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RECENT EDUCATIONAL SPEECHES IN ENGLAND.

(Continued from page 5.)

VI. RIGHT HON. THE EARL OF DERBY.

EDUCATION AND CLASSICAL SCHOOLS IN ENGLAND FIFTY YEARS AGO.

In a recent address at the Collegiate Institution, Liverpool, the corner stone of which the Earl of Derby laid twenty-three years previously, he thus referred to the state of education in England fifty years ago:—I need not say to those who know the history of education in this country that fifty years ago—I speak of a time when I myself was a boy at Eton—the education of this country was upon a deplorably low standard; that the amount afforded of public education for any class of society was exceedingly scanty in amount, and exceedingly deficient in character. It is true, indeed, that to a certain portion of the higher, or, at all events, the wealthier classes the public schools afforded a certain degree of instruction and of education; but, at the same time, without in the slightest degree wishing to disparage those classical studies which at that time formed the almost entire and exclusive subject of instruction at Eton—those studies from which I hope that I have myself derived some advantage, and which I am sure have procured for me great enjoyment—I say without in the slightest degree disparaging studies which I hope will always be considered as an essential portion of a liberal education in this country, I am bound to say that at the time of which I speak—things have much improved since—whatever benefit a boy derived from his instruction at Eton was derived much more from the effect produced upon his character by the social influence of that little miniature world of which he was a citizen than by any cultivation of his intellect or expansion of his mental powers which he could derive from the ordinary business of the school. I believe that Eton was a

tolerable representative at that time of the state of the public schools generally, and such as that education was it is quite evident that, with some few exceptions, the education which it did afford was only available to the wealthier classes, and to persons, at all events, in easy circumstances of life.\* With regard to the other classes, education was infinitely more deficient still. The ancient grammar schools—excellent as they were in their original intention, and adapted to the times for which they were founded—were insufficient to meet the requirements of the present age, even if they had not, in many cases, from apathy, from neglect, from abuse, and from insufficient endowment become wholly or partially insufficient.

EARLY FEARS OF GIVING EDUCATION TO THE MASSES.

At the time of which I speak—God be praised that a change has taken place since—there were many excellent men who apprehended serious danger from communicating instruction and education to the lower classes of society, and thought it was absolutely essential to the well being of the country that these classes, in order that they might not be dissatisfied with their condition, should be kept in a state of profound ignorance. I am speaking of opinions and feelings which prevailed many years ago. A change, however—a vast change—has come over the feelings of society upon these subjects; and I am not quite sure that we do not, with regard to the lower class of society, run some risk of falling into the opposite error, not of over-educating—for I think it is impossible to over-educate boys who are capable of receiving such an amount of instruction as may be given to them during the short period to which their school attendance is confined; but I am afraid there is some risk with regard to the lower classes that our education should be too ambitious, and that in striving to crowd a vast amount of instruction into a very limited space of time which alone can be afforded, we run the risk of getting not a sound, wholesome, elementary education, but a superficial smattering of a great deal without a solid knowledge of that which is most useful.

PRESENT EDUCATIONAL PROVISION FOR THE MIDDLE CLASSES.

The great improvement, however, which took place in the education of the lower classes made still more apparent the lamentable deficiency of any proper provision for those whom we call, by a

\* The present condition of Eton College, as to numbers, which are steadily increasing year by year, showing the high estimation in which the school is held by the upper and middle classes, is very encouraging. In the year 1800, there were only 357 boys in attendance; and the following numbers for each year during the ten years from 1852 to 1861, both inclusive, will show the steady onward progress of the school:—1852, 597; 1853, 613; 1854, 602; 1855, 614; 1856, 666; 1857, 744; 1858, 758; 1859, 801; 1860, 820; 1861, 828.

familiar and colloquial expression, the "middle classes" of society; and it was to meet the want which was then more and more felt, and felt more especially in the great commercial towns of this country, that almost simultaneously were established, as I believe, the Collegiate Institution of Liverpool, the school at Rossall, the Colleges of Marlborough and Cheltenham, and, I believe, several establishments of a similar description.

#### HAPPY FUSION OF CLASSES OF SOCIETY IN ENGLAND.

Now, I have used the term "middle classes," because it is one which has a certain colloquial and well understood significance, although it is one which I believe it would be found exceedingly difficult to define. In point of fact—and it is one of the great happinesses of our social condition in this country—it is almost impossible to draw a line of distinction between the various classes and grades of classes into which, from the highest to the lowest, society is distributed. There is not in this country, as in many others, a broad, clear, and sharp line of distinction between different ranks and different conditions which it is impossible to pass over from the one side or the other, and which keeps up a permanent barrier between the different classes of society. In this country there is no such line. The distinctions of rank and social position are, no doubt, understood and respected; but, on the one hand, the descendant in the second generation of the highest peer in the realm has no distinguishing mark to separate him from the community at large. He is rather absorbed, I would say, in the general class of society, and his position from that time must be dependent, like the position of all others, upon his own industry, his own talents, and his own abilities. (Applause.) On the other hand, we see daily the ranks of the peerage and of the highest classes recruited from the middle and lower class of the community, giving fresh life, fresh blood, and fresh energy to the ranks into which they enter, and giving more encouragement and more stimulus to those from which they proceed. But supposing we were to draw a line, which I think after all would be a very inexact one, I ask you to look what a vast amount, what an immense social range, what infinite gradations are left between these two extremes, all of which gradations and ranks constitute that which we mean by the middle-classes of society in this country. Such is the happy fusion by which one rank and one gradation melts into and is absorbed by another, forming the harmonious chain by which the whole of society is bound together in this happy country. (Loud cheers.)

#### THE GREAT MIDDLE CLASSES OF ENGLAND—ILLUSTRIOUS EXAMPLES.

Looking to the extent of the middle classes as I have defined them—that active, energetic body, the leaven of the whole social community—which has furnished no inconsiderable number of our statesmen, which has furnished by far the largest proportion of the liberal professions, the bar, the bench, and the episcopal bench, also, which has distinguished itself in the army, which, in point of fact, has supplied every liberal profession with some of its brightest ornaments. I have often heard the late Sir Robert Peel make it a subject of boast that he belonged to and had sprung from the middle classes of society (hear, hear); and we all know that, by his own energy and industry, the father of Sir Robert Peel raised himself from a position certainly not entitling him to be placed above the middle classes. I remember that, twenty years ago, another right hon. gentleman, and an ornament of this country at the present time—I mean the Chancellor of the Exchequer—made it his boast that he, too, was sprung from the middle class of society, and he pointed with pride to the honourable example and the honourable position which had been attained by his respected father, who was well known in Liverpool as a merchant, and respected by all who knew him. (Loud cheers.) From the middle class have sprung such lawyers as Eldon, and Stowell, and Lyndhurst, and St. Leonards. (Cheers.) From the middle class have sprung such soldiers as Clyde. (Renewed cheers.) From the middle class have sprung men of science too numerous to be mentioned, and among whom it would be invidious to draw a distinction by naming any one.

#### SYSTEM OF MIDDLE CLASS EDUCATION IN ENGLAND—EXAMPLE.

Looking to the infinite gradations which are comprised in this middle class, to the various prospects of life, to the various abilities and circumstances of those comprised within that great range, the idea of establishing an education for the middle classes in a single school will at once be seen to be absurd and preposterous. How, then, was it possible in one institution to give at once an education suited to the position, to the fortunes, and to the prospects of classes of society ranging over so vast an extent and including among them so many differences? The only mode which could possibly meet the difficulty was that which has been adopted in this Collegiate Institution—namely, in opening within the same building not one but three separate educational establishments. The three schools, therefore, into which it is at the option of any parent to enter his son, are the higher, the middle, and the lower school.

These are not, as the terms would perhaps suggest, grades of the same school, from one of which a boy might be passed in accordance with the progress made in his education, but they are entirely separate and distinct schools, though under the same management. The lower school applies itself to what is called an ordinary English education, with some knowledge of French, but to the exclusion altogether of any classical studies whatever. The middle school, of course, requires a larger range, and affords a higher cultivation. It includes a knowledge of German, mathematics, and Latin; but it does not go to the higher kind of classics, and does not, I believe, include a knowledge of Greek. The upper school, from which a certain portion, at all events, go to the Universities, includes also among its studies those classical studies to which I have referred, as well as various branches of learning which are deemed essential to a modern, although not thought essential to an ancient education. Now, I have said that these are separate schools, but to this there is one exception—an exception which I think has worked very beneficially. In each half-year, it is competent to the managers of the school to elect for merit some one boy from the lower school to the middle, and from the middle to the higher, that raising not involving (as it would be unjust that it should) an additional pecuniary payment to the parent, but obtaining for the boy, at the lower rate of payment, a higher class of education, that higher class of education having been earned by his own merits, talent, and industry. (Loud applause.) And I am happy to say that among those to whom it will be my pleasing duty to offer prizes for success upon the present occasion, are two who have both commenced in the lower school, have worked their way successfully to the middle, and from the middle to the upper school, and in the upper school have not only placed themselves in the first class of University examinations, but have both been at the very head of those local University examinations, not for the centre of Liverpool alone, but for the whole of the United Kingdom. (Cheers.) One of our earliest prizemen has, within the last year or two, stood first in the highly scientific institution of Woolwich, and has obtained a commission in the Engineers by competitive examination. It is also a most gratifying fact, that within this year two of the former prize boys of the institution have been successful candidates for the Indian Civil Service Examination,—no slight test of their general knowledge and ability. In the last two years there have been from this College no less than five Wranglers at the University of Cambridge. (Cheers.) I ought to mention one subject, which is of the highest importance—I mean that in all cases, and in all the schools—the highest, and lowest, and the middle—they make an essential part of the education here given a sound religious instruction according to the doctrines and principles of the Church of England. It has been decided, and I think with a judicious and wise toleration, that those boys whose parents object to their being instructed in the catechism and formularies of the Church of England should be exempt from so much of attendance upon and teaching of the services of the Church. And the best proof that can be given that this is a sound and reasonable principle is, that a few years ago—and I have no reason to suppose the proportions are materially changed—the number of Nonconformists in the higher school amounted to 10 per cent., in the middle school to 20 per cent., and in the lower school to no less than 30 per cent. of the whole population, thus showing that while we adhere strictly to the doctrine and discipline of the Church of England, there is no intolerable obstacle to our affording with perfect satisfaction to a large body of Dissenting Protestants a sound religious education. (Cheers.)

#### SYSTEM OF UNIVERSITY LOCAL COMPETITIVE EXAMINATIONS—ITS WORKING.

Within the last few years the range of education given at the Universities has been considerably extended. New schools of natural and physical science have been introduced and made the subject of direct competition, and conditions for obtaining degrees. The Universities themselves, therefore, have considerably enlarged their range of teaching as qualifications for obtaining the University degree; and it is a great satisfaction to me to think that the measure adopted by the Universities of thus communicating with the whole mass of the community has been satisfactorily carried out by the happy adoption of a principle which introduces to the teaching and to the examination of the members of the University those whose circumstances or position do not enable them to become members of the University itself. I have always felt, with all the fondness for the Universities which I sincerely entertain, we that have been too much aloof from the great mass of the population, and that the great body of the country did not take that interest in them which their real importance and value eminently deserve. But I think by the *quasi* incorporation of a large number of schools in the teachings and examinations of the University a most important connecting link has been introduced between them and the population at large, most beneficially for the Universities themselves, and most beneficially, also, for those colleges and establishments

which are brought into immediate connection with them. (Cheers.) The examinations adopted by the examiners from Cambridge and Oxford act, necessarily, as a great stimulus, and confer a great distinction upon the members of the middle, and even the lower classes. They act as a great stimulus to the boys, and I am not sure that they are not of almost equal importance in acting as a great stimulus to the masters of the various schools throughout the country. These examinations bring together the candidates for honours from all the various schools, and it is a matter of justifiable and laudable ambition in the master of a school that his boys should be able to distinguish themselves in competition with those from other schools in the same centre, and, indeed, in the country at large. The senior classes, you are aware, must not be above the age of 18 years, and the junior class at the two Universities must not exceed the ages of 15½. These are the restrictions, and it is provided that, before entering upon any examination at all, it is necessary for a preliminary examination to take place, in order to satisfy the examiners that in attending to the higher branches of knowledge the elementary instruction has not been overlooked or partially taken up. The preliminary examination comprises reading aloud, writing, parsing, English, arithmetic, some knowledge of geography, and the outlines of English history; and the quality of the handwriting and the spelling are also taken into account. These are the preliminary examinations to qualify the junior candidates for entering upon the competitive examination. They are then to be instructed, and be examined in the rudiments of faith and religion; that is, not only a knowledge of the contents of the Bible, but also in the Catechism, the Morning and Evening Services, and the Litany. For these, distinguishing marks will be given, to count in estimating the whole scale of merit. There is some difference between the two Universities with regard to this religious question. They both of them adopt the same principle, in point of fact, which has been adopted in this school—namely, that boys whose parents object should not be examined in the distinctive doctrines of the Church of England, in the Church of England Catechism, and the Church of England Prayer Book, although they may obtain marks for proficiency in these if they choose to take them up to the University of Oxford; an arrangement differing from that of Cambridge, which refuses a certificate to boys by a set of examinations in what is called the rudiments of faith and religion, unless they should have gone up in both examinations. In 1861 there were 935 examined, of whom 571 were examined in the rudiments of faith and religion, and 338 satisfied the examiners. The next year the University determined to give marks for this examination, and next year the numbers examined increased from 939 to 1,021, the whole number examined. The numbers examined in faith and religion amounted to 939 out of the 1,021, including 217 not examined in the Catechism and the Church of England, and the numbers who satisfied the examiners were not, as in the previous year, 338, but no less than 538; in itself a convincing proof of the wisdom of the alteration, and that attention to faith and to religion was not disparaged or brought into contempt by being made a portion of the general examination, and placed, as it were, on a level with other studies. (Applause.)

## 1. RECENT EDUCATIONAL SPEECHES IN CANADA.

(Continued from page 9.)

### IV. J. W. DAWSON, ESQ., LL.D., PRINCIPAL OF M'GILL COLLEGE.

#### THE NATIONAL EMBLEMS OF CANADA.\*

Canada has two emblems which have often appeared to some to point out its position in these respects,—the *Beaver* and the *Maple*. The beaver in his sagacity, his industry, his ingenuity, and his perseverance, is a most respectable animal; a much better emblem for an infant country than the rapacious eagle or even the lordly lion; but he is also a type of unvarying and old-world traditions. He does not improve on his ancestors, and becomes extinct rather than change his ways. The maple, again, is the emblem of the vitality and energy of a new country, vigorous and stately in its growth, changing its hues as the seasons change, equally at home in the forest, in the cultivated field, and stretching its green boughs over the dusty streets. It may well be received as a type of the progressive and versatile spirit of a new and growing country.

#### UNEDUCATED MEN A DEAD WEIGHT.

I hold to be uneducated men, those whose opportunities of training have been limited to the mere imitation of their seniors,—those who, practically, cannot or do not read and write in their own mother-tongue. Such persons must, with few exceptions, drift

with the current. In their habits, their tastes, and their capacities, they will be what their predecessors have been; or, in the new, free states of society, in recently-settled districts, a little lower. Such men may, by their physical powers, be of service to society; but, in the present state of the world's progress, they are mentally and morally a dead weight upon it; and they are liable to strange delusions and wild excitements, which make them, under certain circumstances, an unstable and dangerous mob. To them, their country has no past and no future: their lives and thoughts cling to the present alone, and to this in its narrowest sphere. It is to be hoped that, in British America, few persons now grow up in this condition.

#### PRACTICALLY UNEDUCATED AND EDUCATED MEN CONTRASTED.

To these we may add as practically uneducated men, those whose education has fallen short of enabling or inducing them to acquire knowledge by reading, or to think for themselves; or, again, those who may have abandoned themselves to sensual and immoral habits, have lost all control over their appetites and passions; or, again, those who have thrown themselves into the vortex of dissipation and frivolity, and are whirled around without any steady perception of their true interests, or those of others. Such men may come out of our schools and institutes of higher learning, though the greater part of them are, even in this respect, uneducated. The educated men are, then, those who, having been trained to some useful profession, and pursuing this with diligence and skill, are at the same time familiar, to some extent, with science and literature, and are in a position to exercise a sound and honest judgment in their own affairs and those of their country. Such men may exist in various social positions. They may, or may not have been trained at colleges and higher schools; but, wherever educated, they are the true strength of a nation growing from infancy to maturity. It is not too much to say, that every college student and graduate should be such an educated man. He, if any man, should be learned, useful, energetic, and thoughtful; a leader of men to be relied on as an efficient member of our British American Commonwealth in this its critical stage of formation and growth. If he should not, he must be regarded as a wretched abortion, a failure in the circumstances most favorable to success, a piece of worthless material, proved unserviceable by the very means employed to render it useful. If he who has been selected to receive a culture not accessible to one in a thousand, should prove unworthy of that culture, a mere drag upon a progressive community, the contrast between his opportunities and his performances only aggravates his failure, and makes him the more despicable.

#### DUTIES OF EDUCATED MEN IN BRITISH AMERICA.

British America has no room in it for idlers. There is more than enough of work for all, and if we do not find it, it is because we perversely put ourselves in the wrong place. There is, perhaps, at the present time too great a tendency to seek one or two professions as the sole avenues to success in life, not remembering, that in any useful calling there may be ample scope for the energies of even the ablest and best educated men. One of the first duties of the educated young man is thus to find, if possible, his true place in our social system, the gap in the great army of progress which he can best fill, and in which he may best do battle for his country and himself. It is the duty of educated men to cultivate the highest standard of professional excellence. It is disgraceful to the educated man to sink below others in this respect, to be content merely with the name of exercising some useful calling, and to be incompetent to the proper discharge of its duties. Such cases as this are rare; but there are other failures in this matter scarcely less culpable. There are some men who are content with the mere routine performance of the duties of their profession, who aspire to nothing beyond mediocrity, and are in consequence, tempted to court success by mean arts and personal influence, rather than by an honest effort to attain to eminence. There is also a tendency to seek for the easiest and shortest courses of professional training, to think the end is secured if an examination is passed and a title gained; and this kind of entrance into professional life is generally followed by the dilatory and inefficient prosecution of it to which I have just referred. Again, we are too often content, even if we aspire above mediocrity, to limit our hopes to the level of those who have immediately preceded us. There may be circumstances in which this is allowable, but they rarely occur in our time and in this country. Our predecessors have generally had fewer advantages than we, or, if not, these have, to a certain extent, been neutralized by the difficulties of an early struggle in a new country and in untried circumstances. If we are simply to copy them, we shall surely fall below them; and the progress of the arts and sciences among us will be arrested or will give place to premature decay. A mere imitator can never attain to excellence. He who, in a country like this, sets before himself only the standard of a previous generation, will be a dwarf in the generation to come.

\* These extracts are taken from Dr. Dawson's recent McGill College Annual University Lecture on the "Duties of Educated young men in British America."

## NECESSITY FOR PROFESSIONAL SCHOOLS.

The true interests of a profession require that some of its best men should be selected, and furnished with every means for keeping up and extending their professional knowledge and skill, and for communicating these to others; and that in this way the standard of professional attainment should be raised progressively as the country and the world advance in civilisation. It may be a cause of mortification to some jealous and selfish persons that young men better educated than they should enter into professional life; but the truly patriotic will resist all efforts to repress professional education, as being steps backward toward mediæval barbarism. Nor would I limit myself here to schools for the so-called learned professions. We have not enough in British America of art and practical science schools, which could bear directly on the fine and useful arts, and on the growth of our manufactures. But this infant state of our society is passing away, and the time may come sooner than we expect when British America may have not merely schools of Law and Medicine, and Engineering and Normal schools, but Military, Mining, Agricultural and Technological schools, and schools of fine art and ornamental design.

## WHAT OUR SOCIAL CONDITION IMPOSES UPON THE EDUCATED MAN.

The educated man who stops short where the school or college life ends, and thenceforth devotes himself exclusively to the narrow field of professional life, is either a mere specialist or a pedant. There are countries in the world where the semi-barbarian may be equal to the duties required of him by society. There are, perhaps, countries or conditions of life, where the pure specialist or the pedant may occupy a useful place; but, if so, British America is not one of those countries. Here, the perpetual flow and ebb of social life, the frequent changes of position, the varied kinds of work exacted of nearly every man, demand a variety of information, and a versatility of powers, greater even than that which would be necessary in the more advanced communities of the old world. Our condition is more like that unspecialized state of things which existed in the nations of antiquity, when a man might be called from the plough to the sheep-fold, to command armies and to lead nations; or might fill, at the same time, the most diverse and apparently incongruous offices in the state. It may be that this is but a rudimentary and imperfect social state; but it is one inseparable from the active and vigorous growth of new nations. While, then, amongst us, it is the duty of every man to aim at excellence in his special calling, it is also his duty to cultivate his mental powers more extensively than this, and to aspire to that versatility which may make him useful in any one of the diverse positions to which he may be called. One way of doing this is, by adding to merely professional studies, the pursuit of some branch of literature, science or art, congenial to our tastes. In this country a few departments of literature and science, as public journalism, mining surveys, or teaching the elements of the sciences and arts, may afford a subsistence to professional persons; but, for the most part, our historians and poets, our investigators in science, and our artists, must be amateurs; and it is scarcely too much to affirm, that the extra professional labors of such men are as valuable to the real progress of our higher intellectual life, as any professional efforts can be.

## DUTIES OF THE EDUCATED MAN TO THE UNEDUCATED.

It is one of the narrow objections urged against the higher education, that it benefits a few at the expense of the many. That this is not true, can easily be shown by considering that the support of institutes of higher learning falls in great part on those who are directly benefitted by them, and that the indirect benefits in providing professional men, and in training minds to manage well the higher interests of society are vastly greater than the cost of such institutions. Indeed it may be justly said, that the public aid given to the higher institutions of learning in British America, is altogether disproportionate to the benefits which they indirectly confer on the people. But I wish here to regard the subject from a different point of view, and to show to the educated man, that a weighty obligation rests on him not to isolate himself in selfish indifference from the interests of his fellow-men, but to lend them all the aid that he can in the struggle, which man is constantly making against the evils that beset him in this world. The educated man should be a public-spirited man; and in everything tending to popular enlightenment and training, in which his higher mental culture enables him to be more efficient than others, he should be found at his post as a leading member of the social system. There are some things in particular in which this is especially the case. It is his part to lead in all those applications of science to the useful arts which so much distinguish our time. The uneducated cannot avail themselves of these without assistance. They will often go on from generation to generation, pursuing defective methods in a purely empirical manner, and falling farther

and farther behind the progress of the age. The educated man can often lift them out of this pit, by showing the uses of new methods, and by introducing improvements to their notice.

## EDUCATED MEN SHOULD ADVANCE ELEMENTARY AND HIGHER EDUCATION.

The educated man should do all in his power to promote and improve the education of the young. I have no desire to underrate the condition of our elementary education, or the efforts of those who have labored, and are laboring, for its improvement; but, on the other hand, it is folly to shut our eyes to its imperfections. It is scarcely too much to say, that, owing to incapacity of teachers, defects and deficiencies in the material of education, and shortness of the time devoted to it, not half of our young people receive an elementary training adequate to their station in life: not one-fourth receive such training as to give any good literary tastes, or that mental expansion necessary to enable them to exercise a sound original judgment in the most important affairs of life. Even in our best and highest schools, lamentable defects exist, which can be corrected only by bringing to bear on them the force of an enlightened public opinion. I believe that, if the educated men and women of this country were to study this subject, and cause their influence to be felt on it, our schools would be revolutionized, and a more healthy mental and moral tone communicated to the best of them; while the mere semblance of education, in the case of a large proportion of children, would no longer be tolerated. The educated men, who are to constitute the apex of the social pyramid, owe it to themselves and to their fellow-men more narrowly to inspect the rubbish and stubble which are daily being built into its foundation. The educated man should especially aid and promote the higher liberal education, as distinguished from that which is purely professional, and that which is merely elementary.

## ATTENTION OF EDUCATED MEN TO OUR SOCIAL AND POLITICAL INTERESTS.

Our educated men should not be insensible to the social and political interests of their country. This opens a wide field for useful exertion, ranging from what may be done to improve the sanitary and domestic condition of our poorer people, up to the highest departments of the public policy of the country. All matters of sanitary and social arrangement are in this country in a very crude state. Our people have been huddled together from various places and states of society, and have not yet settled down into any regular system of social order. Our civic regulations, the drainage of our streets, our lodgings for the labouring classes, our means of controlling vice, our arrangements for instructive or healthful recreation, are all in an imperfect condition, and many zealous workers are needed to bring them to a respectable level. These are all matters claiming the attention of the benevolent and thinking man, for they all tend largely toward the sum of human happiness or misery. The sphere of political life is a troublesome and anxious one, and the man who selects this for his field of action is, perhaps, in the present state of this country, less to be envied than those who devote themselves to more quiet departments of exertion. Still some must work here, and it is a field specially demanding the services of the truly educated man, who, whether, properly speaking, in political life or not, should always take some interest in public affairs.

## EVILS INCIDENT TO OUR POLITICAL SYSTEM.

There are two great evils incident to the efforts of a young, poor, and partially educated country to govern itself, which eminently merit the attention of reflecting men. I mean the influence of prejudices and of mercenary motives in our provincial councils. I do not wish to insinuate that these are the exclusive possession of any political party. On the contrary, it is certain that in a country where a population is scattered over a wide area, where much of it is uneducated, where it has been derived from the most varied origins, there must of necessity be a mass of local and tribal feelings, destitute of sound reason and of expediency, yet influencing men in their political relations, and affording great facilities to the designing demagogue. It is equally certain that where nearly all are poor and struggling, and where men's action is not hedged round by class distinctions and by old precedents, and especially where there is not a sufficient reading and thinking population to utter a united and just public opinion, there will be a tendency for human selfishness to mistake personal for public interests, or so to mingle the two, that the boundaries between political integrity and dishonesty may be readily overpassed. It is the part of the truly educated and patriotic to contend against these influences, and to strive, however apparently hopeless the case may be, for the influence of reason and justice in our public affairs. In the present imperfect state of society here, as in other countries similarly situated, we may expect public opinion to run into violent extremes, and perhaps its only law to be, that if it sets very strongly in one direction to-day, it will be pretty sure to set in the opposite way to-morrow. In other words, no man can in a country like this



check or control or repress the will of the people, but any wise man may guide it to useful ends. But to do this effectually, the wise and good man, while sympathising with every popular emotion, must keep himself above the mere driftage of the current. He must not be either repelled or seduced by the varying course of the unstable waters.

#### POSITION OF THE EDUCATED MAN IN OUR POLITICAL SYSTEM.

On the precise position of the educated man, with regard to these shifting phases of our political life, I would not dare to venture into details. I may, however, state two results of some thought on this subject. One is, that we should strive to form as rapidly as possible, a truly enlightened public opinion, as distinguished from merely local, personal, race and class prejudices and interests. Just as the engineer, in every curve which the surface of the country obliges him to take, turns as rapidly as he can back to the straight line leading to the point he has to reach, so should the true lover of his country make the moral and mental progress of the people as a whole, his line of direction. It may often seem the less direct way, but it is the only one that can be truly successful. The second is, that in our present stage we should keep constantly in view the links of connection which bind us to the great British Empire, and strengthen them as far as may be in our power. It is no small thing to be members of an organisation the most stable and powerful in the world, and, at the same time, that which allows the greatest amount of liberty. Independently of all national prejudices, or patriotic feelings, or difference of origin, we cannot be too thankful for the privileges we thus enjoy; and if we can desire anything further in this respect, it seems to me that it should be sought, in endeavouring more completely and closely to unite all the members of the Empire in one great colonial and imperial council, having its seat in the metropolis of the Empire, and binding together all its scattered parts in closer union with one another, and with our common head.

#### DUTIES OF THE EDUCATED MAN TO HIS GOD.

But lastly I would direct your attention to the duties of the educated man in his relation to his God, and to the example that he sets before his fellow-man. The religious life of a people is its only true life. If this is wanting, or if it is vitiated by infidelity, by superstition, or by any of the idolatries which are set up between man and his Maker, nothing will avail to give prosperity and happiness. On this great matter it is the part of the educated man, if of any man, to exercise an independent judgment. Honestly, solemnly, and as in a matter of more concern than any of the passing things of earth, he must set himself to form fixed and certain opinions, which commend themselves to his own calm judgment and conscience, and which he can vindicate before others, on his own moral relations to the Supreme Judge of all, and on the way which He has fixed for attaining to happiness and heaven. The man, who has not thought of these things, is not an educated man in the highest sense, because he is not educated for eternity, and because failing thus, he lacks the greatest and noblest motive for good—the love of his God as a reconciled Father, and the love of his brother man. The rude and ignorant unbeliever, or the degraded votary of an habitual superstition, is simply an object of pity. The educated man who pretends to doubt that which he has not humbly and carefully studied, or who is content blindly to follow others, where God has placed the truth before his own mind, scarcely deserves our pity. I do not speak here of the mere sensualist. If there is any young man so vile, so unworthy of his high calling, as to devote himself to vicious pleasures, to waste the flower of his youth and the prime of his life in sinful indulgences, he is not to be reckoned as truly educated, but only as one who has trodden this pearl under his feet, and who turns to tear the hearts of those who have sought in vain to enrich them. I speak not of such a man, but of those who, however high their standard of conventional morality, yet fall short of the highest style of humanity, that of the truly christian and God-fearing man. In this character are summed up all the love and purity, all the self-denial and earnest exertion, all the careful thought and sound judgment, all the culture of our highest endowments, which I ask of our educated young men, and which, if they were the common possession of all the young men of British America, would be to us the surest guarantee of God's blessing, of our own highest success, and of the future greatness of our beloved country.

#### V. THE HON. THOMAS D'ARCY M'GEE, M.P.P.

##### SHARE OF BRITISH AMERICA IN A NATIONAL LITERATURE.

The true glories of a country are its literature and its liberties. National wealth and national strength, like individual wealth and

\* From a recent address at the inauguration of the St. Patrick's Hall at Ottawa, on "Old Ireland—its Place in the Literature and History of the Empire."

strength, are but attributes of a secondary order. In our esteem little Greece must be held more glorious than far extended Persia; for us the tabernacle of Judæa shines still among her barren mountains, while the annals of Assyria can hardly be deciphered, and even what has been deciphered repays the scholar's labours chiefly as it illustrates the story of Judæa. In British America, hoping to find an intellectual as well as a political province of the Empire—an intellectual province contributing to the mental defences, and mental commerce of the Empire—we are especially interested that the principle entries of the great account of the progress of our race in intelligence and achievement should be carefully kept and correctly summed up; that no Province should be deprived of the lustre which belongs to it, for the son it has begotten, of the service it has rendered, that no young aspirant should be fettered with a misgiving that Provincial birth might prove a bar in itself to any Imperial honour for which he might be otherwise qualified. The fond association of mental ambition with local designation, which we find among the Greeks in Pagan, and the Italians and French of classic and modern times, undoubtedly conferred great lustre on the lands in which that usage was established. Every hamlet had its celebrity—every Province its consolation against Provincialism. Nor did this distribution of the wages of fame impoverish in anything the metropolis. The remote Rome, the distant Athens, were all the more exalted for that the philosophers, poets, artists, and orators, who spoke their speech, had either personally, or by the proxy of a generous recognition, been adopted and incorporated into the *alumni* of the mother city. (Applause.) Our English literature resembles in this respect the literatures of Greece and Rome; it is the product of many provinces, the two chief of which are Scotland and Ireland; wherein, also, as I have already said, may we not hope for honourable mention, hereafter, of British America!

#### CONTRIBUTIONS OF IRELAND TO THE NATIONAL LITERATURE.

Ireland's share in the Imperial treasure-house—her place in the Imperial cortege—may be accounted for by taking up our point of observation at certain eras, or by classifying our whole literature, and calling the roll of great names in each department. In the grand Elizabethan galaxy, Ireland has no great name, and though among the laborious scholars and ingenious experimentalists of the Stuart century, she can count Usher, Archbishop of Armagh, and Molyneux, the friend of Locke, yet her mental forces were chiefly marshalled on the continent, at Paris, at Louvain, at Salamanca, at Rome. It seems to me therefore, most honest and most useful, to inaugurate the story of Anglo-Saxon literature with the colossal but melancholy effigy of Jonathan Swift, Dean of St. Patrick's. Of the mental supremacy of Swift in "the Augustan age of Anne," although it was the age of Addison and of Pope, I believe there is little question anywhere; of his equality with the most celebrated writers of that age there certainly is none.

#### ERA OF QUEEN ANNE AND THE GEORGIAN ERA.

In the era of Anne, we count among our magnates Lord Orrery, Bishop Berkeley, Sheridan, first of the name, the ancestor of seven generations of men and women of genius; Steele, of the *Tatler* and *Spectator*; Sir Theobald Butler, as a Jurist and Orator; Farquhar, the comedian; and the witty club who, in Dublin, revolved round Swift. In what was once called the "Georgian Era" of our literature, our supreme name, alike in philosophy and in politics, is Edmund Burke. From the early days when he edited *The Annual Register*, at £50 per annum, under Dr. Dodesly and George II., till the heroic close of his career, when he wrestled singly, but successfully, for the ancient constitution of his country against the evil spirit of the French Revolution, his daily life was the noblest of all his works. But he was not the only first rate reputation among the Irish of that era. It was the age of Sterne, of Parnell, and of Goldsmith; of Sheridan, of Barre, of *Junius* (admittedly an Irishman, whoever he was); of Arthur Murphy, of Charles Macklin, and O'Keefe, on the stage; of Flood, Grattan, and Curran, in the native legislature and courts of law; and of a hundred other distinguished men, whose names will be found shining like lesser, though still brilliant, stars through the memories of that period. On the beloved name of Goldsmith let me pause a moment.\* He has been called the most English of writers; but I think it would not be difficult to prove that both in his strength and weakness—in all his social ideas of labour and land, of immigration and mendicancy, of crime and its punishments, he was much more Irish than English. Had Goldsmith been educated in a rural region subject to the Poor Law of Elizabeth, where the pauper belonged to the parish, and was free of no good man's fireside, we should have lost some of the most exquisite passages both in his prose and verse writings.

\* A statue of Goldsmith has lately been inaugurated in front of Trinity College, Dublin, by the Earl of Carlisle, Lord Lieutenant.

## TWO DISTINGUISHED PHILOSOPHERS—BERKLEY AND HUTCHESON.

In one special department of mental prowess, two Irishmen of this age were honourably conspicuous. I have already mentioned the name of Berkley, who is well known both by opinions he did and did not hold; the other name, worthy to be occupied with Berkley's, is that of Francis Hutcheson, to whom we owe the doctrine of a "moral sense," and whom Sir James Mackintosh calls "the father of the modern school of speculative philosophy in Scotland." "The two Irish philosophers of the 18th century," says Sir James in his "Dissertation on the Progress of Ethical Philosophy," "were masters of the finest philosophical style since Cicero," "while they surpassed even Cicero," in his opinion, "in the charm of simplicity." Our best Irish writers are the most nervous, condensed, and simple in style. Their eloquence is the eloquence of thought; their utterance has the directness of the artillerist's aim, and they move and master us by thinking of the depths to which they dive, more than to the clamor which vulgar minds would make if they happened to bring up such gems and pearls as they knew so well where to seek amid the "dark, unfathomed caves of ocean."

## IRISH LITERATURE OF OUR OWN TIMES.—LITERARY ANALYSIS.

Of the era in our literature which, beginning under the Regency, has prolonged its influences to our own time, an era especially fruitful in associated and individual achievement, in politics, in science, in archæology, and in *belles lettres*, the names of Canning, Plunkett, O'Connell, and Shiel; of Dr. Young, Dr. Brinkley, Richard Kirwan, Sir William Hamilton, Sir Robert Kane, and Lord Ross; of Petrie, O'Donovan, and O'Curry; of Miss Edgeworth and Lady Morgan; of Gerald Griffin, John Bannin, and Sheridan Knowles; above all, in his own department, as a lyric poet, the bright particular name of Thomas Moore, right worthily represent Ireland's place in the literature of the Empire. Analysed by subjects, that place must be held to be, in *Speculative Philosophy*, the equal of Scotland and England during the 18th century; in *Political Philosophy*, we claim, on behalf of Edmund Burke, a first place; in *History*, our writers, Leland, Miller, and Moore, do not rank high—certainly not above second class, as compared with Hume, Lingard, Mackintosh, and Macaulay; in *Belles Lettres*, we claim equality for Swift, Steele, Goldsmith, Sterne, and some of our recent writers, with their most famous British contemporaries; in *Comedy*, we claim a first place for Farquar, O'Keefe, and above all, Brinsley Sheridan; in *Tragedy*, but a second; in *Lyric Poetry*, a first; and in *Oratory*, since we can produce the words of ten great masters within half a century, we might claim what is called at Oxford a *double-first*.

## FRUITS AND ADVANTAGES OF A NATIONAL LITERARY RIVALRY.

It is impossible, I think, to deny, and I am sure no right-minded English, Irish, or Scotchman will deny that that mental relation has been one of mutual benefits, and a fair barter of mental wealth. The English and Scotch may, and no doubt do, possess certain powers or qualities in a greater degree than the Irish; but, on the other hand, the Irish mind is not without its special resources and idiosyncrasies. It is the union of these qualities in their comprehensive variety, which has made what we commonly call English literature so wonderfully rich in all its departments. I for one cannot regret, in view of the present state of the world, dear as is the old Gaelic tongue, and all its fond traditions, that all Ireland at last speaks one language, and inherits one common repository of ideas with all England and all Scotland. There ought to be and there can be no unkind rivalries in intellectual strife between the land of Addison and Steele, of Burke and Johnson, of Walter Scott and Maria Edgeworth, of Erskine and Curran. It was well said some years ago in the House of Commons by Mr. Shiel, that Irish and British soldiers had fought side by side throughout the world; that side by side they had filled the same graves; that their blood had sunk together in the same soil, and their spirits had soared together to Heaven. Of the intellectual and civil history of both countries for generations, the same truth may be told. In every walk of literature—in every work of reform—in every effort to improve the language we speak, to enlarge the boundaries of useful knowledge, to ameliorate the securities of penal legislation, men of Irish and British birth have walked hand in hand, and wrought side by side. *Quis sepeparabit?* The future will not separate them to the prejudice of either, but while it recognizes and respects their individuality, it will equally bless their union and the fruits of that union hereafter.

## BOOK CATALOGUES.

"Book Catalogues are to men of letters what the compass and the light-house are to the mariner, the railroad to the merchant, the telegraph wires to the editor, the digested index to the lawyer, the pharmacopœia and the dispensatory to the physician, the sign-post to the traveller, the screw and the lever to the mechanic."

## II. Papers on Legal Education.

## 1. ENGLISH LAW SOCIETY EXAMINATIONS.

The Judges' Orders under which the Examinations of this Society have hitherto been conducted, have been consolidated into a single Order, which comes into operation in the present month.

Whereas by an order made by us, The Right Honourable Sir Alexander James Edmund Cockburn, Baronet, Lord Chief Justice of the Court of Queen's Bench; The Right Honourable Sir John Romilly, Master of the Rolls; The Right Honourable Sir William Erle, Lord Chief Justice of the Court of Common Pleas; and The Right Honourable Sir Frederick Pollock, Lord Chief Baron of the Court of Exchequer, on the 26th day of July 1861, in pursuance of the Act passed in the Session of Parliament holden in the 23rd and 24th years of the reign of Her present Majesty, intituled "An Act to amend the Laws relating to Attornies, Solicitors, Proctors, and Certificated Conveyancers," certain Regulations were made touching the Examinations under the said Act or some of them:

And Whereas, by another Order made by us on the 26th day of November 1861, in furtherance of the first-mentioned Order, certain persons were appointed Examiners until the 1st day of December 1862, for the purpose of examining persons who should apply to be examined pursuant to the said Act and the said first-mentioned Order; and certain other Regulations were made touching the Examinations under the said Act:

And whereas, by another Order made by us on the 6th day of June 1862, certain other directions were given touching the said Examinations:

And whereas, it is advisable to consolidate the said several Orders into one Order, and to make alterations therein:

Now We, Sir Alexander James Edmund Cockburn, Baronet, Lord Chief Justice of the Court of Queen's Bench; Sir John Romilly, Knight, Master of the Rolls; Sir William Erle, Knight, Lord Chief Justice of the Court of Common Pleas; and Sir Frederick Pollock, Knight, Lord Chief Baron of the Court of Exchequer, in pursuance and exercise of the powers conferred on us by the said Act, do hereby revoke and make void, from and after the date of this Order, the said Orders of the 26th day of July 1861, the 26th day of November 1861, and the 6th day of June 1862, and the several Regulations thereby respectively made, except so far as relates to persons who have already passed Examinations, or an Examination, under or in pursuance of the said Act or the said Orders, or any of them; and except so far as relates to the Books that have been already selected before the date of this Order, in pursuance of the said Order of the 26th of July 1861, for the Intermediate Examinations in the year 1863; and except so far as relates to any penalty, disqualification, or postponement imposed or prescribed by the said Order of the 26th day of July 1861, on the failure of any person to pass before the date of this Order the Intermediate Examination required by the said Order of the 26th July, 1861, within the time or times prescribed by the same Order; and except as to the Notices that have been already given by persons desiring to pass the Preliminary or the Intermediate Examinations, under the said Orders of the 26th day of July 1861, or the 26th day of November 1861, respectively (all which Notices so given may, so far as the case shall be applicable be applied to and take effect with regard to the Examinations to be had under this order); and except as to all such acts, permissions, examinations, privileges, advantages, disqualifications, matters and things which have been already done, or have taken effect, or have been regulated or affected by the said three Orders, or any of them.

And in further pursuance of the said Act, We do hereby order as follows:—

*As to Preliminary Examinations in General Knowledge.*

I. In order to carry into effect the 5th Section of the said Act, We do hereby order and direct as follows:—

From and after the date of this Order, every person who, at or before the time of producing to the Registrar of Attorneys his Articles of Clerkship, in pursuance of the 7th Section of the Attorneys Act, 23 & 24 Vict. c. 127, shall produce or shall have produced, to the Registrar of Attorneys, a Certificate that he had, before entering into such Articles, passed the first Public Examination before Moderators at Oxford, or the previous Examination at Cambridge, or the Examination in Arts for the Second Year at Durham, or the Matriculation Examination at the Universities of Dublin or London, and had been placed in the first division of such Matriculation Examination, shall be entitled to the benefit of the 5th Section of the Attorneys Act, 23 & 24 Vict. c. 127.

II. And in order to carry into effect the enactment in the 8th Section of the said Act, We do hereby further order and direct as follows:—

1. Every person bound by Articles of Clerkship, entered into after

the date of this order, not having before being so bound been called to the degree of Utter Barrister in England, or taken a degree, as in the said Act mentioned, or passed one of the Examinations, hereinafter required to entitle him to the benefit of the 5th section of the said Act, or one of the Local Examinations, established by the University of Oxford, or one of the Non-Gremial Examinations established by the University of Cambridge, or one of the Matriculation Examinations at the Universities of Dublin and London (though not placed in the first division of such Matriculation Examination), or the Examination for the first-class Certificate of the College of Preceptors, incorporated by Charter of Queen Victoria, 1849, shall produce to the Registrar of Attorneys a Certificate to the effect hereinafter mentioned, showing that he had, before he became bound by such Articles of Clerkship as aforesaid, passed an Examination by Special Examiners already appointed by or in pursuance of the said Orders of the 26th day of July and 26th day of November, 1861, and of our Order of 1st day of December, 1862, or to be hereafter appointed by us or our successors, after the date of this Order.

2. Such last-mentioned Examination shall be held at such times and places as are hereinafter mentioned, and shall be on the following subjects, viz. :—

- i. Reading aloud a passage from some English Author.
- ii. Writing from dictation.
- iii. English Grammar.
- iv. Writing a short English composition.
- v. Arithmetic. The first four rules, simple and compound.
- vi. Geography of Europe and of the British Isles.
- vii. History : Questions on English History.
- viii. Latin : Elementary knowledge of Latin.
- ix. And in some one of the six following languages, according to the selection of the Candidate, viz. :—

1. Latin. 2. Greek, ancient or modern. 3. French. 4. German.
5. Spanish. 6. Italian.

3. With respect to the Examination of Candidates residing in and desiring to be examined in the Country, papers shall be transmitted by the Special Examiners to some local Solicitors to be appointed by them for that purpose in some of the undermentioned Towns in England and Wales, who shall call the Candidates before them at convenient times, to be fixed by the Special Examiners, and require them to read aloud before them as in subject i. before mentioned, and to give written answers in the several other subjects before mentioned in the presence of the persons so appointed, who shall then seal up and send to the Special Examiners the answers so written, and a report as to the reading aloud.

4. The Examinations shall take place at four periods in each year—that is to say, in the months of February, May, July, and October, on such days as the Special Examiners shall from time to time appoint—and they shall be conducted either by the Special Examiners personally, in the Hall of the Incorporated Law Society in Chancery Lane, London, or by and under the supervision of the two local Solicitors to be appointed by the Special Examiners as above-mentioned.

5. Every person applying to be examined shall give One Calendar Month's notice in writing, to the Registrar of Attorneys, of his desire to be examined in the subjects specified in this Order, and shall state in such notice the language in which he proposes to be examined, under the subject of Examination herein mentioned numbered ix., and the place at which he wishes to be examined, and his age and place or mode of education.

6. The said Examiners shall conduct the Examination of every such Applicant in the manner and to the extent hereby directed, and in no other manner and to no further extent, and that at least Five Calendar Months previous to the time appointed for taking such Examination, the Special Examiners shall leave with the Registrar of Attorneys a list of the Books selected by them for Examination in the subjects above mentioned numbered ix., and a copy of such list may immediately thereupon be obtained from the Registrar on application.

7. Each person examined in London, on receiving his Certificate, shall pay the fee of £1, and each person examined in the Country, on receiving his Certificate, shall pay the fee of £2, to the Council of the Incorporated Law Society, towards the expenses of such Examination.

8. If the Special Examiners conducting such Examinations shall be satisfied with the proficiency shown by the Candidate, they shall sign a Certificate to the following effect :—

"We respectively certify that A. B. has been examined by us [or under our direction, in case the Examination should be conducted in the Country], as required by the Order of the Lord Chief Justice of the Court of Queen's Bench, the Master of the Rolls, the Lord Chief Justice of the Court of Common Pleas, and the Lord Chief Baron of the Court of Exchequer, dated the \_\_\_\_\_ day of \_\_\_\_\_ [mentioning the date of this Order], in the several subjects of gener-

al knowledge mentioned in the said Order : And we respectively certify, that he has passed a satisfactory Examination.

"Dated this \_\_\_\_\_ day of \_\_\_\_\_ 18 \_\_\_\_\_"

9. The last-mentioned Certificate, or a Certificate, or other evidence to the satisfaction of the Registrar, of having taken a Degree as in the said Act mentioned, or of having passed one or other of the Local, Non-Gremial, or Matriculation Examinations, or the Examination for the first-class Certificate of the College of Preceptors, above-mentioned, shall be produced to the Registrar of Attorneys, by the person entering into Articles of Clerkship before or at the time of producing his Articles of Clerkship to the said Registrar, in pursuance of the 7th section of the said Act.

Dated this 31st day of January, 1863.

A. E. COCKBURN.  
JOHN ROMILLY.  
WILLIAM ERLE.  
FRED. POLLOCK.

Pursuant to the above Order, the Preliminary Examinations in General Knowledge will take place on the following days, viz., the 27th and 28th October, 1863, and the 9th and 10th February, 1864, and will comprise—

1. Reading aloud a passage from some English author.
2. Writing from dictation.
3. English Grammar.
4. Writing a short English composition.
5. Arithmetic.—A competent knowledge of the first four rules, simple and compound.
6. Geography of Europe and of the British Isles.
7. History.—Questions on English History.
8. Latin.—Elementary knowledge of Latin.
9. i. Latin. ii. Greek, Modern or Ancient. iii. French. iv. German. v. Spanish. vi. Italian.

The Special Examiners have selected the following Books, in which Candidates will be examined in the subjects numbered 9 at the Examinations in October, 1863, and February, 1864 :—

27th and 28th of October, 1863.

In Latin.—Cicero, De Officiis, books i. and ii.; and Horace, Odes, book iii.  
In Greek.—Homer, Iliad, book i.

In Modern Greek.—Βεκκαρίου περί Ἀδικημάτων και Ποινῶν μεταφρασμένον ἀπὸ τὴν Ἰταλικὴν Γλώσσαν, 17—80; or, Βεντοσιῆς Ἱστορία τῆς Ἀμερικῆς, βιβλίον ἧ΄.

In French.—Guillaume Guizot, Alfred le Grand, ou l'Angleterre sous les Anglo-Saxons; or, Jean Racine, Phèdre.

In German.—Schiller, Jungfrau von Orleans; or, Geschichte des 30-jährigen Krieges, 1 volume.

In Spanish.—Cervantes' Don Quixote, capit xxx.—xlv.; or, Fernandez de Moratin, El Si de las Neñas.

In Italian.—Manzoni's Promessi Sposi, cap. xii.—xxii.; or, Torquato Tasso's La Gerusalemme, 6, 7, 8, and 9 Cantos.

9th and 10th of February, 1864.

In Latin.—Sallust, Jugurtha; and Virgil, Æneid, book vi.

In Greek.—Xenophon, Memorabilia.

In Modern Greek.—Βεκκαρίου, περί Ἀδικημάτων και Ποινῶν μεταφρασμένον ἀπὸ τὴν Ἰταλικὴν Γλώσσαν, 1—12; or, Βεντοσιῆς Ἱστορία τῆς Ἀμερικῆς, βιβλίον ζ΄.

In French.—P. Corneille, Cinna; Fénelon, Télémaque (Les aventures de.) Liv. i.—vii.

In German.—Schiller's Don Carlos; 1st and 2nd Acts. Tieck's William Lovel, books i.—iv.

In Spanish.—Cervantes' Don Quixote, capit i.—xx.; or, Dom Hartzenbusch La coja y el Encogido.

In Italian.—Manzoni's Promessi Sposi, cap. i.—x.; or, Torquato Tasso's La Gerusalemme, first 4 cantos.

With reference to the subjects numbered 9, each candidate will be examined in one language only, according to his selection. Candidates who select Latin will be examined in both the works above specified. In Modern Greek, French, German, Spanish, and Italian, candidates will have the choice of either of the above-mentioned works.

Candidates are required by the Judges' Orders to give one calendar month's notice to the Incorporated Law Society, as Registrar of Attorneys, of the language in which they propose to be examined, the place, at which they wish to be examined, and their age and place of education. All notices and enquiries should be addressed to the Secretary of the Incorporated Law Society, Chancery Lane, W. C.

E. W. WILLIAMSON, Secretary.

Law Society's Hall, Chancery Lane, London,  
August, 1863.

## 2. FACILITIES FOR THE STUDY OF LAW IN UPPER CANADA.

I.—THE LAW SCHOOL OF OSGOODE HALL.

"In Upper Canada, the profession of the law is divided into two branches, each subject to its own peculiar regulations, and, to a



certain extent, independent of the other, though generally the one person practises in both. They are *barristers*, or persons authorized to "plead at the bar" of the courts of law or equity, and to take upon them the advising and defence of clients, and from whom all judges, Queen's counsel, and attorneys and solicitors general are selected; and *attorneys* and *solicitors*, or persons authorized to "appear in the courts" in the place and on behalf of others, to prosecute and defend actions on the retainer of clients. The only distinction between these two latter is, that "attorney" is the title adopted in the courts of common law, and "solicitor" the title adopted in the courts of equity.\*

In the study of law, the course prescribed by the Law Society for Upper Canada takes precedence.†

Students who have already passed through a three or four years' university course of law studies are still required, if they wish to become barristers at law, to begin *de novo*, and continue as students of the Law Society for three years longer. While those who are not university graduates are only required to remain on the books of the Law Society as students for five years. All students must be at least sixteen years of age; they must attend term lectures, and must receive their professional education under the superintendence of some barrister.

In order to facilitate the education of the students, the Law Society has arranged "that the tuition of the pupils attending the law school shall be by means of lectures, readings, and mootings; that there shall be four readers, viz.: the reader on common law, the reader on equity, the reader on commercial law, and the reader on the law of real property; that in addition to the lectures in term, there shall be lectures during the three educational terms of each year, which shall continue for six consecutive weeks each. The attendance on the lectures of the educational term is, however, voluntary. In order to give an additional stimulus to the study of law in Upper Canada, the society has established four scholarships (one for each year's course) which are open to any student on the society's books, whether pupils of the law school or not. These scholarships are of the respective values of one hundred and twenty, one hundred and sixty, two hundred, and two hundred and forty dollars per annum, and are payable quarterly. The readers deliver the lectures, hold readings, and preside at mootings or the moot courts. The charge for attendance at the law school is one dollar per term. Students of the Law Society are admitted upon examination in one of the three following classes, viz.: the university class, the senior class, and the junior class. The examination in the university and the senior classes is the same, and includes Greek, Latin, mathematics or metaphysics, astronomy, ancient and modern geography and history; the examination in the junior class is in Latin, mathematics, English history, and modern geography.

#### II.—UNIVERSITY OF TORONTO LAW COURSE.

No lectures are delivered in the faculty of law in this university; but the following are the requisites for obtaining the degree of LL. B. in the ordinary course:—

- Having matriculated in the faculty of law;
- Being of the standing of four years from matriculation;
- Having passed in each of those years the examinations prescribed in the statute respecting "subjects of examination in the faculty of law."
- Being of the full age of twenty-one years.

#### III.—UNIVERSITY OF QUEEN'S COLLEGE LAW COURSE.

The law course in Queen's College extends over three years. Candidates must pass a matriculation examination, unless they have already passed a similar in any college or have been admitted as students of the Law Society for Upper Canada. Lectures are delivered by three professors.

#### IV.—UNIVERSITY OF VICTORIA COLLEGE LAW COURSE.

The law course in Victoria College extends over four years. Candidates must pass a matriculation examination unless they have

\* *Canada Educational Directory*, p. 94.

† The Law Society of Upper Canada was established in 1797, by the Act 37 George III., chap. 13, which enabled the then practitioners of the law to form themselves into a society, "for the purpose of securing to the country and the profession a learned and honorable body, to assist their fellow-subjects as occasion may require, and to support and maintain the constitution of the province." By the same act, the judges of the superior courts were constituted visitors, with authority to sanction such rules as they considered necessary for the good government of the society. In 1823, the society was incorporated by the Act, 2 George IV., cap. 5, and its functions vested in the treasurer and benchers for the time being, elected according to the by-laws of the society, much in the same manner as in the law societies of Great Britain and Ireland. The benchers sit in convocation every law term, for the admission of students and barristers and for other business.—*Ibid*, page 95.

been admitted as barristers by the Law Society of Upper Canada. A student of three years' standing in arts may enter at the examination for the second year; and a graduate in the same faculty may enter at the third year examination. No lectures are given, but annual examinations in the subjects prescribed are held.

#### V.—UNIVERSITY OF TRINITY COLLEGE LAW COURSE.

No lectures in law have been given since the law course was opened at Osgoode Hall by the Law Society.

### 3. LAW SOCIETY OF UPPER CANADA.

#### ENTRANCE AND COURSE OF STUDY, EXAMINATION.\*

Ordered, that the examination for admission shall, until further order, be in the following books respectively, that is to say—

##### For the University Class:

In Homer, first book of *Iliad*, Lucian (*Charon Life or Dream of Lucian and Timon*), Odes of Horace, in Mathematics or Metaphysics at the option of the candidate, according to the following courses respectively: Mathematics Euclid, (1st, 2nd, 3rd, 4th, and 6th books,) or Legendre's *Geometrie*, (1st, 2nd, 3rd, and 4th books, Hind's *Algebra* to the end of Simultaneous Equations, Metaphysics, (Walker's and Whately's *Logic*, and Locke's *Essay on the Human Understanding*), Herschell's *Astronomy* (chapters 1st, 3rd, 4th and 5th,) and such works in Ancient and Modern Geography and History as the candidates may have read.

##### For the Senior Class.

In the same subjects and books as for the University Class.

##### For the Junior Class:

In the 1st and 3rd books of the Odes of Horace; Euclid, 1st, 2nd, and 3rd books or Legendre's *Geometrie*, by Davies, 1st and 3rd books, with the problems; and such works in English History and Modern Geography as the candidates may have read and that this Order be published every Term, with the admission of such Term.

Ordered, that the class or order of the examination passed by each candidate for admission be stated in his certificate of admission.

Ordered, that in future, Candidates for Call with honours, shall attend at Osgoode Hall, on the last Thursday and also on the last Friday of Vacation, and those for Call, merely, on the latter of such days; and Candidates for Certificates of fitness on the last Saturday in Vacation.

Ordered, that the examination of candidates for certificates of fitness for admission as Attorneys or Solicitors under the Act of Parliament, 20 Vic. chap. 63 and the Rule of this Society of Trinity Term, 21 Vic. chap. 1, made under authority and by direction of the said Act, shall, until further order, be in the following books and subjects, with which such candidates will be expected to be thoroughly familiar, that is to say:

Blackstone's Commentaries, 1st Vol.; Smith's *Mercantile Law*; Williams on *Real Property*; Story's *Equity Jurisprudence*; the *Statute Law*, and the *Pleadings and Practice of the Courts*.

NOTICE.—A thorough familiarity with the prescribed subjects and books will in future, be required from Candidates for admission as Students; and gentlemen are strongly recommended to postpone presenting themselves for examination until fully prepared.

NOTICE.—By a rule of Hilary Term, 18th Vic., Students keeping Term are henceforth required to attend a Course of Lectures to be delivered, each Term, at Osgoode Hall, and exhibit to the Secretary on the last day of Term, the Lecturer's Certificate of such attendance.

#### CERTIFICATES OF FITNESS FOR ADMISSION AS ATTORNEYS OR SOLICITORS IN UPPER CANADA.

To keep Terms.—Every Candidate for Certificate of fitness for Admission as Attorney or Solicitor, shall keep two Terms pursuant to the Statute in that behalf. The two Terms to be kept by Articled Clerks under the Statute shall be kept by their attending the sittings of the Courts of Queen's Bench and Common Pleas, or one of them, agreeably to the provisions of the said Act and of the Rules of the said Courts in that behalf, every day on which such courts, or either of them sit during Term, and by their entering their names, and subscribing their declaration of attendance in the Articled Clerk's Attendance Book of such Courts, or either of them, pursuant to the said Rules of Court respectively.

Every such Candidate shall leave with the Secretary of this Society a certificate or certificates of such attendance from the Clerks of such Court or Courts, together with his petition for certificate of fitness, articles, and other papers, or sufficiently excuse the production thereof as prescribed by the said Act, and the Rules of the Society respecting the same.

\* See remarks of the late Sir J. B. Robinson, Chief Justice of Upper Canada, on "The Study of Law," in the *Journal* for October, 1862, p. 147.

In case any such Articled Clerk while at Toronto for the purpose of attending the sittings of such Courts, or either of them, in compliance with the requirements of the said Act, be, from sickness or other unavoidable impediment, prevented from being or remaining in attendance in Court for the whole or any part of the Term, that such Court or Courts may be sitting on any day in either of such Terms, said Articled Clerk shall, nevertheless, be allowed such day or days attendance, as within the meaning of the said Act, upon his satisfying the Clerks of the Crown and Pleas of the said two Courts by certificate from his Medical Attendant or otherwise to their satisfaction that such sickness or other unavoidable impediment was the sole cause of such absence; and upon such Articled Clerk leaving with the Secretary of this Society a certificate thereof under the hands of such Clerks of the Crown and Pleas at the same time that he leaves his petition for certificate of fitness and other papers, as hereinafter prescribed.

All applications for Certificates of Fitness for Admission as Attorney or Solicitor under the said Act shall be by petition in writing, addressed to the Benchers of the Society in Convocation, and every such petition, together with the documents required by, and the fees payable to this Society under the said Act, or under the Rules of the said Courts, or those of this Society, shall be left with the Secretary of the Society at Osgoode Hall, on or before the third Saturday next before the Term in which such petition is to be presented, and the Sub Treasurer's receipt for such fees shall be a sufficient authority to the "Examiners for Call" to examine the Applicant by written or printed questions.

In the case of persons who entered into contracts of service prior to the 1st July, 1858, if, by reason of the expiration of the period of such service in Term time, any such person cannot comply with the requisites of the last section on or before the third Saturday therein mentioned, or before the day appointed for examination in writing before the Examiners in the vacation next after such Saturday, but the period will arrive previous to the last Thursday in the then next ensuing Term, such person may in lieu of his articles or contract of service deposit his affidavit, stating the date of his articles, the day when his service thereunder will expire, and when the same were filed, and upon complying in other respects with the terms of the foregoing section, may be examined by the Examiner on such examination day, and the Benchers in Convocation upon being satisfied on the first day of Term of the foregoing facts, and that all other requisites of the Statute and of the Rules of the Society entitling the party to oral examination have been complied with, may proceed to the examination of the applicant notwithstanding the non-completion of his service under articles; but no Certificate of Fitness shall be issued until the expiration of such period of service, nor until all and every the other requirements of the Statute, and of the Rules of the Courts and of the Society, have been complied with.

Every Candidate for a Certificate of Fitness for admission as an Attorney or Solicitor under the said Act, shall, with his petition for such Certificate, leave with the Secretary of the Society at Osgoode Hall, answers to the several questions set forth in the Schedule to this rule annexed marked "B.," signed by the Attorney or Solicitor with whom such Articled Clerk has served his clerkship, together with the certificate in the said last-mentioned Schedule also contained.

In case any such Candidate at the time of leaving his petition for Certificate of Fitness and papers, with the Secretary of this Society as hereinbefore provided, proves to the satisfaction of the said Secretary, that it has not been in his power to procure the answers to the questions contained in the same Schedule "B.," from the Attorney or Solicitor with whom he may have served any part of the time under his articles, or from the agent of such Attorney, or the Certificate of Service therein also contained, the said Secretary shall state such circumstances specially in his report to Convocation on such Articled Clerk's petition, and thereupon the Benchers in Convocation may dispense with the production of such last mentioned answers and Certificates, or any of them, as they may think fit and reasonable.

*Examination for Certificates of Fitness.*—Candidates for Certificates of Fitness shall be examined in writing, and orally in like manner as Candidates for Call "simply," according to the rules of the Society in that behalf, and in the following books and subjects, that is to say: Blackstone's Commentaries, 1st volume; Smith's Mercantile Law; Williams on Real Property; Story's Equity Jurisprudence; The Statute Law; the Pleadings and Practice of the Courts, or in such other books and subjects as the Benchers in Convocation (or as the Examiners, with the assent of the Benchers in Convocation) may from time to time for that purpose prescribe and appoint.

Candidates for Certificates of Fitness for Admission as Attorneys or Solicitors shall attend at Osgoode Hall on the last Wednesday of the vacation previous to the Term in which their petitions are to be presented, and shall receive from the Examiner of the Society copies

of the questions to be answered by them in writing, and shall then and there, under the supervision of such Examiner, frame answers to such questions, and deliver such answers in writing to him for the Benchers in Convocation.

The attendance of such Candidates for the purposes mentioned in the foregoing section of this rule shall be at 10 o'clock, A.M., and the answers shall be delivered to the Examiner by 3 o'clock P.M., of the same day.

The Secretary shall report upon the petition of every Candidate for Certificate of Fitness for Admission as Attorney or Solicitor, and such report, together with the petitions and documents to which they refer, shall be laid on the table of Convocation on the first day of Term,—he shall also make a Supplementary Report upon the articles of clerkship when received by him, of applicants whose term of service expires during the Term.

The oral examination of Candidates for Certificates of fitness shall take place on the first day of Term.

The Examination of Candidates for Certificates of Fitness for Admission as Attorneys or Solicitors, shall not be entered upon the first day of any Term until the Examination of all Candidates for Call to the Bar on the order of the day for that day be first disposed of.

### III. Papers on Practical Education.

#### 1. GEOGRAPHY: HOW SHOULD IT BE TAUGHT.

Not, we reply, wholly from books; nor should books be ignored. But preliminary to the study of Geography, as much as comes within the pupil's observation of the topography of the earth should be taught. For example, we are in a country village, and occupied five hours a day with a class of little children; one has come, this pleasant morning down Summer's Hill; another has crossed the causeway by White's Mill; a third has gathered dandelion blossoms from the bank between the road and the Lake near the village, and so on.

The time arrives which we devote to a familiar talk with the pupils upon common things,—things which they may have seen; perhaps our subject is the hill they have come down; the attention is directed to other hills, the imagination to mountains, whose tops can only be reached by a ride of a long half day; and to some that are even higher than this, whose heads are away above the clouds; to mountains that have openings at their tops, where fire and smoke are continually sent forth; we show them a picture of such a mountain, or draw it upon the board, and give its general name.

At a subsequent lesson, the school-yard is our topic; assisted by the children, represent the yard upon the board, with the road, and the adjoining common, or whatever else we see.

We talk at another time of the lake, of its beautiful lilies, of the fish, of the boats, or of whatever of interest suggests itself, of the islands, the sandy beach, the headlands, the little bays. The lake is just a mile long, and half a mile wide; we impress these distances with others upon the mind, and fix the idea of direction. We talk also of the little brooks that run down the neighboring hills and crook about through the long, smooth, and narrow valleys that slope gradually down to its sides—of the scources whence they spring, of their swollen condition after the heavy rains. We trace the outlet of the lake to the great ocean into which its waters empty. Some of the pupils have seen the ocean; we let them give their own ideas of its appearance,—let them tell of the ships, of the beach, of the birds of the fish; we try to enlarge their ideas of its vastness; we talk with them of the monster whale, of the sea turtle, the walrus, of the mountains and fields of ice.

After these, come many more things to be considered; animals of every kind, birds and creeping things; plants, trees and fruits; heat and cold, winter and summer; water and ice; clouds and vapour, snow and rain; rocks and soils, and some of the thousand relations and uses of all these.

And then, at what age we cannot say, will come the study of Geography;—for all this is not Geography any more than a familiar conversation upon the various parts of a house, the windows, the doors, the sills, etc., is architecture.

Some careful teachers, after teaching thoroughly the geography of the village, the town, or the city, advance to the neighboring town, thence to the county, thence to the state, and so on;—enlarging their range till the earth is at last embraced. To this plan we decidedly object. The child can no more have an adequate idea of a country or a state than of the whole earth, unless the section comes within the power of his observation,—if he depends upon the representation, he may as well have a representation of the whole as of a part.

The systematic study of Geography should be begun with the globe. If you have not, any globular body may be shown to the pupils, an apple, an orange, or a ball of wood. Its properties

should be discussed, its form, its circumference, its diameter; its hemispheres should be shown,—its equator,—the equator as a great circle may be illustrated; an axis may be made, and its revolutions shown; its latitudinal and longitudinal distances may be explained—measurements in degrees, the great and lesser circles. And after all these points have been well considered, the child may be told that the earth on which we live, is a vast globe, differing in size but not materially in form from these. Give the earth's form definitely; labour to give some idea of its size, its circumference, its diameter, the equator,—show where it cuts the sky;—its meridians;—trace in the heavens the meridian of your own locality, and the axis to the polar star. Explain its daily rotation, the direction in which it turns, and the resulting phenomena. Illustrate the rate of its motion on its axis, its distance from, and motion around, the sun. Show the zones. Consider the surface of the earth as being divided into land and water; show the relative proportions of these by reference to a colored globe, or better, perhaps, a slated globe upon which you have outlined the continents; fix in mind the shape of the lands, and the shape of the oceans. Transfer these forms to the board; let the pupils trace them in whole or in parts upon their slates, or upon paper; they will by these frequent drawings practically learn to look upon maps as pictures of portions of the earth, and be fully prepared to use maps in place of the globe.

Next consider the reliefs of the lands; show on the map or the globe, the representation of the great mountain chains of the earth, the table lands, the plains, the slopes. From the mountains flow the rivers; consider these in systems. See next what are the relations of the land and the water of the earth; here some of the obvious properties of the atmosphere demand attention, as the great medium of communication between these mutually dependent portions of the earth's surface, its currents or winds, their modifications by the rotation of the earth, the contour of the land, and the situation of the mountain systems. Here consider rains; fertile regions; deserts; situation and the cause of salt lakes, &c. We now come to climate, and thence proceed to organic nature, to plants and animals, and finally to man.

We are now prepared to make a careful study of that particular part of the earth which we inhabit. We have traced an outline of North America, and have drawn the great rivers and mountain chains. We now direct attention to the political divisions of North America, and proceed directly to study the great physical features of Canada; we note its peculiar fitness for the wants of man, its vegetable and mineral resources, its climate, soil, &c. In our study we embrace the history of its discovery and its early settlement, and study till we embrace all that pertains to the country in general, when we arrive at the more detailed study of the several political divisions, with their modes of life, their communications, their institutions, &c.

We believe with this or a similar course, children in a comparatively short time would master the subject of Geography; which is what few at present ever do. One lesson of a half hour is time enough to give an attentive child a good idea of all the great mountain systems of the earth. We protest earnestly and confidently against the process so laboriously and so unsatisfactorily pursued, of following a text-book from state to state, through the vast maze of town and country, lake and river, boundary and definition, till at last the mind is overburdened with a mass of unclassified details, and the child feels as a caged animal does that attempts to liberate himself, by gnawing his way. When the poor prisoner is free, he looks with pity upon himself, and with contempt upon the mass of rubbish that entrapped him.

For very shame let us escape from such working in the dark, and conform our teachings to the obvious demands of the human mind.

## 2. NEW SYSTEM OF WRITING NEEDED.

In his address before the British Association, Sir William Armstrong made the following suggestions in relation to the need of a new system of writing:

"Cheap and rapid postage to all parts of the world—paper and printing reduced to the lowest cost—electric telegraphs between nation and nation, town and town, and now even (thanks to the beautiful inventions of Professor Wheatstone) between house and house—all contribute to aid that commerce of ideas by which wealth and knowledge are augmented. But while so much facility is given to mental communications by new measures and new inventions, the fundamental art of expressing thought by written symbols remains as imperfect now as it has been for centuries past. It seems strange that while we actually possess a system of short-hand by which words can be recorded as rapidly as they can be spoken, we should persist in writing a slow and laborious long-hand. It is intelligible that grown up persons who have acquired the present conventional art of writing should be reluctant to incur the labour of mastering a better system; but there can be no reason why the

rising generation should not be instructed in a method of writing more in accordance with the activity of mind which now prevails. Even without going so far as to adopt for ordinary use a complete system of stenography, which it is not easy to acquire, we might greatly abridge the time and labour of writing by the recognition of a few simple signs to express the syllables which are of most frequent occurrence in our language. Our words are in a great measure made up of such syllables as com, con, tion, ing, able, ain, ent, est, ance, &c. These we are now obliged to write out over and over again, as if time and labour expended in what may be termed visual speech were of no importance. Neither has our written character the advantage of distinctness to recommend it—it is only necessary to write such a word as 'minimum' or 'ammunition' to become aware of the want of sufficient difference between the letters we employ. I refrain from enlarging on this subject, because I conceive that it belongs to social more than to physical science, although the boundary which separates the two is sufficiently indistinct to permit of my alluding to it in the hope of procuring for it the attention which its importance deserves."

## 3. CURIOSITIES OF THE ENGLISH VOCABULARY.

The remarkable, and in some instances extreme, changes of meaning which most of our English auxiliary verbs have undergone, form a curious and instructive chapter in the history of language. *I may* meant originally "I am able;" *I can* was equivalent to "I know;" *I must* signified "I have leisure and opportunity;" *I ought* was synonymous with "I owned;" and *I shall* was a confession of homicide.

All these auxiliaries have this in common, that they are defective verbs—that is to say, they are but fragments of others which were complete in all their moods and tenses. Of their whole class, only *be*, *have*, and *will* possess an infinitive mood. We can say "to will a thing," but we cannot say "to can," "to must," "to may;" and "you didn't ought to do that" is a ludicrous vulgarism. It is not an unreasonable surmise that this defect in form implies a corresponding defect or limitation of meaning. It may be conjectured beforehand that *I may*, *I must*, *I can*, lost in becoming auxiliaries something of the import they had previously borne, and acquired something of a secondary meaning in its stead. Inquiry will show that this hypothesis is not altogether unfounded.

*Will*, when used as an auxiliary verb, is distinguished from the majority of its class by continuing to convey, at least to English minds, if not to those of Irishmen and Scotchmen, the idea which belonged to it from the first—that of volition. It is quite otherwise with *I may* and *I might*, two tenses of a verb which still remain complete in the kindred language of Germany, and which meant originally "to have might," "to be able." We now use these words only to signify a possible contingency or a permissive freedom of action. *Can*, *ken*, and *know* are but various forms of the same primitive word, from which *cunning* is an offset, and *cunning* was of old synonymous with knowledge or knowing. Now, as knowledge is power, and as men had become more or less conscious of the fact long before that celebrated maxim was framed, *can* and *could* came insensibly to take the place from which *may* and *might* were seceding. First, they had signified simply the possession of knowledge; next, they asserted the power derived from that possession; and finally, their import was power alone—power in the abstract, from whatever source derived. The change has proceeded further with the corresponding word in German, for in that language *kann* (can) has assumed the meaning of possible contingency which we assign to *may*. A German gentleman was travelling in a gig with an expert English whip, and was greatly alarmed at the apparently reckless pace at which his companion drove down the steepest hills. "Stop! stop! my friend," he cried, "we can break!" He meant, "We may be smashed."

It is notorious what vagaries are played with *shall* and *will* "ayont the Tweed;" but it has never been noticed in print that *must* is used from the Tweed to the Tyne and the Tees in a sense which is not attached to it elsewhere. A lady of one of the northern counties, on hospitable thoughts intent, says to her visitor from London, "What *must* I get you, Mr. Smith? *Must* I make you a cup of tea or a glass of whiskey and water? I am afraid you are cold; *must* I have a fire lighted?" Mr. Smith, of course, thinks he has no choice but to decline services which are offered in terms apparently so ungracious and forbidding. Afterwards, when he has become more familiar with the local phraseology, he is aware that in Northumberland and Durham *must* very commonly does duty for *may* or *shall*. The perfect verb of which it is a remnant still exists in the languages of Germany, Holland, and Scandinavia. It meant originally, to have free scope and leisure to do a thing, and thence to be able to do it. Now, when once it is perceived that there is room for a thing which is in any way desirable, people are apt to jump to the conclusion that the thing is necessary, and

that some one is bound to do it. Thus it was that the verb in question finally arrived at the meaning which it bears at this day, wherever it is current, except in Northumberland and Durham, where its popular acceptation is still very nearly the same as that which belonged to it at the outset, *Mussen* is the German *must*, and in that language the cognate word *musse* still means "leisure." Both are related to the English word *mouse*.

*Ought* is the old preterite of the verb to *owe*. It was formerly synonymous with the new preterite *owed*, and continued to be used in place of it occasionally as late as the time of Dryden. In Shakespeare's "King Henry IV., iii. 3, the passage occurs—"He . . . said this other day that you ought him a thousand pounds." Widely as they now differ in meaning, *owe* and *own* are undoubtedly but different forms of the same word. A modern Yorkshireman says, "Who owes this?" that is, to whom does it belong, who owns it; and Shakespeare uss both forms in the same sense. Thus, in "Twelfth Night," at the close of the first act—

"Fate show thy force: ourselves we do not owe;  
What is decreed must be, and be this so."

We are in the habit of using the word *have* to express necessity in such phrases as these:—I have to go a journey; this has to be done; and it was through a precisely similar use of the synonymous verb to *owe*, that it acquired the sense of indebtedness, moral obligation, or expediency. To *owe* money is an elliptical expression for having to pay it to another, possessing it for another. Ultimately, by a process of which the history of language affords many examples, the various meanings which had been common to *owe* and *own* were divided between them, and the twin verbs ceased to be synonymous one with the other. A further subdivision of meaning was then made with respect to *owe*. The office of expressing indebtedness was assigned to its new preterite *owed*, and the old preterite *ought* was employed exclusively to signify moral obligation or expediency, whether as an auxiliary verb or otherwise.

The idea now conveyed by *shall* is that of obligation or of an intention to perform a certain act, and both are found, on further analysis, to resolve themselves into the general idea of indebtedness. In the mercantile language of Germany *soll* (shall) and *haben* (have) signify the debit and credit side of an account. But the debts implied by *soll* and *shall*, in a commercial age, differ widely in nature from those with which courts of justice had to deal most frequently in the infancy of our civil law. Their chief business in that department consisted in trying actions for damages on account of wounds or loss of life; and for these compensation was to be awarded in accordance with elaborate tariffs, wherein every kind of bodily injury, homicide not excepted, was rated at a price proportioned to its nature, and to the condition in life of the injured party. This ancient system of jurisprudence, under which every act of bloodshed was to be atoned for by a payment in money or solid value, has left deep traces in our language. The primary meaning of *guilt* is conduct that has to be paid for. It is derived from the Anglo-Saxon *gildan*, to requite, atone, return an equivalent, and is identical with Swiss, Danish, and Icelandic words, all of them meaning debt. The phrase *I shall* was originally, as we have said, a confession of homicide, or at least of bloodshed. Though now used to signify a future act, it has been shown by the great German philologist, Grimm, to be really the preterite of an old verb which meant to slay or smite. In the good old days, therefore, when that old verb was new, "I shall" meant "I slew or wounded such a one, and am therefore a debtor. I owe blood-money, and must pay it or fly the country."

#### IV. Biographical Sketches.

##### No. 8.—DAVID GIBSON, ESQ.

Mr. David Gibson, Government Superintendent of Colonization Roads, died at Quebec on the 25th inst. He was born on the 9th of March, 1804, in the parish of Glammis, Forfarshire, Scotland, where his father was a farmer. He served his time with Mr. Blackadder, Glammis, as a Surveyor and Civil Engineer. When a young man about twenty-two years of age, he came to Quebec, bringing letters to Earl Dalhousie, at that time Governor, and was speedily engaged in the survey of the boundary line between Lower Canada and the United States. He remained some time in Lower, then came to Upper Canada, and settled in Markham village, where he had relations [Mr. Milne, of York township, being his uncle]. He practised as a surveyor for some years, and as such made Government surveys of the township of Goderich and township of Thorah, &c. He was also the first City Surveyor of Toronto.—Mr. W. L. MacKenzie being then Mayor. He was elected twice to the Parliament of Upper Canada for the First Riding of York, and was sitting for that Riding up to the time of the rebellion. He had then been living for some time at Willowdale, nine miles out Yonge street, where he

had a farm. In 1837, he was connected with Mackenzies revolutionary movement; held a commission as captain, and had charge of prisoners, whom he treated with kindness. After the affair at Montgomery's, he was concealed for some little time by sympathizers in Canada, and at last succeeded in crossing Lake Ontario, going in a schooner from the Rouge to Rochester. His house, barns, &c., at Willowdale, were burned down by loyalists, and he suffered serious loss of property by his connection with the rebellion. He next went to Lockport, and got an appointment as engineer on the Erie canal. He was successful, and acquired property close to Lockport, which he held at the time of his death. Having received a special pardon, he returned to Canada in 1843, and received Government employment, having charge of laying out the Durham road, and also surveying the township of Normandy. In 1851, he ran for the first Riding of York with the Hon. Jas. Hervey Price, and Mr. J. W. Gamble, the last named being elected. In 1853, he received instructions to survey Melancthon and Proton, but was sent for to Quebec, and received the appointment—Dr. Rolph being then C. L. Commissioner—which he held to his death, of Inspector of Crown Land Agencies and Superintendent of Colonization Roads for Upper Canada. His son surveyed Melancthon and Proton. Under his superintendence, while holding this appointment, the following roads were made:—Elora and Saugeen, Woolwich and Huron, Southampton and Goderich, road between Southampton and Owen Sound, road dividing counties of Grey and Wellington, besides a number of minor roads in the Western section; also the lengthy lines of road, properly known as Colonization Roads. Latterly, since the removal of Mr. Salter, he had charge of the roads in Algoma District, as a separate agency, in addition to other duties.—*Toronto Globe*.

##### No. 9.—THOMAS PARKE, ESQ.

We have to record the death of Thomas Parke Esq., Collector of Customs for this port. Mr. Parke was a native of the County of Wicklow, Ireland, from whence he emigrated to this country in 1820, settling in the city of Toronto, then the small village of York, where he carried on an extensive business for that period. He then removed to London, representing the County of Middlesex in the last Parliament of Upper Canada, and the first Parliament after the union of the Provinces. In 1841 he accepted the office of Surveyor General, retaining it until 1845, when he retired altogether from political life. In 1850 he was appointed Collector of Customs for Port Colborne, retaining the office until transferred here, as a successor of the late Mr. Cayley. As an officer of customs it is the testimony of thousands who have transacted business with him, that he was extremely obliging and accurate in the discharge of his duties, and as a politician his views were always enunciated with clearness and candor.—*St. Catharines Journal*.

##### No. 10.—MR. CRAWFORD, THE LAST N. S. LOYALISTS.

Mr. Archibald Crawford, who died on Monday last at Musquodobbolt Harbor, in the 101st year of his age, was a native of South Carolina, and of Scottish parentage. He was a Loyalist, and witnessed the first American Revolution; and when that great revolution was consummated, young Crawford and his parents made the best of their way to Nova Scotia, in order to preserve their allegiance to George III. He lived for many years on the Musquodobbolt River near Crawford's Falls, where his hospitality was often enjoyed by travellers. From this place he removed to Porter's Lake, where his house was always the home of Presbyterian clergymen officiating there. For the last few years he lived with his grandchildren at Musquodobbolt Harbor. His wife, who died about five years ago, was also a Loyalist. Mr. Crawford was probably the last of the Refugee Loyalists in the Province. He has a clear recollection of all the stirring times when the great Republic first took its place among the nations; and he survived two years the existence of the Union.—*Halifax Reporter*.

##### No. 11.—THE DUKE OF ATHOLE, K. T.

(INTERESTING REMINISCENCES OF HIS CHARACTER.)

The death of the Duke of Athole, at Blair Castle, Perthshire, on the 6th ult, has already been announced. The late Right Hon. George Augustus Frederick John Murray, Duke of Athole, Marquis of Tullibardine and Athole, Earl of Tullibardine, Athole, Strathray, and Strathardle, Viscount of Balquhidar, Viscount Glenalmond and Glenlyon, Baron Murray of Tullibardine, Belvenie and Gask, in the peerage of Scotland; Earl Strange, Baron Strange, and Murray, and Baron Glenlyon, county Perth, in the peerage of Great Britain, was the elder of the two sons of General Lord Glenlyon, second son of John, Fourth Duke of Athole, by Lady Emily Percy, fifth daughter of Hugh, second Duke of Northumberland. He was born September 20, 1814, so that he was in his 60th year.



As Lord Glenlyon he participated as one of the knights at the memorable Eglinton Tournament in August, 1839, attended by a band of upwards of 100 Athole men fully equipped. When her Majesty first visited Scotland, in September, 1842, the Duke, as Lord Glenlyon, and heir presumptive to the honors of the family, gave a splendid reception to the Queen and her late illustrious Consort, at Dunkeld, on the Royal progress from Scone Palace to Taymouth Castle. The present Duke, born on the 6th of August, 1840, is a lieutenant in the Scots Fusilier Guards, and only returned from serving with his battalion in Canada last autumn. The *Scotsman* in a sketch of the Duke, says:—"Some men have character, more or less, others have none; and some few are characters; it is of their essence and what they are made of. Such was the Duke of Athol; he was a character, inscribed and graven by the cunning, inimitable, and unrepeating hand of nature, as original, and as unmistakable as his own Ben-y-Gloe. He was a living, a strenuous protest, in permanent kilt, against the civilisation, the taming, the softening of mankind. He was essentially wild. His virtues were those of human nature in the rough and unreclaimed, open and unsubdued as the Moor of Rannoch. He was a true autochthon, a terrigena—a son of the soil—as rich in local color, as rough in the legs, and as hot at the heart, as prompt, and hardy, and heathery, as a gorcock. Courage, endurance, stanchness, fidelity, and warmth of heart, simplicity, and downrightness were his staples; and, with these as his capital, he attained to singular power in his own region and among his own people. The secret of this was his truth and his pluck—his kindness and his consistency. Other noblemen put on the kilt at the season, and do their best to embrown their smooth knees for six weeks, and then return to trousers and to town. He lived in his kilt all the year long, and often slept soundly in it and his plaid among the brackens; and, not sparing himself, spared none of his men or friends—it was the rigor of the game. Up at all hours, out all day and all night, often without food—with nothing but the unfailing pipe—there he was stalking the deer in Glen Tilt\*, or across the Gaick Moors, or rousing before day-break the undaunted otter among the alders of the Earn, the Isla, or Almond; and if in his pursuit, which was fell as many a hound's, he got his hands into the otter's gripe, and had its keen teeth meeting in his palm, he let it have its will till the pack came up—no finching, almost as if no sense of pain. It was this game-ness and thoroughness in whatever he was about that charmed his people; charmed his very dogs; and so it should. But he was not only a great hunter, and an organiser and vitaliser of hunting, he was a great breeder. He lived at home, was himself a farmer, and knew all his farmers and their men; had lain out at nights on the Badenoch heights with them, and sat in their bothies and smoked with them the familiar pipe. But he also was, as we have said, a thorough breeder, especially of Ayrshire cattle. It was quite touching to see this fierce, restless, intense man—*impiger, acer, iracundus*—doating upon and doing everything for his meek-eyed, fine-limbed, sweet-breathed kine. It was the same with the other stock, though the Ayrshires were his pets to the end. Then he revived and kept up the games of the country—the throwing the hammer and casting the mighty caber; the wild, almost naked, hill-race; the Ghillie-Callum, and the study of the eldritch melancholy pipes, to which, we think, distance adds not a little enchantment; all the natural fruits of human industry—the dyes, the webs, the hose—of the district. Then the Duke was a great organiser of men—he was martial to the core; had his bodyguard dressed and drilled to perfection—all mighty men of valor—after whom at the Princess's marriage the lively and minute Cockneys gazed in awful wonder. And of all the men about him he was as much the friend as the master; and this is saying much, as those who knew his peremptory nature can well confirm. This power over men—not from mere birth, though he knew he was "to the manor born"—not by high intellect, or what is called knowledge; for, though he had a stout and keen sense, it was not high or cultured—not because he was rich, which he never was—but simply because he was immediate, honest and alive, up to anything, and always with them—this power gave him a hold over all about him, which, had it not been something deeper and better, would have been almost ludicrous. His Athole guard (many of whom, with Struan at their head, were his peers in birth) would have died for him, not in word, but in deed, and a young capable shepherd, who might have pushed his fortune anywhere and to any length, was more than rewarded for living a solitary deer-keeper at the far end of Glen Tilt, or up some to us nameless wild—where for months he saw no living thing but his dog and the deer, the eagles and the hill fox, the raven and the curlew—by his £18 a year, his £3 for milk, his six bolls and a half of oatmeal, with his annual coat of grey tweed, his kilt, and his hose, so that he had the chance of a kind word or nod from the

Duke, or, more blessed still, a friendly pipe with him in his hut, with a confidential chat on the interests of the 'Forest.' Everyone knows the interest our Queen had in him—in his Duchess and in Blair—where she first saw and loved the Highlands, when she and her husband were in their first young joys, and where she went when the Duke, her friend, and her friend's husband, and her husband's friend lay dying by inches of that terrible malady against which he bore himself so patiently, we may now say so sweetly—submitting that fierce, restless spirit to the Awful Will, setting his house in order, seeing and comforting his friends, remembering his people, not even forgetting his Ayrshires—waiting steadfastly and like a man for the end. We all know that meeting of the quick, honest, chivalrous, devoted chieftain with his sorrow-laden but sympathising Queen—their mutual regards, their brief, measured words from the heart. The dying man rising from his final room and accompanying his royal mistress to the train—kissing her hand, and bidding her, not without dignity, farewell; and when his amazed and loving people stood silent and awed almost scared, by something greater than Majesty, when with his dying lips he raised to her the parting cheer."

## V. Miscellaneous.

### THE CHILDREN.

BY THE "VILLAGE SCHOOLMASTER."

When the lessons and tasks are ended,  
And the school for the day is dismissed,  
The little ones gather around me  
To bid me good night and be kissed;  
Oh! the little white arms that encircle  
My neck in their tender embrace!  
Oh! the smiles that are halos of heaven,  
Shedding sunshine of love on my face.

And when they are gone I sit dreaming  
Of my childhood, too lovely to last;  
Of love that my heart will remember  
While it wakes to the pulse of the past,  
Ere the world and its wickedness made me  
A partner of sorrow and sin;  
When the glory of God was around me,  
And the glory of gladness within.

They are idols of hearts and of households,  
They are angels of God in disguise;  
His sunlight still sleeps in their tresses,  
His glory still gleams in their eyes.  
Oh! these truants from home and from heaven,  
They have made me more manly and mild,  
And I know how Jesus could liken  
The kingdom of God to a child.

I ask not a life for the dear ones,  
All radiant, as others have done,  
But that life may have just enough to shadow  
To temper the glare of the sun;  
I would pray God to guard them from evil,  
But my prayers would bound back to myself—  
Ah! a seraph may pray for a sinner,  
But a sinner must pray from himself.

The twig is so easily bended  
I have banished the rule and the rod;  
I have taught them the goodness of knowledge,  
They have taught me the goodness of God.  
My heart is a dungeon of darkness  
Where I shut them for breaking a rule;  
My frown is sufficient correction,  
My love is the law of the school.

I shall leave the old house in autumn,  
To travel the threshold no more;  
Ah! how I shall sigh for the dear ones!  
That meet me each morn at the door!  
I shall miss their "good nights" and their kisses,  
And the gush of their innocent glee,  
The group on the green, and the flowers  
That are brought every morning for me.

I shall miss them at morn and at eve—  
Their song in the school and the street;

\* Our readers will remember Punch's famous cartoon on the Duke's closing of Glen Tilt to the Cockney Tourists.



I shall miss the low hum of their voices  
 And the tramp of their delicate feet.  
 When the lessons of life are all ended,  
 And Death says, "The school is dismissed!"  
 May the little ones gather around me  
 To bid me good night and be kissed.

## 2. ANOTHER PRINCE.

It will be matter for rejoicing in Canada as well as the mother country that the Prince of Wales has become a father, and that there is no apparent danger of a failure of heirs in the direct line to the throne of these realms. We all share, as it were, in the homely, household joys of the Royal family. We all know the joy it brings into a house, to father and mother and grand-mamma, and uncles and aunts when there is a baby to be caressed and tended, and made a play-thing of. Doubtless just such a flutter, gentle reader, has there been for the last fortnight in the two foremost families of these realms. Doubtless little aunt Beatrice and grand-mamma are the most happy, after the parents themselves; and uncle Alfred and Arthur will both pooh-pooh the fuss the aunties make over such a little baby; and doubtless too, they are just as pleased and happy inwardly as anybody, only the dignity of manhood forbids them to show it.

"One touch of nature makes the whole world kin."

Such as these gladsome events are with us, so it is with the Royal fathers and uncles. And as we lift up our hearts to bless those helpless little creatures whom God sends to us with a claim of kinship, so let us pray for this young right Royal mother and her infant boy, that God will preserve and abundantly bless them. Let us shake hands heartily in imagination with this young Royal father, whom we all know so well, offering our felicitations while his eyes and ours grow a little moist and dim in the operation: and then let us step into the court yard of the castle among the servants of the House, and fling up our caps with ringing cheers for our young Master and Mistress and their blessed baby. It will do us good my boy; and do that dear, kind soul good, too, who sits away in her quiet chamber, still wearing weeds, still sorrowing in her heart of hearts, one of those whom the "good word" tells us of, "who are widows indeed."—*Montreal Gazette.*

## 3. THE PRINCE'S WELL AT GLENESK.

It may be remembered that, during the royal residence at Balmoral in 1861, one of its most interesting episodes was an *incognito* visit by the Queen and Prince Consort into Glenmark, thence down Glensesk to Fettercairn, and back by the Carino' Mount Deeside. The royal party, on horseback, duly attended by guides and gillies, came across Mount Ken early in the day, and, at the highest point at which the road crosses the hill, were received and welcomed by the Earl of Dalhousie. Facing the base of the Highland track stands the only house in that wild district, a cottage occupied by one of the Earl's foresters. The deer forest is a princely range, through which the impetuous Mark forces its rugged way for many a mile. A few hundred yards lower in the glen a beautiful sward of grass spreads out, of considerable extent, and fertile in natural hay—as to the annual appropriation of which there is, we understood to be much obstinate contention between the watcher and his deer neighbors. Near the centre of this oasis bursts forth a most noble spring, long famous in these parts; its waters are cold as ice and clear as crystal; its rush at one bound is full, bold, and free, as if impatient of restraint beneath. At its very source it could drive a mill. But, that day, gentler work awaited Tober-nan-clachan-thallach (we do not pledge ourselves for the Gaelic spelling)—the Well of the White Stones—a modest white cairn having been till then its only distinguishing mark.

The royal party had need of rest and refreshment, and both had been provided for by the noble Earl, who, as Lord of the Manor, had been let into the secret of this royal progress, though only the day before—and luncheon was laid on the shieling, and was duly partaken of. Afterwards Her Majesty and the Prince, in passing Tober-nan-clachan-thallach, stopping to enjoy its refreshing draught, and admire the noble scenery around—the hill of Craig-o'-Doon arresting special attention, and the marvellous riches of the well, not passing unobserved. Its single weakness seeming to be the unapproachable nature of its Gaelic name to a southern tongue; it naturally occurred to the Earl that this should be removed at once and for ever, in honor of the royal visitant, and Her Majesty readily consented that it should be called the *Queen's Well*.

Too soon, alas! this visit was followed by the sad event, which covered not Balmoral alone, but all Scotland with gloom; and Lord Dalhousie resolved to raise over the spot, rendered doubly interesting by the royal visit, a memorial to the late lamented Prince, after a

manner which reflects much credit on his taste and good feeling, and is in admirable keeping with the scenery around.

Over the well six solid arches of roughly-hewn granite rear themselves, about 20 feet high, terminating in a rude cross of white quartz, both kinds of stone from the neighbouring hills. This cross is said to be temporary, to be replaced by a suitable block of granite, probably of a floral form. But even as it is, the eye finds no fault with the *tout ensemble*—a massive, yet light and elegant imitation of the old Scottish crown. Within its base the clear well now bubbles up in all its beauty, piercing a surface of finely-broken quartz of snowy whiteness, and restrained for a time within a basin of smooth sandstone, on the margin of which all unobscured by the clear waves that are ever lapping over—runs this touching legend—

"Rest traveller, rest on this lonely green,  
 And drink, and pray, for Scotland's Queen."

Outside of all, smooth green turf is laid, and beyond that is the natural herbage, soon lost among the brown heath and grey stones of the mountain side, on which small white cairns are seen to rise, suggestive and appropriate accessories to this memorial of respect and sympathy. An inscription on the lower stone of the central arch simply sets forth that

Her Majesty Queen Victoria and  
 His Royal Highness the Prince Consort  
 visited this well and drank of its refreshing waters,  
 the 20th September, 1861,  
 The year of Her Majesty's great sorrow.

Of the pastoral glens of Scotland there is none more beautiful than Glensesk. None will better repay the traveller for the labor of a summer's day in its entire ascent. And no more fitting *terminus ad quem* can he have than his memorial of the joy and sorrow of our beloved Queen. To her, Lord Dalhousie submitted the plan of the erection, ere a stone was laid, and all received her Majesty's approval. But one desire she expressed—and it came from the depths of a broken heart—"Let it be called the PRINCE'S WELL."

## 4. CONFEDERATE WOMEN.

Bayard F. Taylor, army correspondent of the *Chicago Journal*, in one of his letters from Tennessee, says:—

I should never be done admiring the patriotic faith and undying devotion of the loyal women of the land, but I must tell you that the rebel women of the South are worthy in everything but a sacred cause of their Northern sisters. There is nothing they will not surrender without a smile; the gemmed ring, the diamond bracelet, the rich wardrobe. They cut up the rich carpets for soldiers' blankets without a sigh; take the fine linen from their persons for bandages. When 400 of Longstreet's men came up to Nashville, prisoners of war, about the roughest, dirtiest, wildest fellows the sun ever shone on, and a flight of stairs in the building they occupied fell, killing and wounding a large number of them, you should have seen the fair young traitresses come forth from the old aristocratic mansions, bearing restoratives and delicacies in their hands, mingling in the dingy crowd, wiping away the blood with their white handkerchiefs and uttering words of cheer: should have seen them doing this, with hundreds of Union soldiers all around, and smiling back upon the rough blackguards of rebels as they left. But in all there was a defiant air, a pride in their humanity strange to see. Of a truth they carried it off grandly, and most all those girls were in mourning for dead rebels, brothers, lovers, friends, whom these same girls had sneered into treason and driven into rebellion, and billowed all the South with their graves, and the least they could do was to wear black for them and flaunt black from the window blinds. Clothed be their souls in sackcloth! I say they were worthy of their sisters at the North, in all but a righteous cause, but, I said wrong. There is a bitterness, there are glimpses of the Pythoness, that makes you shrink from them. But they are fearfully in earnest; they are almost grand in self sacrifice.

## 5. LEARNED WOMEN.

Laura Veratti, born at Bologna, Italy, in 1711, studied the languages, and then went through a thorough course of metaphysics and philosophy; she found no trouble in gaining the doctor's degree in the university of Bologna, and was finally elected by its senate to be a public lecturer, in which high position she was honoured and loved. Donna Morandi,—distinguished as the inventor of the anatomical preparations in wax, which superseded clumsy wooden figures, was in 1758 elected to the anatomical chair of the leading medical institute of her country. Maria Agnesi, born in Milan, 1718, geometrician, could fill her father's chair in the college when he was ill, and write analytical treatises which have been translated into all languages.—*The Englishwoman.*

6. THE MOTHER TO RULE.

There is no sight more pitiable than a mother whose children rule her, and refuse to be ruled. So many are the trials of every mother with disobedient children, that we cannot withhold the strongest sympathy from her who has given up in despair, and suffered her children to have their own way. Their way is always a bad way when they get it by their own wilfulness. To prevent such a domestic misfortune, parents must begin with their children at the beginning. How soon it is practicable to establish authority with a child, it is hard to say. A child was once in its cradle, less than a year old, and refusing to be quiet and go to sleep. The mother had exhausted all her arts and means to make it lie still, and finally called the father to her help. He laid his hand on the child's breast and said "lie down" in a firm tone of command. It was obeyed instantly, and the father never had to punish that child. He grew up to be a man without even disobeying his father, who established his authority that night. And it is undoubtedly true that a parent may and should teach a child the first year of its life that there is a higher will than its own to which it must submit. This grand end will be secured, not by beating the little thing, but by those firm yet gentle denials of indulgences, and commanding tones of voice which they understand in the earliest dawn of mental activity. Many a mother is worried half to death with a crying fretting child, and she might have saved herself the perpetual annoyance, and made the child far happier had she begun, when it was six months old or less, to teach it that it must not cry without cause. And these lessons, which every judicious mother knows how to give would also aid the mother in setting up that government which is essential to the comfort and happiness of every family.— But the most difficult, painful and perplexing task is to be performed when children have grown to be three, five or seven years old without having been taught to obey their parents. Much as the children are blamed, the parents are the most censurable for this deplorable state of affairs. If your child at three years of age is not ready to come and go at the slightest word of parental command; if he will not obey a look or sign instantly and cheerfully the reason is to be found in your neglect of duty to him. Such discipline it is easy to establish in every household. It will not require severity. By all means use the rod when it is necessary. But the rod is rarely to be used, when the parent has wisdom and force of character sufficient to assert his own will in place of the child's, and maintain it in spite of tears and interference.—*N. Y. Observer.*

7. ARE YOU KIND TO YOUR MOTHER?

Who guarded you in health, and comforted you when ill? Who hung over your little bed when you were fretful, and put the cooling draught to your parched lips? Who taught you how to pray, and gently helped you to read? Who has borne with your faults, and been kind and patient with your childish ways? Who loves you still and who contrives and works for you every day you live? It is your mother—your own dear mother. Now let me ask you, Are you kind to your mother?

8. A BIT OF ADVICE FOR BOYS.

"You are made to be kind," says Horace Mann, "generous and magnanimous." If there is a boy in the school who has a club foot, don't let him know that you ever saw it. If there is a poor boy with ragged clothes, don't talk about rags in his hearing. If there is a lame boy, assign him some part of the game which does not require running. If there is a hungry one give him part of your dinner. If there is a dull one, help him to get his lesson. If there is a bright one, be not envious of him; for if one boy is proud of his talents, and another is envious of them, there are two great wrongs, and no more talents than before. If a larger or stronger boy has injured you, and is sorry for it, forgive him, and request the teacher not to punish him. All the school will show by their countenance how much better it is than to have a great fist."

9. A GOOD RULE FOR BOYS.

A certain man who is very rich now, was very poor when he was a boy. When asked how he got his riches, he replied, "My father taught me never to play till my work was finished, and never to spend my money until I had earned it. If I had but an hour's work in the day, I must do that the first thing, and in an hour. And after this I was allowed to play; and then I could play with much more pleasure than if I had the thought of an unfinished task before my mind. I early formed the habit of doing every thing in time, and it soon became easy to do so. It is to this I owe my prosperity." Let every one who reads this do likewise.

10. NOTHING IS FORGOTTEN.

There is no such thing as forgetting possible to the mind. A thousand accidents may, and will, interpose a veil between your re-

sent consciousness and the secret inscriptions of the mind: accidents of the same sort will also rend away this veil; but alike, whether veiled or unveiled, the inscription will remain for ever; just as the stars seem to withdraw before the coming light of day; whereas, in fact, we all know that it is a light drawn over as a veil, and that they are waiting to be revealed when the obscuring daylight shall have withdrawn.

VI. Literary and Scientific Intelligence.

— JOURNALISM IN NEW ZEALAND.—There are now no less than six daily newspapers in New Zealand, namely, the "Daily Times," the "Telegraph," and the "Evening News," in Dunedin; the "Southern Cross," and "New Zealander," in Auckland; and the "Press," in Christchurch. We are not quite certain that, in addition to these, there is not a small daily paper published at the Dunstan diggings. Of these, several are old-established journals, but they all date their daily issue within the last fifteen months, and, excepting the "Otago Daily Times" and "Telegraph," their publication in a daily form is of quite recent date. The newspapers published in New Zealand now number twenty-three, besides those published at the Otago diggings, concerning which we have no accurate knowledge. Auckland has three papers—two daily and one weekly; Taranaki, two weekly; Hawke Bay, two weekly; Wellington, two semi-weekly, and one published three times a week; and Wanganui, one weekly. Nelson has two semi-weekly papers; Marlborough, one weekly; Canterbury, one daily, and two semi-weekly; Otago, three daily, and two weekly; and Southland, two weekly. There is also an excellent monthly magazine published in New Zealand.

— TENTH REPORT OF THE SCIENCE AND ART DEPARTMENT OF THE COMMITTEE OF COUNCIL ON EDUCATION (1863).—1. SCIENCE.—The second examination of Science classes throughout the United Kingdom was held in May, and the third examination of teachers in November. The increase in the number of classes taught by certificated masters, and of persons under instruction, since the Science Minute of 2d July 1859 came into operation, has been as follows:—

	No. of Classes.	No. under Instruction.
1860, .....	9 .....	500
1861, .....	38 .....	1330
1862, .....	70 .....	2543

The examinations in May were held at 55 local centres; in the previous year the number of centres was 35. The results were as follow:—

	No. Examined.	No. of Papers worked.	No. passed.	Prizes.
1861, .....	650 .....	1000 .....	725 .....	310
1862, .....	1239 .....	1943 .....	1480 .....	689

The students of seven Irish schools, numbering only 374, were successful in obtaining 149 prizes and 12 medals, out of a total of 689 prizes and 35 medals.

The examination of teachers in November afforded proof of the advance which this branch of the Department is making. The statistics of the last four annual examinations are briefly as follows:—

	1859.	1860.	1861.	1862.
Number of Candidates, ..	57 ..	89 ..	103 ..	125
Number who passed ..	43 ..	75 ..	97 ..	112

There are now 237 certificated science teachers, of whom 80 teach classes connected with the Department. All these teachers have been educated without any expenditure of public money by the Department, excepting five or six who were trained before the Minute was passed.

The Aid by Apparatus and Examples has been much reduced, notwithstanding the increase in the number of Science classes. During the past year it amounted to £87, 13s. 6½d., compared with £155, 13s. 9½d., and £101, 11s. 2d. in the two previous years.

2. ART.—The Central School of Art, at South Kensington, was attended by 358 students, exclusive of the training and free classes in the spring session and 302 students in the autumn session, and the total sum received in fees was £1458, 16s. The class of students in training for masterships numbered 53, and that of free students 62; thus the gradual reduction of the former class and increase of the latter, adverted to in our last Report, has been maintained. Fifty-one certificates have been taken in the school.

The time has arrived when the local schools have become sufficiently advanced in their studies to enable them to train students for masterships up to a certain grade of competency, and we have passed a minute by which no further payments in London will be made to assist students to take the first certificate for a mastership. On the other hand, we propose

to revert to the system of scholarships in the Central School, which had been somewhat prematurely established in the Schools of Design. These scholarships will be open to competition to the advanced students of all the local schools, and the holders of them will have the opportunity of making practical use of the collections of the Art Museum.

In 1862, 8896 children of poor schools in London were taught through the agency of the Central School, and the total number of all classes who received instruction was 11,222, being a small decrease on the previous year; which may be ascribed partly to the action of the New Code of the Educational Department, and partly to the distractions of the International Exhibition.

The total number of Schools of Art throughout the United Kingdom is 90.

In the central schools 15,908 persons received instruction during the past year, compared with 15,483 in 1861.

In the public schools 71,423 were taught, compared with 76,303 in 1863.

The results of the examination in drawing of the Diocesan and other Training Colleges are as follow:—

	1860.	1861.	1862.
Number examined, . . . .	2721	2813	2863
Number passed, . . . .	1600	1523	1660
Number of certificates, . . . .	79	122	147

Payments on results have for the last ten years formed part of the system by which masters have been remunerated, and the working of the system has been such as to justify its complete adoption. We have accordingly prepared minutes extending the application of this principle to all the instruction given in or through the means of the Art schools. These minutes will also tend to restrict the aid of the State to those classes that are unable to provide such education for themselves.

Aid by Examples was given on 121 requisitions from Art schools and classes, to the amount of £190, 0s. 3½d. In 1861 the amount was £305 15s. 4d. on 203 requisitions, and in 1860, £417, 14s. 9d. The gradual but healthy reduction referred to in our last Report has therefore been maintained.

The grand total of persons taught drawing through the agency of the Department, and the fees paid, etc., during the last three years have been as follow:—

Numbers taught, ..	89,481	91,886	87,389
Fees paid, ..	£17,221 6 8½	£17,903 1 3	£18,017 10 6

The Art Library was attended by 7592 readers, including 638 subscribers.

The visitors to the Museum were more than double the number of those of any previous year. This is attributable partly to the influx of visitors to the International Exhibition, and partly to the popularity of the exhibition of Art Loans at the South Kensington Museum. The number of visitors during each year since the opening have been as follow:—

1858, .....	456,288	1861, .....	604,550
1859, .....	475,365	1862, .....	1,241,369
1860, .....	610,696		

8. GEOLOGICAL SURVEY.—In England and Scotland 2430 square miles were surveyed during the year. In 1861 the area surveyed amounted to 1430.

The survey of Ireland also exhibits an increased area over that of the previous year; about 1028 square miles of new ground were surveyed, and 1513 linear miles of boundary lines traced; besides readjustments of 387 square miles, and 650 miles of boundary.

Maps on both the one-inch and the six-inch scale, sections, and memoirs, have been prepared and issued. The sale of these publications exhibits a large increase, and shows that a public want is thus supplied.

4. EXPENDITURE.—

Science and Art Department, South Kensington, including general management, .....	£97,892	4	4
Schools of Science and Geological Museum, Jermyn Street, .....	£6,660	8	8
Geological Surveys of the United Kingdom, .....	9,922	13	8
Industrial Museum, Scotland, .....	2,112	18	2
Royal Hibernian Academy .....	300	0	0
Museum of Irish Industry, .....	4,769	19	8
Royal Dublin Society, .....	7,017	0	0
			80,772 18 11
			£128,165 8 3

VII. Departmental Notices.

NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum." No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate 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 have also been sent to the County Clerk, and will be supplied direct to the head Masters, upon application to the Clerk.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, must be pre-paid, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly fifty per cent. for non-payment.

INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed 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, and the Customs duty on copyright books, as may be necessary.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, &c. &c.

The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary

for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

☞ Catalogues and Forms of Application furnished to School authorities on their application.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, SCHOOL PRIZE BOOKS, &c.

[Insert Post Office Address here.]

SIR,—The [Trustees, or Board of Trustees, if in Towns, &c.] of the ..... School being anxious to provide [Maps, Library Books, or Prize Books, &c.] for the Public Schools in the [Section, Town, or Village, &c.] hereby make application for the ....., &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to ..... for Public Schools. The ..... selected are *bona fide* for the .....; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the ....., in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the ..... Station of the ..... Railway, addressed to .....

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of .....,† this ..... day of ....., 186—.

Amount remitted, \$.....

Trustees must sign their own names. } ..... { Corporate seal to be placed here.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the trustees can be supplied, it will be necessary for them to have filled up, signed and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the one hundred per cent. will be added to the remittance, and the order, so far as the stock in the Depository will permit made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of \$2 additional, have one engraved and sent with the articles ordered.

\* \* \* If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

☞ The one hundred per cent. will not be allowed on any sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

ASSORTED PRIZE BOOKS IN PACKAGES,

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows:

Package No. 1.	Books and Cards,	5cts. to 70cts each	.....	\$10
" No. 2.	Ditto ditto	5cts. to \$1.00 each	.....	\$16
" No. 3.	Ditto ditto	5cts. to \$1.25 each	.....	\$20
" No. 4.	Ditto ditto	10cts. to \$1.50 each	.....	\$26
" No. 5.	Ditto ditto	10cts. to \$1.75 each	.....	\$30
" No. 6.	Ditto ditto	10cts. to \$2.00 each	.....	\$36
" No. 7.	Ditto ditto	15cts. to \$2.25 each	.....	\$40
" No. 8.	Ditto ditto	15cts. to \$2.50 each	.....	\$46
" No. 9.	Ditto ditto	15cts. to \$2.75 each	.....	\$50
" No. 10.	Ditto ditto	20cts. to \$3.00 each	.....	\$56
" No. 11.	Ditto ditto	20cts. to \$3.25 each	.....	\$60
" No. 12.	Ditto ditto	20cts. to \$3.50 each	.....	\$66
" No. 13.	Ditto ditto	25cts. to \$3.75 each	.....	\$70
" No. 14.	Ditto ditto	55cts. to \$4.00 each	.....	\$76

Package No. 15.	Books & Cards,	25cts. to \$4.25 each	.....	\$80
" No. 16.	Ditto ditto	30cts. to \$4.50 each	.....	\$86
" No. 17.	Ditto ditto	30cts. to \$4.75 each	.....	\$90
" No. 18.	Ditto ditto	30cts. to \$5.00 each	.....	\$96
" No. 19.	Ditto ditto	35cts. to \$5.25 each	.....	\$100
" No. 20.	Ditto ditto	35cts. to \$5.50 each	.....	\$120

☞ *Special Prizes*, in handsomely bound books, singly at from \$1.05 to \$5.50. In sets of from two to six volumes of Standard Literature, at from \$3.00 to \$10.00 per set. Also Microscopes, Drawing Instruments, Drawing Books, Classical Texts, Atlases, Dictionaries, Small Magic Lanterns, Magnets, Compasses, Cubes, Cones, Blocks, &c. &c.

\* \* \* Trustees are requested to send in their orders for prizes at as early a date as possible, so as to ensure the due despatch of their parcels in time for the examinations, and thus prevent disappointment.

LARGE MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada. Price \$6.

PORTABLE COMPOSITION BLACKBOARD.

THIS substitute for the Blackboard is made of Canvas, covered with successive coats of Composition until it is of a sufficient thickness to be rolled up without injury. It is mounted on a portable wooden frame, 3 feet 6 inches high by 2 feet 6 inches wide. It may be obtained at the Educational Depository. Price \$2.

It possesses the following advantages over the ordinary painted blackboard:—

1. It can be removed to any part of the School-house, and is invaluable for separate classes.
2. It is not so liable to be scratched with chalk as the common blackboard.
3. When it is not required for use, it can be rolled up in a small compass, and laid aside.
4. Both sides can be used, so that two classes may be kept at work at the same time.

SCHOOL INK WELLS.

THE following INK WELLS have been manufactured in Toronto and are for sale at the Educational Depository:—

No. 1.	Plain Metal Ink Wells, with covers, per doz.	.....	\$1 50
No. 2.	Improved Metal Non-evaporating Ink Wells, per doz.	.....	3 00

No. 1 is a wide-mouthed well, designed to be let into the desk. It has an iron cover to screw over the top so as to prevent the dust falling into the ink.

No. 2 consists of three pieces: A circular piece to let into the desk, and to be screwed to it; it has a rim on which the well rests; over this is placed a cap which covers the top of the well. It has a small aperture for the pen, covered with a movable lid.

It possesses the following advantages:—

1. The ink is not liable to be spilled;
2. It effectually protects the ink from dust;
3. It prevents evaporation, owing to the covers and the small size of the aperture;
4. It has facilities for cleaning, but, the cover being screwed down, does not allow the pupil to take it out at his pleasure.
5. It is not, like glass, liable to breakage.

BLACKWOOD AND THE BRITISH REVIEWS.

New Volumes of these renowned Periodicals commence in January, 1864. THEY comprise the LONDON QUARTERLY, the EDINBURGH, the NORTH BRITISH, and the WESTMINSTER REVIEWS, and BLACKWOOD'S MAGAZINE. Price for the five \$10 per annum.

Ann. Postage for the whole five Periodicals only FIFTY-SIX CENTS A YEAR. LEONARD SCOTT & CO., PUBLISHERS, NEW YORK. May be ordered through W. C. CHEWETT & CO., TORONTO.

ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, 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, 10 cents each.

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

\* The price of the large new Map of British North America is \$6.00.  
 † The Trustees of the Section; Chairman and Secretary of the Board of City, Town, or Village Trustees; Warden, Mayor or Reeve.