their seats to try to make "round letters" upon their slates; some of their first attempts are, of course, rude and odd enough.

At their next lesson, after some preliminary conversation, Miss K. goes to the blackboard, where the O has remained as a model for the class since the last lesson, and says to them:

"Now I will show you how to make another letter. You must first draw a straight line, so," suiting the action to the word; "and then you must draw another straight line across it, so," making by the two lines a large X in its simplest form. "What does this letter look like?"

"Like father's saw-horse," says little Peter.

"Now, how many letters have I made?"

"Two."

"And these two letters mean ox. Henry, come and see if you can write OX."

Henry tries, and all the rest. They then return to their seats, and engage in attempts to write OX upon their slates. Miss K., as she passes them, notices and directs their work, and encourages them by kind words.

The time arrives for their third lesson. "What have you been learning to write?" asks the teacher.

"Ox."

"Now, all say as I do: ox, ox, (not pronouncing the names of the letters, but separating their sounds,) ox; ox, o-x; o-x, ox; o x, ox."

When, by repetitions, her pupils have fully learned to separate these sounds into utterance and in their minds, Miss K. proceeds:

"This round letter means o," giving it the short sound of o; "and this letter like a saw-horse means x," giving not the name, but simply the sound of the letter. "Now, William, you may take the pointer and point to the letter which means o; and you, Sarah, may point to the letter which means x."

The exercise is continued under a variety of forms, until the association is fixed in the minds of the children, between the written letters and their primary sounds. Miss K. then feels that the corner-stone has been laid for the building she has undertaken, and dismisses the class. Of the names of the letters not a word has yet been said. "It would only confuse the children," says Miss K., "to attempt to associate a letter with different sounds at the same time. And we shall have no need whatever of the names of the letters till we come to oral spelling, or to different sounds of the same letter.—*Massachusetts Teacher.*

3. THE WHITTLED DESK; OR, AN APPEAL TO THE BOYS' WORD AND HONOR.

"Tell us a story, father, this evening, do."

Mary made this request on behalf of herself and her two brothers—Henry, who was twelve years old, and Andrew, who was only seven; her own age being about midway between theirs.

"Well what shall it be, a made-up story, or a true one?"

"Oh, a true one, if you please, we like those the best."

"But if I tell you a true story, it may not be very wonderful, nor near so marvellous as something I could make up; perhaps you will not think it interesting."

"Oh, I know we shall, we always do."

"Well, then as you have chosen a true story I will give you one that I know was all true. I was a school master once, and twenty years ago this winter, I was teaching a large school in Michigan. As I was passing around the school-room one morning, I saw a notch that had been newly cut in the desk, just before William C—. I pointed to it and asked:

"William, do you know who did that?"

"Yes, sir, I did it," he very frankly replied.

"Did you not know that it was against the rules of the school to whittle the desks or the seats?"

"Yes, sir."

"I suppose you must punish me, sir," he said, looking very much troubled.

Now William was about ten years old, was one of my best scholars, a very bright and generally obedient boy. He did not own a pocket knife, but had that morning borrowed one at home, and the temptation to try it on the new desk before him had proved too much for him. But his frankness in confessing his fault and condemning himself, added to his general good character, made me wish, if possible, to avoid

punishing him. Yet how could I avoid it without appearing partial to William? The school-house was a new one, and I was anxious to leave it in good order at the end of the term. I turned the matter over a moment in my mind and then said to him:

"William, I can't bear to think of punishing you, for you are one of my best boys. But what can I do? If I let you go unpunished, how can I enforce the rule? And if that rule is disregarded we shall have a sorry-looking school-house when spring comes."

"I know it will be so sir," said he, looking more disconsolate.

"But is there no way that I can let you go and still save the desks?"

"I don't think there is, sir."

"You may lay aside your books and think about it for a while, and see if you cannot contrive some way, and I also will see if I cannot find one."

I turned away and engaged in other duties for some time, and then came back to him.

"Well, William, have you thought of any plan to save the necessity of that punishment?"

"No sir, I cannot see how you can do anything else with me?"

"Well, I have devised a plan which may possibly succeed. The boys are now to take their recess; and if, while you are out with them, you can induce them to pledge their word and honor that they will not whittle the seats or desks if you are not punished, I can let you go."

William seemed very little encouraged by that proposition. He evidently doubted whether the boys would give such a pledge. I stated the plan in presence of them all, and then gave them their recess. As I afterward learned, William had not the courage to ask any body for the pledge, but one of the older boys gathered them all around him and made a stump speech in William's behalf. "Boys," said he, "we don't any of us want to see Will whipped, and we can prevent it by just giving our word and honor that we won't whittle the school-house. Now what do we want to whittle the school-house for? I'd rather have a good smooth desk before me than one all cut up, and so had any of you. Besides we ought to have some pride in keeping the house decent as well as the master. In giving this pledge we only promise not to do what we ought not to do any way."

"If we don't give it, Will must be whipped, and then if we cut the desks we shall be whipped with him. For my part, I am for giving the pledge with all my heart—who votes aye? He then put it to vote; and every one shouted "aye."

William came in with the cloud gone from his face, and said that the boys had all given the pledge. Others confirmed this report, so I dismissed him to his seat, and I was as glad as he at the success of the plan.

"But father," interrupted Mary, "did the boys keep their promise?"

"Yes, that they did, like real men of honor, I did not have to speak again on the subject during the whole winter, and in the spring you could not find on the desks, beside that one notch, anything worse than pin scratches.

"I guess," said Henry, "they obeyed the rule better than if you had whipped William for breaking it."

"Yes, I have no doubt they did; but what do you think made them?"

"I guess," said Mary, "it was because they thought more about the rule, and saw how good and reasonable it was."

"And I guess," said little Andrew, "that they loved you more when they found out that you didn't want to whip them."

"I think, also," said Henry, "they felt glad to have you trust them like men, as you did when you asked William to get from them a pledge on their honor."—*Maine Spectator.*

4. PATIENCE.

A STORY FOR MOTHERS.

"Try again," said Mrs. Brown, encouragingly.

"I have tried again, and still again, until I am fairly discouraged, and its of no use."

"Every day,"—Mrs. Edwards had proceeded thus far, when romping little Jenny, a merry child of six years, burst into the room, followed by Willie, two years younger, who, in his eager haste, stumbled over the baby, seated upon the carpet, and threw him prostrate, upon which the little one set up a series of cries and screams in no way pleasant.

Mrs. E. sat still a moment, with compressed lips, and darkening brow; then springing from her chair, she caught Willie, and put him out of the room, and closed the door violently, saying, "There, don't let me see you again for an hour." Then seizing Jenny by the arm, she placed her, not very softly, upon a chair near the door, and said, "You are enough to craze one, now see if you can behave a moment." Picking up baby, she gave him his playthings, not once noticing the little eager, outstretched arms and sorry look, as she left him to himself, and went back to her rocking-chair, and her

conversation on her peculiar trials, with these same children, who had so rudely interrupted her.

"There; I declare it is enough to weary the patience of Job," said she, passing her handkerchief over her moist brow. "Did you ever hear such noisy children? What I shall do with them, I'm sure I don't know?"

Good Mrs. Brown said nothing, but the rapidity of her knitting showed that her mind was busy. She was one of Mrs. Edwards' neighbours, and had come in to pass the afternoon. Kind, pleasant, and loving always, Mrs. E. looked up to her, as one of her best and truest friends. More than once had her timely advice been of great service, and now she hoped for assistance in her perplexity. Mrs. B. did not speak, however, and so Mrs. Edwards kept on. "I get all worn out and discouraged during the day, and when James comes home at night, I sometimes begin to tell him over my trials, when he just laughs, and tells Jenny what a comfort she is to her mamma, frolics with Willie, calling him a *fine boy*, dances baby, and makes him caper and crow, telling me all the while how *good natured* they all are!" In the morning they are all asleep when he goes away, so he knows but little about them!

"Oh dear! when will woman's troubles be less?" Here the excited mother stopped to take breath, and looked at her friend, who was now knitting as calmly as if there was not a child on earth. Thinking Jenny very still, she looked next to where she sat her, when lo, she was gone. Taking advantage of her mother's excited talk, she had stolen softly out to join her brother. This did not tend to calm Mrs. E., who started immediately in pursuit. She found them both in the back yard, running to and fro, falling down now and then by way of variety, and greatly to the detriment of white pants and aprons. Shaking Willie, and saying sharply, "Look at your clothes, you careless child," she left him, and took Jenny into the house, seating her upon the chair again, at the same time giving her three or four smart blows upon her cheek, saying, "Now see if you can sit still; I'll learn you not to sly off so, Miss." Once more she seated herself, when baby finding all his playthings beyond his reach, and tired also of sitting upon the floor so long, commenced crying, and she must get up again and take him.

Just then Willie came in with a huge rent in his apron, his face red with temper and excitement, and wanted water. "Oh! dear, dear," sighed poor Mrs. E. Aunt Brown kindly offered to get the water, and going into the kitchen, she not only gave him to drink, but bathed his face and head in the cool water, and the little fellow was soon at his play again, while Aunt Brown sought the sitting room. Jenny sat in the chair, her curly head thrown back, and the traces of tears upon her plump fat cheeks—fast asleep! She could not sit still awake, so nature came to her relief. Taking her in her arms, Mrs. Brown said, "Katie, where shall I lay her?" Mrs. E. started from her study; all her anger vanished at seeing Jenny asleep, and she quickly placed a pillow upon the sofa, and she was laid down. The baby, too, soon followed his sister's example, and was laid upon the other end of the same sofa, and Mrs. E., with a sigh of relief, turned to her sewing.

Then Mrs. Brown spoke. Her large brown eyes were filled with tears, her lip quivered, as she said, "Katie, shall I tell you a story?" Mrs. E. Nodded assent, and she commenced: "Years ago I learnt the lesson you must learn. I had a husband then, and three dear little ones. I was young, energetic, impatient, and nervous. The noise of my children disturbed me. I wished them to be quiet and thoughtful like men and women. One day, not feeling well, their noise disturbed me even more than usual, and I sent the two oldest out to play. In a little while, Jamie, my second child and only boy, came running in rough and boisterous, as he always was. He carelessly hit my arm as I sat sewing, and I pressed my needle deep into my finger. The pain and provocation unnerved me, and I raised my hand and struck him on his head a blow that sent him far from me, at the same time saying, with my voice choked with passion, 'Now be more careful.' He put his hand to his head, burst into tears, and left the room. I was sorry I struck him; I did not intend to inflict so severe a blow; my conscience smote me a few moments, and then the event passed from my mind. He played out till tea time. I had recovered my usual good spirits, and at the table noticed Jamie's wit and fun as he played with his father. When I undressed him, I called his father's attention to his looks, so rosy and healthy. He repeated his little prayer, kissed me, said sweetly, 'Good night, mamma,' and was soon asleep. About nine o'clock he woke up screaming, and I saw him sitting up trying to ward off some imaginary blow. His eyes were open, but he did not know me. I took him in my arms. His hands were hot and dry, his lips parched. All night we watched by his couch, listening to his piteous cries. 'Don't whip Jamie, mamma, don't whip Jamie, he is so sorry;' and then he would place his little hot hands upon his head, and cower down, as though the blow was coming. O! Katie, the anguish of that night! How I prayed for his life. How I begged forgiveness for that thoughtless blow. I knew it was the

first cause of his sickness, and, if he died, the cause of his death, and I—I—his own mother, had dealt it. But reason at length returned. He had a long and tedious fever, but recovered. God heard my prayer, and I never struck another blow in the heat of passion. My simple tale is finished, Katie, and you can draw your own moral; but let me tell you one thing. You *must* have patience, and try again and again, before you can overcome the difficulties of managing noisy children; and God grant you may never have such a lesson as I had."

"Katie's tears were flowing fast, and she went to the still sleeping Jenny, almost fearing she should find her sick. When little Willie came in, tired and sleepy, she rocked him on her breast, and talked softly to him, while he wondered in his child-brain, "what made mamma cry." When Jenny and Willie were both quietly sleeping side by side in their cosy crib, Mrs. E. sat at her sewing alone. Aunt Brown had gone home, and she had time for reflection. She shuddered as she thought of her own ungovernable temper, and the many, many angry, needless blows she had given her little ones, and she firmly resolved, with the help of God, to subdue that temper. She did it, and also learned the great secret of governing children,—"*Govern yourself first. Seldom, if ever, raise your voice in reproofing them. Speak earnestly, slowly, and softly, if you would have them heed you. Never raise your hand in passion. You will repent it if you do.*"

In time, Katie Edwards had three as quiet, pretty children as any mother can boast of. Her face was always wreathed in smiles, her eyes brimmed over with love. Her husband heard no long, doleful tales about naughty children, and a discouraged mother. Their home is now a pleasant and happy one. "Go thou and do likewise.—*Massachusetts Teacher.*"

5. MOTHER'S LOVE.

Lamartine tells a story that exquisitely illustrates a mother's love. "In some spring freshet, a river wildly washed its shores, and rent away a bough, whereon a bird had built a cottage for her summer hopes. Down the white and whirling stream drifted the green branch, with its wicker cup of unfledged song; and fluttering beside it as it went, the mother bird. Unheeded the roaring river, on she kept, her cries of agony and fear piercing the pauses of the storm. How like the love of the old fashioned mother, who followed the child she had plucked from her heart, all over the world. Swept away by passion that child might be, it mattered not; bearing away with him the fragments of the shattered roof-tree, though he did, yet that mother was with him, a Ruth through all his life, and a Rachel at his death."

6. NOBLEST WORK.

It requires great wisdom and industry to advance a considerable estate; much art, and contrivance, and pains, to raise a great and regular building; but the greatest and noblest work in the world, and an effect of the greatest prudence and care, is, to rear and build up a man, and to form and fashion him to piety and justice, and temperance, and all kinds of honest and worthy actions. Now, the foundations of this great work are to be carefully laid in the tender years of children, that it may rise and grow up with them; according to the advice of the wise man.

7. HYMN OF THE MARSEILLAISE.

The Marseillaise was inspired by genius, patriotism, youth, beauty, and champagne. Rouget de l'Isle was an officer of the garrison at Strasburg, and a native of Mount Jura. He was an unknown poet and composer. He had a peasant friend named Dietrick, whose wife and daughter were the only critics and admirers of the soldier poet's song. One night he was at supper with his friend's family, and they had only coarse bread and slices of ham. Dietrick, looking sorrowfully at de l'Isle, said, "Plenty is not our feast, but we have the courage of a soldier's heart; I have still one bottle left in the cellar—bring it, my daughter, and let us drink to liberty and our country!"

The young girl brought the bottle; it was soon exhausted, and de l'Isle went staggering to bed. He could not sleep for the cold, but his heart was warm and full of the beating of genius and patriotism. He took a small clavichord and tried to compose a song: sometimes the words were composed first—sometimes the air. Directly he fell asleep over the instrument, and, waking at daylight, wrote down what he had conceived in the delirium of the night. Then he waked the family, and sang his production: at first the woman turned pale, then wept, then burst forth in a cry of enthusiasm. It was the song of the nation and of terror.

Two months afterwards, Dietrick went to the scaffold listening to the self-same music, composed under his own roof and under the

inspirations of his last bottle of wine. The people sang it everywhere; it flew from city to city, to every public orchestra. Marseilles adopted the song at the opening and close of its clubs,—hence the name, "Hymn of the Marseillaise." Then it sped all over France. They sung it in their houses, in public assemblies, and in the stormy street convocation. De l'Isle's mother heard it, and said to her son, "What is this revolutionary hymn, sung by bands of brigands, and with which your name is mingled?" De l'Isle heard it, and shuddered as it sounded through the streets of Paris, rung from the Alpine passes, while he, a royalist, fled from the infuriated people, frenzied by his own words. France was a great amphitheatre of anarchy and blood, and de l'Isle's song was the battle cry.

XII. Educational Intelligence.

CANADA.

— PROMOTION OF COLLEGIATE EDUCATION IN UPPER CANADA.—At a recent Wesleyan Methodist Conference the following resolutions were proposed by the Rev. S. S. Nelles, M.A., President of Victoria College, and seconded by the Rev. Messrs. Rose, Poole and others, and passed unanimously:—

Resolved—"1st. That it is the conviction of a large proportion, if not a large majority of the inhabitants of Canada, that their sons in pursuing the higher branches of their education (which cannot be acquired in day schools, and rarely without the youth going to a distance from the paternal roof and oversight), should be placed in institutions in which their religious instruction and moral training are carefully watched over and duly provided for; a conviction practically evident by the fact, that not only the members of the Wesleyan Methodist Church and other Methodists, but the members of the Churches of England, Scotland, and Rome have contributed largely, and exerted themselves to establish colleges and higher seminaries of learning, for the superior education of their children.

"2nd. That no provision for instruction in secular learning alone can compensate for the absence of provision, or care, for the religious and moral instruction of youth in the most exposed, critical and eventful period of their lives.

"3rd. That it is of the highest importance to the best interests of Canada, that the Legislative provision for superior education should be in harmony with the conscientious convictions and circumstances of the religious persuasions, who virtually constitute the Christianity of the country.

"4th. That the exclusive application of the Legislative provision for superior education to the endowment of a college for the education of the sons of that class of parents alone who wish to educate their sons in a non-denominational institution, irrespective of their religion, principles and moral character, to the exclusion of those classes of parents who wish to educate their sons in colleges or seminaries where a parental care is bestowed upon their moral and religious interests, at the same time that they are carefully and thoroughly taught in secular learning, is grossly illiberal, partial, unjust and unpatriotic, and merits the severest reprobation of every liberal and right-minded man of every religious persuasion and party in the country.

"5th. That the ministers and members of the Wesleyan Methodist Church, aided by the liberal co-operation of many other friends of Christian education, have largely and long contributed to establish and sustain Victoria College, in which provision is made for the religious instruction and oversight of students independent of any Legislative aid—in which there are fifty-nine students in the Faculty of Arts, besides more than two hundred pupils and students in preparatory and special classes—in which no religious test is permitted by the charter in the admission of any student or pupil, and in which many hundreds of youths of different religious persuasions have been educated and prepared for professional and other pursuits, many of whom have already honorably distinguished themselves in the Clerical, Legal and Medical professions, as also in mercantile and other branches of business.

"6th. That Victoria College is justly entitled to share in the Legislative provisions for superior education, according to the number of students in the collegiate and academical courses of instruction.

"7th. That we affectionately entreat the members of our Church to use their influence to elect, as far as possible, public men who are favorable to the views expressed in the foregoing resolutions, and do equal justice to those who wish to give a superior religious education to the youth of the

country, as well as those who desire for their sons a non-religious education alone.

"8th. That a copy of these resolutions be laid before the quarterly meeting of each Circuit, for the consideration and co-operation of our official lay brethren."

PROCEEDINGS OF RELIGIOUS BODIES IN REGARD TO EDUCATION, JUNE, 1859.

— CHURCH OF ENGLAND.—DIOCESE OF TORONTO.—HON. J. H. CAMERON moved the adoption of the following report—"The committee on Schools beg leave to report that the committee took steps before the sittings of the Courts of Queen's Bench and Common Pleas in the last Term to cause petitions to be presented from the requisite number of freeholders and householders, heads of families, in the Wards of St. John and St. Patrick, in the City of Toronto, to the Board of School Trustees of the said City, praying for authority to establish a separate Church of England School in each of the said Wards, and that after a considerable delay, your committee has only this day received a communication from the Board of School Trustees declining to grant the prayer of the petitioners. Your committee will therefore take the necessary steps to bring the question before one of the Superior Courts at the next Term in August.

Dr. Bovell moved in amendment to the report, "That whereas doubts exist as to the right of the Church to enjoy separate schools when she has provided for the education of her youth, it be resolved to petition the Legislature to remove such doubts, by plainly declaring the right of the Church to have such Schools, and that they be in every sense taken to be Common Schools." It was finally arranged that the subject should be left to the committee now sitting, in case there should be no remedy from the Courts of law, to prepare a petition to parliament, in connexion with the Bishop, on behalf of the Synod; with power to the Bishop, to order the petition to be presented, should he think proper to do so even before a legal decision is given.

— CHURCH OF ENGLAND.—DIOCESE OF HURON.—Rev. Dr. TOWNLEY moved, "That this Synod, regarding the separation of religious and secular education as alike opposed to the principles of Holy Scripture and the rights of individual conscience, as well as dangerous to personal morality and national prosperity, earnestly trust that the Legislature of this province will, at its next session, so amend the present common school law, that in every locality where a distinct religious community is sufficiently numerous to establish a school under its own direction, and is desirous to do so, it shall be entitled to receive the school taxes of all those who wish to support it, together with its corresponding proportion of the government school funds; such schools to be open to government inspection as respects their secular efficiency; that the Lord Bishop be respectfully requested to forward petitions, in accordance with the spirit of this resolution to the Legislature of the Province; and that copies of this resolution be forwarded to his Excellency the Governor General, the honorable the Speakers of the two Houses of the Legislature, and that a printed copy be also sent to every member of the same." Seconded by Rev. Mr. Farrell in amendment, the Rev. Mr. Smythe moved, seconded by Judge Cooper, the following: That this Synod fully recognize the principle that religious instruction ought to be included in every system of education; but inasmuch as there seems to exist considerable doubt as to what is the true construction of the common school law in regard to the establishment of Separate schools in cities and towns; and inasmuch as measures have been resorted to by the Synod of the Diocese of Toronto for legally testing this point, the further consideration of the question be deferred until the next meeting of the Synod.

Rev. Mr. Fauquier moved an amendment to the amendment as follows:—"That the principles of the present common school law making no sufficient provision for distinctive religious instruction, are not such as to receive sanction by any Bishop or Synod of the Reformed Church of England and Ireland." Rev. Mr. Gunne (a Local Superintendent of Schools), seconded the amendment. The motion in amendment moved by the Rev. Mr. Fauquier was then put, and twenty-one voted in favor of it. The nays were not counted, a large majority being clearly against it. Rev. Mr. Smythe's amendment was then adopted unanimously.

— FREE PRESBYTERIAN CHURCH OF CANADA.—Rev. Mr. Kemp brought up the report of the committee appointed to consider Dr. Ryerson's letter. The committee recommended the Synod to adopt the following resolution:—The Synod having had under consideration a letter from the Rev. Dr. Ryerson, Superintendent of Education, C. W.,* on the subject of christian instruction in common schools, regard such communication as partaking of

* Published in the Journal of Education for last month, pp. 81, 82.

the nature of a private document and therefore not calling for special consideration at their hands. The Synod would, however, in this connection, refer to their previous action on the question of separate schools in June, 1856, in which they express strong views adverse to the continuance of such institution established for sectarian ends. In regard to other aspects of this question the Synod appoint a committee to watch over any legislation that may be proposed, during the next session of the Legislature, in regard to education, seeing that it be based on scriptural principles. The report was adopted.

The Rev. William Gregg, A.M., presented the report of the College Committee. They expressed great pleasure in the continued prosperity of this valuable institution. The number of students who matriculated in Knox's College during the past year was 35. Besides these, there were other students, who were studying with a view to the ministry, partly in that College and partly in the University College. The whole number was about 50. No fewer than 17 students had completed their theological course during the past year, and they were thus in a position to ask license at the hands of the various Presbyteries. This was the largest number that had on any occasion completed the curriculum at the close of one session in Knox's College. With respect to entrants upon the College course, the committee learned from the report of the Professors that several had come up from the Presbyteries unfit to enter the classes on account of deficiency in elementary training. They therefore recommend the Synod to instruct Presbyteries to give more particular attention to the literary attainments of students making applications to them, and, when necessary, to send them to institutions where they might be trained under the care of the Presbyteries until they were prepared to enter the college classes. The committee had satisfaction in being able to state that there was an improvement in the fund for the current expenses of the college. It would be remembered that for three preceding years there was an annual and increasing deficiency of £40 in 1856, £187 in 1857, and of £210 in 1858. The whole balance against the fund was £438 10s. 8d. During the year now closed there had been no deficiency. On the contrary, the balance had been reduced to £392 8s. 7d. It should be added, however that the interest on the mortgage had been as formerly charged to the account of the building fund. The improvement in the current expenses fund had been the result of increased contributions from the different congregations, the whole of which was \$5,477 this year, against \$4,749 last year; making an increase of \$728. Besides the contributions thus referred to, the committee had to report the receipt of a legacy of £500 from the late James Gibb, Esq., of Quebec, whose memory would be long and gratefully cherished in the Synod. The terms of the bequest left it in the power of the Synod to determine how it should be appropriated. The committee recommended that it be placed to the credit of the current expenses fund, against which, as already reported, there was a balance of nearly £400. No contributions were specially asked for during the past year on behalf of the College Building Fund. Contributions, however, had been received amounting to \$466 30, which had enabled the treasurer to pay a large proportion of the interest due on the mortgage. The whole amount due on the mortgage was £2,678, which was payable in 1862. There was a balance in favor of the building fund of \$722 14. Upon the consideration of the report of the college committee, a good deal of discussion took place on a suggestion which was thrown out last night for the appointment of a tutor to superintend the elementary training of students entering the college. The recommendation of the report "that the Synod wished Presbyteries to give more particular attention to the literary attainments of students making application to them, and when necessary to send them to institutions where they may be trained under the care of the Presbyteries till they are prepared to enter the college classes, and further to see that in such case pecuniary assistance be provided by the Presbyteries, if necessary," was adopted. The next question which came up was whether the Professor's court have power to determine the position of students in the curriculum. The majority of the professors were of opinion that they had the power. The minority thought the power belonged exclusively to the Presbyteries. Rev. Mr. Kemp moved that the power of determining the position of students in the curriculum rest entirely with the Presbyteries.

— UNITED PRESBYTERIAN CHURCH OF CANADA.—Rev. Dr. Taylor (Toronto) presented the annual report of the committee on Theological Education. The committee expressed their satisfaction with the progress made by the students at the Hall during the past year. In presenting the report, the Rev. gentleman remarked that the contributions for the purposes of the institute, on the first call some years since, had been so liberal that

no further call had since been made on the congregations; and now if a call were made he felt satisfied the institute would be fully relieved. He thought the Synod should empower the committee to arrange with the students at the beginning of the session with reference to their course of study for the year. The *First* class of students were those who had passed through University College. The *second* was composed of the matriculated students of University College. The *third* class was composed of those attending both the Hall and University College. Some discussion then ensued, after which the following resolution was passed—That the committee on Theological Education have full power to make all necessary arrangements in reference to the study of the students during the session of the Hall. The circular of the Chief Superintendent of Education* was referred to a committee to report thereon at the next Synod.

— CHURCH OF SCOTLAND IN CANADA.—The report of the trustees of Queen's College was read, and was of a gratifying character. The attendance on the Institution last year was as follows, viz.:—Theology, 11; Arts, 53; Medicine, 79. Total, 143. Of these 12 belong to the Lower Provinces, and in all 45 are studying with a view to the Ministry.

— CONGREGATIONAL UNION OF CANADA.—The committee appointed in reference to the circular of Dr. Ryerson, stated that they were not prepared with a report, but recommended that the Union resolve itself into a committee of the whole to take the subject into consideration. The recommendation was adopted, and the Union accordingly went into committee, Rev. F. H. Marling in the chair. A discussion of some length then ensued. It was ultimately resolved that the chairman appoint a committee to consider the subject brought before the Union in the circular, and present a report at the next annual meeting. The committee rose and reported, and the resolution was adopted. The Chairman nominated as the committee—Revs. E. Ebbs, J. Wood, D. McAllum, William Hay, and Charles Whittod, Esq.

— WESLEYAN METHODIST CHURCH IN CANADA.—The committee to whom was referred the circular of the Chief Superintendent of Education submitted their report, and the following resolution:—"That the Conference earnestly recommend the ministers of this body to avail themselves of the facilities afforded by the regulations of the Council of Public Instruction, and to visit the public schools as frequently as possible at the times prescribed for the purpose of communicating religious instruction."

The Rev. S. S. Nelles, A.M., President of Victoria College University, thus reports the state of the College for last year. "The operations of the College have been continued during the past year, with the usual vigor and success. The number of under-graduates in the Faculty of Arts is 59; in the Faculty of Medicine 73; the number of occasional and preparatory students 153; making a total of 285. In addition to the President of the College there have been employed, during the year, three professors and four tutors; a staff not larger than that employed ten years since, when the attendance of students was not more than one half it is now. Many of the students are truly pious and the customary religious services have been maintained among them. The boarding hall for the past Session has been under the direction of a lay Steward, whose whole attention has been given to that department, and thus far, the results of this arrangement are satisfactory. The financial condition of the College will be learned from the statements presented by the Treasurer. The General Agent has continued his labours with unabated diligence, and has co-operated with the President of the College and the Superintendents of Circuits in carrying out the plan adopted by the last Conference, for the payment of the College debt. Several circumstances have combined to diminish the success of these efforts, particularly the failure of the harvest, and the unexampled scarcity of money; yet if it be thought that the true method of sustaining the College has been devised, it will be for the Conference so to modify and improve the plan as to give it greater efficiency. It is proper to mention, that most valuable assistance has been rendered by the President of the Conference, who has attended the College meetings, held in the cities and larger towns, and who has, by his example and able addresses, indicated the duty of the church in relation to these great educational interests. It is earnestly desired, that the talents and official influence of the President of the Conference, may still, as much as possible, be brought to bear on this noble enterprise. The Rev. Thomas Thompson has been appointed travelling agent for the College, for 1859.

— THE REV. J. H. JOHNSON, A. M., late principal of the Belleville Seminary, has been appointed (says the *Brockville Recorder*.) Head Master of the Victoria Central School at Brockville. The *Recorder* adds:—"The

central school system has been worked advantageously in Hamilton, London, Paris and other places, and we regard the experiment here as successful. A splendid edifice for school purposes adorns our Town, a large staff of Teachers may be found daily employed; let all parties, then, exert themselves to increase the efficiency of the Victoria School."

— **BARRIE GRAMMAR SCHOOL.**—We acknowledge with thanks, from the Head Master of the School, (Rev. W. F. Checkley, A. B.) a copy of the Barrie Grammar School Examination papers for 1859, from the character of these papers it is evident that the recent prize and scholarship examination in the school have been most trying and difficult. The Head Master deserves very great credit for his zeal and enterprise, and for the ability with which he conducts the School; in addition to the County Scholarship, which he has established, he has also given, at his own cost, three Gold Medals, (the only ones given in any Grammar School in Upper Canada) for "Classics," "Modern Languages," and "Mathematics," besides a Special Prize for "Natural Sciences," in addition to the usual prizes in books. In the introductory note to the pamphlet sent us, it is stated:—"The Head Master has already, at his own expense, established one County Scholarship, entitling to free board and education at the Grammar School, for one year, that boy who shall pass the best examination from among the pupils of the Common Schools of this County. The Trustees are quite of his opinion, that the Senior Grammar School in each County should be to the Common Schools of that County that which the University is to the Grammar Schools of the Province; and they have, therefore, presented a petition to the County Council, praying that two similar scholarships may be established, to be competed for in the same way. They believe that the greatest good to the country will be the result of such a step, and they sincerely trust that no mistaken economy may prevent the Council from acceding to their request." The *Barrie Advance* adds:—"We are glad to be able to state that the County Council have given a grant of \$700 for the enlargement of the present school-house, which will enable the Trustees to make it a much more convenient building than it is at present. We hope, however, that the money will be expended solely in enlarging the building, and not in any ornamental or too substantial work; for, so soon as the County can afford it we shall evidently want a new school-house altogether."

— **SIMCOE COUNTY GRAMMAR SCHOOL SCHOLARSHIPS.**—In a recent letter from the Head Master of this School (Rev. J. G. Mullholland, M. A.) he says:—"I have proposed and intend to carry out my plan to give free education to seven boys well recommended, one from each township. If I succeed in this I trust the Township Court will liberally respond and enable those boys to prosecute their studies further in the University, I have called them scholarships, open to competition on the opening of next term."

— **HISTORY OF THE PUBLIC SCHOOLS IN THE CITY OF TORONTO.**—The Board of School Trustees in this city have lately published a pamphlet, entitled, "Report of the Past History and Present Condition of the Common or Public Schools of the City of Toronto." The aim of the Board, in taking this step, was to "satisfy the rate-payers that the School Assessment has been advantageously expended, and to induce a larger interest in the school affairs." The point of most immediate interest is the present condition and prospect of the Common Schools. It is reported that "nearly all the children who attend the city schools come from the industrial classes," and that, consequently, the system of instruction is adapted to them in particular. It is also reported, that although for a long time the question of school attendance has occupied the anxious attention of the Board of Trustees, "the number of pupils regularly attending the City Public Schools does not bear that proportion to the number of children of school age in the city that it ought to do; while those whose names are registered as pupils are neither so regular nor so punctual in their attendance as is desirable." (This report was signed in May last.) It is reported that the expense for each child in 1858 was \$12—amounting to \$25,000 for the whole. The attendance fluctuates from 700 pupils to 2,444—while as many as 4,742 were on the School Registers in the course of last year. Nearly 1000 were present at school "only from 20 to 50 days out of the whole year." The average attendance was 2,622, of whom at least one-fourth were absent every day—(p. 77.) The cost thus amounted to \$12.58 per child in actual attendance at any given period, and \$9.60 per child in attendance some time in the year. The Board seem to be approaching the plan of "compulsory attendance," by means of a "truant officer" for each district, who shall spend his whole time, during school-hours, in traversing streets, lanes, alleys, and other places, in search of absentees from school, and when he cannot otherwise get them to school, he can have them sent to some "reformatory institution" for a year or two, or to "the State Reform School" for

the whole of their minority. They declare that "voluntary attendance falls short of accomplishing the requirements of the Free School principle." — *Colonist.*

— **UPPER CANADA MODEL SCHOOLS EXAMINATION.**—The half-yearly examinations of the pupils in the Model Schools in Toronto, were held on the 25th June. Her Excellency Lady Head and a large number of visitors were present during the day. The examinations in the several divisions were conducted by the teachers, and, judging from the readiness and correctness of the pupils' answers, the proficiency appears most satisfactory. Miss Clark, Miss Shenich and Mrs. Clark severally preside over the three divisions of the girls' school. Their pupils were examined during the day in arithmetic, geography, history (English and Canadian,) physiology, &c. In the boys' school, conducted by Mr. Disher, Mr. Morris and Mr. Carlyle, examinations were held in similar branches. There were about 150 boys and 150 girls present—being about the average daily attendance at the schools. At the close of their examinations yesterday, the girls sang "Rule Britannia," and "See the Conquering Hero Comes," and other songs in a very creditable style. Mr. Sefton led the girls in their musical exercises. Between three and four o'clock, p. m., gymnastic exercises were gone through by the boys in the play ground attached to the institution. These exercises were conducted by Captain Goodwin, through whose excellent training the pupils appear to be progressing rapidly. A large number of ladies and gentlemen were present and seemed greatly pleased with the performances of the juvenile gymnasts. Some of the feats performed by the youngsters were of a very daring character, and elicited a good deal of applause. The pupils and visitors subsequently adjourned to the theatre of the Institute, where the former were addressed by Rev. Mr. Ormiston, and Rev. Dr. Ryerson. The latter distributed prizes to the most deserving pupils.—*Leader.*

— **COMPETITION OF SCHOOLS, COUNTY OF HASTINGS.**—We have great pleasure in inserting the following notice from the *Belleville Intelligencer*, which is signed by George Mowat, Esq., the Local Superintendent of Schools for the North Riding of Hastings. The plan proposed was adopted some years ago in the County of Waterloo, and gave a strong impetus to education in the County, besides diffusing a spirit of emulation among the teachers:—"The Local Superintendent of Schools for the North Riding of the County of Hastings, begs to notify Teachers and Trustees throughout the Riding, that a general examination and competition for prizes, will be held in the Village of Hastings, on Friday, the 23rd day of September next, at the hour of ten o'clock, a. m. Prizes will be offered in all the branches required to be taught in Common Schools, and in order that the competition may be as general as possible, it is intended that only two pupils from each class in the several schools will be admitted to compete. The selection of candidates for examination from each school to be made by the Teacher. Not more than one prize will be given to any one scholar, but in the event of excellence in more than one class, honorable mention will be made of the successful competitor, and the next best shall be entitled to the prize. Some of the Township Municipalities have already contributed liberally towards the funds for the purchase of prizes, and the Superintendent has every reason to suppose that the remaining Municipalities will also contribute their proportion, in order to entitle the schools in their respective Townships to engage in the competition. This being the first general examination in the North Riding, the Superintendent finds it necessary to invest all available funds in the purchase of prizes; it is therefore advisable that visitors and pupils from each school section should bring their own refreshments. A Committee of gentlemen in Madoc have kindly consented to make arrangements for invited guests from a distance; they will also provide accommodations for the pupils and their friends. It is expected that many distinguished friends of education will be present, and deliver addresses appropriate to the occasion. Examiners from other Districts will be selected, and every precaution taken to ensure impartial decisions. The cordial co-operation of all teachers and friends of education is earnestly invited, the object being, by means of honorable competition, to awaken a more lively interest in education, and promote the cause throughout the Riding."

UNITED STATES.

— **WISCONSIN SCHOOL FUND.**—Wisconsin has set apart the avails of swamp lands as a fund for normal instruction. The income of this fund is over \$18,000. It will soon reach \$25,000, and is to be expended under the direction of Hon. Henry Barnard, LL.D., recently of Connecticut, and now Chancellor of the Wisconsin State University.

— **EDUCATION IN MASSACHUSETTS.**—The number of public schools the last year was 4,421, or 61 more than in the preceding year; the number of children in the State between the ages of five and fifteen was 228,304; the average attendance of scholars in summer was 154,642, and in winter, 175,526. There are 70 incorporated academies, and 672 private schools. The money raised for schools was \$1,341,252, an increase of \$57,824.

XIII. Literary and Scientific Intelligence.

— **BOOKS COPYRIGHTED IN CANADA.**—By a return to an address from the Legislative Assembly to the Governor General, of books published and copyrighted in Canada, under the Act 4th and 5th Victoria, cap. 60 (1841), showing the number registered in each year, names of authors and proprietors, by whom registered, and where printed, &c., we learn that from 1841, to April, 1859, the number copyrighted amounted to 165. Of these, 57 were published at Montreal, 47 at Toronto, 35 at Quebec, and the residue in other parts of the Province. The greatest number in any one year were published in 1855. In 1841, two were copyrighted; and there were 18 published in 1858, against seven in 1848.

— **STEEL FROM IRON.**—A Mr. Brooman, of London, claims to have discovered a method of producing cast-steel from any kind of iron by one operation. The claim of the patentee says the process consists in "cementing portions of iron or steel of any description in a crucible or furnace by means of alkaline of earthy materials in states of oxide of salts." For the conversion of an inferior quality of iron or steel into a superior article, he uses about 8 per cent. of carbon or carbonaceous matter, such as rosin or soot.

— **STEEL PORTRAIT OF THE HON. JAMES MCGILL, MONTREAL.**—Our readers may see at Mr. Dawson's, Great St. James Street, a portrait of the late Hon. James McGill, founder of the University, engraved on steel (after De Longpie's painting in the Convocation Hall) by Mr. Albert Graham. This portrait has been published by subscription, by a few gentlemen connected with the University, and a few additional copies may be procured by gentlemen who desire now to subscribe—any surplus funds going to college purposes. It has been got up to accompany an article on the history of McGill College, about to be published in *Barnard's Journal of Education*, an American work of merit. These separate proof copies offered here will be objects of interest, as affording them an excellent likeness of one of the most prominent and deserving public benefactors Montreal has known, and as being, if we mistake not, the first engraving of the kind ever executed in the Province. It is remarkably well done, and Mr. Mathews deserves thanks for bringing in so clever an artist to the city. We believe Mr. Graham came here first to execute the geological decodes for Sir William Logan's reports, a work which he has performed most admirably.

XIV. Departmental Notices.

NORMAL SCHOOL.

The present session of the Normal School closed on the 22nd June. The next session of the school will commence on the 8th August. Application for admission should be made in person not later than the first week of the session.

SCHOOL MANUALS AND HALF-YEARLY RETURNS.

During last May a Supply of School Manuals and Half-Yearly Returns were sent to the County Clerks, for gratuitous distribution by the Local Superintendents to the various rural Trustee Corporations. The Manuals for Cities and Towns, and for Grammar Schools are not yet ready for distribution.

SCHOOL REGISTERS.

School Registers are supplied gratuitously, from the Department, to Grammar and Common School Trustees in Cities, Towns, Villages, and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters.

PRIZES IN SCHOOLS.

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

UNIVERSITY OF VICTORIA COLLEGE.

THE next Session of the College will open on THURSDAY, the 18th of August. Candidates for matriculation and for admission to advanced standing, will be examined on TUESDAY and WEDNESDAY, the 16th and 17th of August.

For further particulars see *College Gazette*.

University of Victoria College. S. S. NELLES, M.A.,
June 16th, 1859. President.

BISHOP'S COLLEGE, LENNOXVILLE.

JUNIOR DEPARTMENT AND GRAMMAR SCHOOL.

RECTOR :

The Rev. J. W. WILLIAMS, M.A., Pembroke College Oxford (late Classical Master in Leamington College, England).

ASSISTANT MASTERS :

A. CAPEL, Esq., Corpus Christi College, Cambridge;
J. S. PROCTOR, Esq., St. John's College, Cambridge.

IN this department pupils are prepared, at the option of their parents, either for *entering the University* or for *commercial life*.

English Grammar and Composition, the *French Language*, *Writing*, and *Arithmetic*, are carefully taught throughout the School.

Those boys who are preparing for commercial life may omit the study of Greek and Latin, and devote the time thus gained to their further advancement in arithmetic and writing, under the supervision of a master who is always disengaged during such hours to give them special attention.

Religious Instruction is given by the Rector to all pupils who are members of the Church of England.

Elocution is carefully taught in all the classes.

Instruction in *Vocal Music* is imparted to those pupils whose parents may desire it.

	TERMS :	Tuition.	Board.
From August 1st to December 20th		£3 15 0	£15 0 0
From January 6th to April 5th		2 12 6	12 10 0
From April 6th to July 6th		2 12 6	12 10 0

There are no extra charges.

Parents may, if they please, provide for the boarding of their sons in the village.

Sons of Clergymen of the Dioceses of Quebec and Montreal are received, under certain conditions, at reduced charges.

All payments to be made in advance to the Bursar of the College.

The School is situated in a healthy and beautiful locality, is a short distance from the Station of the Grand Trunk Railway, on which line the pupils travel at half fares.

For further particulars apply to the Rector.

July, 1859.

EXAMINATION OF COMMON SCHOOL TEACHERS, COUNTY OF YORK.

NOTICE IS HEREBY GIVEN, That an Examination of Common School Teachers and others will take place on TUESDAY, the 2nd day of August, 1859, at the County Court House, City of Toronto; at Richmond Hill, and at the Village of Newmarket, at 9, A.M. Candidates will be required to produce Certificates of moral Character, from their respective Ministers; and, if Teachers before, also from their respective Trustees.

County Council Office, JOHN JENNINGS, D.D.,
Toronto, 1st July, 1859. Chairman.

SCHOOL SECTION SEALS, as required by the Education Office, Engraved and transmitted by Post (free) on receipt of \$2. Address A. M. BARR, Engraver, Yonge Street.

ADVERTISEMENTS inserted in the *Journal of Education* for three cents per word, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

All communications to be addressed to Mr. J. GEORGE HODGINS, Education Office, Toronto.