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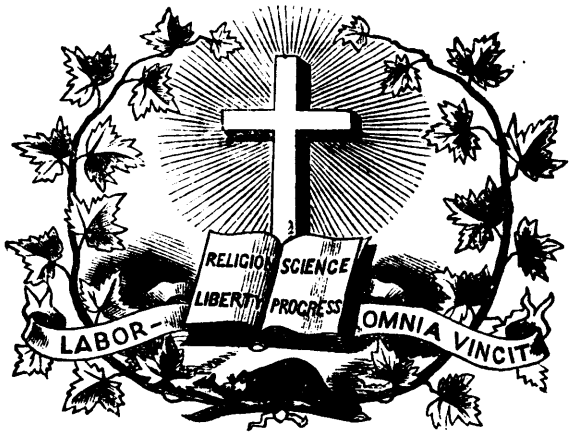

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Intellectual Training without Development of the Moral Sense.

We would ask the earnest attention of our readers to the words of the learned Justice Archibald in passing sentence on the Bank of England forgers. They are fraught with matter of weighty import to parents and teachers, and those charged with the upbringing of youth :—

" Austin Biron Bidwell, George Macdonnell, George Bidwell, and Edwin Noyes, said his Lordship, you have severally been convicted of the offence with which you were charged, and although the indictment only charged of one bill, it has been necessary to bring before the Court evidence showing that each of you was implicated in a scheme of fraud which, perhaps, for the audacity of its conception and the magnitude of the crime contemplated, as well as the misdirected skill and ingenuity with which it was carried out, is without a parallel. I see no palliating or mitigating circumstances in your offence. You were not pressed by want; on the contrary, you embarked in this nefarious scheme with a considerable amount of money. You are not ignorant persons unable to contemplate the full effects of your crime. You are persons of education, *so far as mere intellectual training, without any apparent development of the moral sense, goes.* It has appeared that the some of you know several European languages, and that you are intimately acquainted with banking business. The success of your scheme was only rendered possible by the fact that in this country, with its immense commercial operations, it is necessary to place, in men conducting large businesses, the utmost confidence; and, besides the loss, you have given a severe blow to that general confidence which must be maintained and protected. Those, who like you are not restrained by conscience or honesty, must expect to be met by the law with retribution. It must be well known that those who commit crimes which only persons of education can commit, if discovered, will meet with heavy punishment. I cannot see any reason to make a distinction in the sentence; and, with regard to the sentence I am about to pass, if I could conceive any case of forgery worse than this, I might then consider whether some punishment less than the maximum would suffice. But I feel no hesitation as to the sentence it is my duty to pass. The sentence upon each one is that of penal servitude for life; and, in addition to that, I order that each one of you shall pay one-quarter of the costs and expenses of this prosecution."

The Use and Abuse of Education.

A question which has often been discussed, and which will be continually coming to the surface, so long as there is education, has been raised by the trials of the prepetrators of the great forgeries in London. The guilty parties, who are now suffering the bitter penalties of their misdeeds, are persons of good education, some of them able to speak two or three languages well, and all of them are evidently of great ability. Public attention has been more than usually aroused by the magnitude of their offence, by the skilfulness of their plans, and by the success, all but complete, which attended their operations; nevertheless they are but types of a criminal class which is continually in our midst, and whose criminality is mainly the result of one cause. As that cause is

nearly connected with education, we make no apology for discussing it in these columns, free as they usually are from even the mention of such topics. The story of the lives of these prisoners—at least of that portion of their lives which preceded their capture—as revealed at the trial, points a moral which needs careful study at the present day, and which will require deep and anxious pondering in the future, if the taste which now exists for luxury and materialistic enjoyment continues to increase. These men lived a life apparently to be envied; luxurious hotels and lodgings, first-class railway travelling, splendid and costly presents and purchases, with other concomitants of a darker nature, which here we can only allude to—all formed a picture which to one not in the secret was most captivating, and which to many who understand fully what lay behind seems a sufficient inducement to run the same course, to undergo the same risks, with a hope of fully attaining the desired end. It was evidently to gratify their desire for luxury—not merely for sensual enjoyment on a secure basis, so to speak, with a prospect of permanence, and with the refinement which wealth imparts, that they ventured on their tortuous career; and it is equally evident that but for their superior education and ablities they would not even have conceived their design, much less have so nearly carried it to a successful completion. It is, too, a superior education which brings many minor criminals of the same class into collision with moral and human laws; and which, in many other persons, produces evils less in magnitude and enormity indeed, but still sufficiently grave and of serious import. Had the Bidwells and their associates been gifted with less intellect and less cultivation, they would most probably have employed the capital which it appeared they possessed in a safer and honester way; and the abilities which enable clerks and cashiers to deceive their employers, to appropriate their property, and to cloak their fraudulent transactions at least for a time, would frequently be more righteously directed if of an humbler order. Even when no breach of the criminal code is committed, we are often shocked at the heights to which profanity, irreligion, and atheism will aspire when associated with wit, learning, and mental power. It is the spectacle which intellectual, unacompanied with moral, cultivation thus frequently affords that causes many worthy, well-meaning, but misguided men to look upon education as rather a curse than a blessing, and makes them sometimes endeavour to oppose a barrier to its further progress. It is people of this class who look upon the schoolmaster with unfriendly eyes, and who see in his claims to respect and position precursors of immorality and socialism. It is needless to say that their efforts are unavailing: for good or evil the die is cast; the great power which education confers is being placed within the grasp of all, surely if slowly; and all that remains is to teach them the responsibility which is imposed by the possession of this mighty instrument, and the means of properly using it.

In this country at least, there is no question as to how this important duty is to be performed. All classes and creeds in Ireland recognize the necessity of controlling and supplementing intellectual culture by the salutary influences of religion and morality; the only point in dispute is as to the mode in which this corrective should be administered. Upon the cardinal means by which may best be combated whatever of evil is likely to be caused even indirectly through education, we must here be silent; but there is one minor argument upon which we can dilate, and to which we think the attention of our readers may be usefully directed. The craving after luxury and surreptitious indulgence which leads to the commission of crime is frequently induced by indiscriminate reading and similar influences. Sensation novels, with their over-coloured pictures of the delights which wealth can produce, *recherché* (this is an adjective quite *en regle* with our subject), wines, splendid equipages, lordly mansions, travelling, and all the usual surroundings, form a picture which cannot be otherwise than highly seductive to a youthful imagination; and in many of these novels the means by which these luxuries are procured are fraud and crime. It is true that most frequently the villain is unmasked at the end; the gold changes to stones, the wine to waters of bitterness, and condign punishment is meted to the villain of the story. But the moral shares the fate of most morals; it is generally missed or slurred over by the reader, whilst the delights of the criminal's career stands prominently forth, and are carefully dwelt upon. We at once grant that novel reading alone will not generally produce criminals; but we must consider the habits of the class who are most powerfully stimulated by it if we wish to understand its influence. Young men commencing the battle of life with strong passions, weak judgments, and ill-regulated imaginations, are exposed to many other influences which give point and force to the evils of silly and desultory reading. They taste the pleasures of independence, and they at the same time have opportunities for self indulgence. The ordinary duties of life are thus rendered irksome; the wish for fame and eminence which is legitimate, and if properly directed, a powerful stimulus for good, is likely to act banefully; and when temptation comes, as it comes to all, the weak-minded individual falls a victim, and endeavours to take a short cut to wealth and indulgence. Hard and unremitting labour of any kind becomes disgusting; and the public house, the card table, and the singing saloon complete the work, which was commenced by the yellow-bound volumes. Even when no positive breach of law or morals is committed, the mark is left, and the injury inflicted. A moody and discontented frame of mind is produced, talents are wasted, and the victim finds when it is too late that he has thrown away his best chances, and that an obscure and probably unhappy lot must be his to the end of his days.

It may be asked, what can the teacher do in this case? Do not the evils arise when the pupil has finally left school, and when he is completely beyond its influences? This is true; but our object is to show that even in the few years which children spend in the primary schools, much may be done to guard against the future danger. It is possible to lay the foundation of a sound and healthy taste, and an honest ambition, the possession of which will be a safeguard against after temptation. Above all, it is not difficult to cultivate a respect, and even a love for work, and to show why it is worthy of respect. The true nature of what seems attractive in worldly wealth and material enjoyments may be pointed out; and it can be shown in what real enjoyment and happiness consists. The honest, cultivated teacher can explain that nothing permanently worthy can be had without persistent labour and self denial; and that real gratification can only be procured by legitimate means. He can relate examples from the great men of the present and the past, to show that renown is more frequently the result of industry than of any other single quality; that all men of genius, who have left enduring memorials behind them, were essentially hard workers and despisers of sensual enjoyments; and that those who have failed in achieving these results, have failed from lack of this quality. The youthful teacher, too, can apply the lesson to himself, for to him as to others, the failings of humanity are incident. He must learn himself, and teach his pupils, that if he wishes to secure a respected old age, if he

wishes to quaff a cup of enjoyment with no dregs of bitterness at the bottom, he must "scorn delights and live laborious days;" he must not place his happiness in the perishable and deceitful goods of the world. This lesson has been preached for thousands of years; it is the burden of sermons and proverbs innumerable; yet it is not now, nor is it ever likely to be, either stale or unprofitable.—*The Irish Teachers' Journal.*

Physical Education.

We know that there are very many persons who believe that no valuable results are to be derived from the rowing, cricket, and base-ball matches that are now so frequent on this continent. The victory of Brown, the Halifax oarsman, over Biglin, the American is a very trivial affair in the estimation of the class who underrate the importance of athletic sports of every kind. Now we contend this victory is by no means so trivial, inasmuch as it illustrates the muscular power and skill of our people, and proves that Canadians are not a degenerate offshoot of their British ancestry who have so long been famous for all manly sports and pastimes. We believe that matches of this kind keep alive among us a taste for those manly exercises that do so much to give muscle to a people. It is impossible in these days to exaggerate the importance of a widespread love for all such athletic sports as have made Englishmen so famous all the world over. Young and middle-aged should practise these pastimes, however absorbing their studies or pursuits. We all know that the tendency of the age to hurry life, to anticipate the knowledge of good and evil, which comes too soon for most of us, is making young people grow old before their time, and in many ways obliterating the period of youth, so full of delightful memories. Besides these fast inclinations, the intellectual culture of the day shows the sign often beyond its strength in striving to surpass the high level which is demanded. The large public schools of the present day should have —and in many places they do have—gymnasia, where the masters themselves should practise feats of strength and dexterity. The playfield and the river—cricket, base ball, boating and swimming—should be embraced in the curriculum of a boy's physical education. Military drill has also the best effect in giving boys a smart, and, what soldiers call, a "well set-up" carriage of the body; it has also its influence in teaching them the value of command, and the importance of subordination to general plans in the use of combined action of individuals. Perhaps of all exercises, none is better calculated to expand the chest and develope the muscles than rowing. Matches between the large schools and colleges, now so common in the United States and England, are worthy of our imitation, inasmuch as they foster the noblest of exercises. It has been urged that the training and exertion consequent on these matches is injurious, but we have facts at hand to prove the baselessness of such assertions. The researches of Dr. John E. Morgan, physician to the Manchester Royal Infirmary, gives us some facts all conclusive on this point. In 1869 he wrote to the 255 men then living who had rowed many of the English inter-university races, getting replies from 251; and through the friends of most of the thirty-nine who had died he had also word, what he asked being, in substance, "whether the training and exertion demanded of those "who take part in the university boat-race are of so "trying a character that, in numerous instances, the "constitution is liable to be permanently injured?" He found in the case of the three who died, having really suffered from over-rowing, there was a predisposition to disease. The answers from the others were very decidedly, on the whole, in favor of the training and the exercise.

But we would not confine gymnasia to the young men. We believe they are just as necessary for the young women of the present day. Now, whilst we hear a good deal about the French, music, and other branches taught by highly qualified teachers in the large schools in the city—the Ladies' College, for instance—we hear nothing of gymnastics being encouraged. Let no one suppose that wielding the clubs, hanging on the horizontal bar, or, indeed, any strain upon the arms, ever makes the hands clumsy; that it ever interferes with the finest needlework, the most delicate drawing, or that it destroys that highly prized quality, the touch of the pianoforte player. Perhaps of all exercises which the young ladies of the present day might practise to their advantage, is horse riding. This is essentially an Englishwoman's exercise—in which she especially delights—as anyone who has passed up Rotten Row in the "Season" can testify. Archery has also its charms and usefulness. It is a very superior pastime to the fashionable croquet, which is but an idle, lounging game which does not develope health except so far as it takes you more into the fresh air than you would probably otherwise go.

For these reasons we would like to see gymnasia connected with every public school of our large cities and towns. We would also like to find in full operation in our midst a public gymnasium to which young and middle aged men, who are engaged in professional and mercantile pursuits, could resort regularly. The old Greeks managed those things admirably. Every town of importance had its gymnasium and here poets came to recite, philosophers to dispute, and the fashionable public to look on at the exercises and gossip; but nowadays we lounge at the street corners or in the smoking and bar-rooms of the hotels. Many of us are altogether too absorbed in our business, and fail to seek that recreation and exercise, absolutely necessary to health and longevity. We do not believe a clergyman, or a lawyer, or a merchant is less respected because he is a good gymnast. We may well apply to ourselves the language of a recent writer in an American periodical:—"After we, as a "nation, have once learned the virtues of the road, the "field, and the river, we will be as loath to lose any "portion of our hour and a half or two hours out doors "daily, let the weather be what it may, as we would our "dinners, as Beecher is his sleep, or Bryant, at nearly "eighty, his morning turn with his dumb bells. And "when we have once fallen into the habit of this daily "resting our brains,—for, as Bismarck's physicians seem "to know, active muscular work will often bring them "quiet when sleep will not—and giving our bodies a "chance, we will not only find the elastic, springy health, "that makes one fit for anything, and the delightful fact "that we are knowing but little of sickness, but also "that the mental work done each day will compare very "favorably indeed with any we accomplished in the "days when the head had all the vitality and the body "none."—*Ottawa Citizen.*

Silent Influences.

William Pitt said, "Every one feels that there is some thing finer in the cultivated man than anything that he has ever said." We are taught, and we teach, by something that is never uttered in language. And often this is the higher kind of teaching, the most charged with moral power, the most apt to affect the secret springs of

conduct, and the most potent in its influence upon the life character, because it is a spiritual force, noiseless, without pretence, and constant in its operations. From this statement we deduce three important propositions: 1st. That there is an educating power issuing from the teacher without immediate design on his part, but as indispensable to his success as any other element. 2d. That this unconscious power is no product of caprice or accident, but takes its quality from the hidden substance of moral character. 3d. That it is an emanation flowing from the very spirit of the inner life, and acts immediately upon the spirit and life of the pupil.

We must not judge of the limitations and possibilities of the teacher's work from the mere routine of class exercises in its common aspect of task work. The influence of the school-room reaches away beyond the things of time and sense. All true wisdom seems to involve something that is inexpressible. The most comprehensive mind feels, after all has been said about a profound subject of thought, that there is something secret and nameless that cannot be expressed in human speech. Where the nature is richly endowed with generous emotions and brilliant imagination, there is a perception of ideas that only partly condescend to be embodied in words. And that man is the most eloquent who can *suggest* a region of thought,—a vista of imagery,—a depth of feeling not actually expressed in the language he uses. "You have the utterance of sublime thoughts perfectly understood, and you see, beyond, a world of thought more sublimely unuttered."

This power is the moral influence of the teacher's own person. Ask the calm teacher, one who is an acknowledged leader in his profession, the secret of his strength, and he will be exceedingly perplexed to define it. We must conclude that there is a certain internal character or quality of manhood or womanhood, which has been accumulating through previous habits and modes of thought, and is now acting as a positive formative and mighty force in shaping the character of the pupils. This force is the moral resultant of what the teacher has grown up to be,—the perpetual outpouring of the spirit of the sum total of his character, whether weak or strong, sound or corrupt, candid or crafty, generous or mean, noble or ignoble.

If our first proposition be correct, then we must pronounce a distinct connection between these silent forces and the early discipline and growth of all teachers. Patient toil in obscurity prepares for triumph in public. Our real rank is determined not by a fitful brilliancy or impromptu excellence, but by a uniform course of conduct, the product of previous culture.

Our third suggestion is that these unconscious influences emanate from the inmost spirit of the teacher's life, not by accident or caprice, but in accordance with the antecedent growth of character, and that they are the most decisive force in moulding the character of the pupil. The whole economy of our constitution renders it impossible to detach the power of action from the style of personal manhood. We can conceive the bare material of instruction being conveyed without heart or soul, without sympathetic relations between the teacher and those who are taught. And we can conceive the barren desolation that a generation of such heartless mechanism might produce. Yet every teacher approaches this metallic regimen who lets his office degenerate into mere routine, who plods through his daily work like the tread-wheel horse sawing wood, with no more spirit than the beast, and with no higher aspirations than the saw.

In men and women and especially in children, there is a natural instinct, a desire to impersonate all ideal excellence in some superior being or person,—an intense devotion to some heroic presence. Every teacher should aim to be this ideal presence to his pupils; for long after all lessons learned and recited are forgotten, this ideal presence will remain in teaching power, formative force, building up the character of the man or woman. Of this we may be sure: that the fixed and everlasting principles of character cannot be set aside, or held in suspense, either to accommodate indolence or to atone for neglect. We are watched, we are studied, we are searched through, by those we undertake to lead, not in a spirit of idle curiosity or criticism, but of earnest good faith.

Not the most painstaking perseverance, that which wears out nerves and senses and wearies hope itself,—not the most earnest counsels, though uttered by the tongues of angels,—can powerfully move the soul, until that nameless, unconscious, infallible magnetism of a true heart, of a noble character, lifts itself up and looks out through the beaming eye, corrects the temper, and modifies the very tones of the voice. Our age demands whole-souled individuals, prepared for every place and every crisis in life, prompt and busy in their affairs, diligent in business, fervent in spirit, kind to their companions, tender among children, sympathizing at the sick-bed, genial in company, self-reliant in danger, in a word, fully equipped for the great battle of life. The Prussians have a wise maxim, that whatever you would have appear in the nation's life you must put in the schools. These silent forces are ethical in their nature, and profound thinkers say that ethical education is the most potent in its influences on the human race.—*The Western.*

Salaries of the Australian National Teachers.

On the 20th May last, in the Legislative Assembly, Mr Stephen, the Minister of Education, made the following explanation on the effect of the new education regulations on the teachers' salaries:—

"The principle upon which these salaries have been dealt with is the simple one of endeavouring to lessen the disproportion between the highest and lowest which before existed, to "increase the smaller salaries, and to diminish the incomes derived by some teachers in the centres of population." During the last six months of last year there were 997 head teachers employed; 37 of them received between $250 and $375 a year, but under the new regulations only one head teacher would be paid so low a salary. During the latter half of last year 73 head teachers were paid between $375 and $500 a year. Under the new system 91 would receive that amount, the number being most probably increased by some of the 37 teachers before mentioned being promoted into the next highest class. Under the old system, 136 head teachers received salaries ranging from $500 to $625 a year but under the new regulations 174 would received the same incomes. 194, last year, received between $625 and $750, and during the next six months 192 would be paid the same salaries; 156 received between $750 and $875 last year, while under the new system 234 would be paid salaries ranging between those sums. That, he contended, was not an unfair or uncomfortable salary for ordinary teachers to enjoy. During last year 81 head teachers received between $1000 and $1125 under the new regulations 62 would receive salaries of a similar amount. Sixty-three teachers were paid salaries ranging from $1125 to $1250 while it was proposed to reduce the number receiving that amount to 42. Forty had obtained between $1250 and $1375, but it was proposed to pay 15 that amount under

the new system. *Two thousand five hundred dollars was the largest amount any head teacher would receive under the new system.* The return he had been quoting from pro ceeded to compare the positions of assistant teachers. There were 421 such teachers employed during the latter half of last year; but owing to the very large increase in the number of children attending the schools, it had been necessary to employ 738 assistants. Last year 9 had received $175, 19 would receive that salary under the new system; 112 had received $500, 352 would receive that salary. One who received $1500 a year would still receive it. The five who received over that sum would not continue to do so. One had received $2000 a year but would not continue to do so. The result of the comparison was, that the average rate of payment to head teachers during the last half of 1872 was $890 a year, while under the new system it would be $833. The small salaries were increased, and the high ones were reduced, but the average reduction only amounted to the difference between $890 and 833, while it must be remembered that extra fees would help to make up that small difference. The average rate of payment to assistants during the last half of 1872 was $620; under the new system assistants would receive on an average $538. It must not be forgotten that they would receive certain advantages in addition. They had the chance of making something at all events by teaching extra subjects. They would get their money without the trouble and risk of having to collect the fees, and they also had the prospect of being provided for by retiring pensions when no longer able to work. A very little reflection would show that the higher classed teachers were very considerably over paid—in fact, they had been paid beyond any other class in the service. He believed dissatisfaction was limited to, at the most, 20 or 30 people, and that it chiefly exhibited itself among a very few whose head quarters were in Melbourne. No doubt they were in a very prosperous condition. The return he had did not show half their prosperity. There was scarcely one of these highly paid teachers who got between $4000 and $4500 whose wife, daughter, or sister did not also receive a very considerable sum as assistant. (This is the merest sophistry, if salary is drawn by wife, daughter or sister, service is rendered therefor. This smacks of the old feudal times. Why should a wife, or daughter, or sister be asked to do a work for no pay or for the merest trifle, that would cost a fair price if performed by another? Ed. J. Ed.) The incomes of these united families were very considerable. In a great proportion of the schools the post of assistant was filled by a female relative of the head teacher. He was not sorry to see it. The system had its advantages, for the teachers worked well together. The fact was that most assistant teachers were, for particular reasons, very anxious to keep in the head schools of Melbourne. They were generally good men—the best men the department had—and the policy of the department was to induce them to go up the country and take charge of the important schools; but several of them had candidly admitted to him that they wished to stay in Melbourne. The reasons many assigned were that by remaining here they obtained better educational advantages for themselves, and that, owing to the state of their health, they preferred continuing near their medical attendants. One remarkable instance had occurred. One gentleman, who was in receipt of a salary of $2000 a year as assistant teacher in a Melbourne school, was asked to accept the office of assistant-inspector. He declined on the score that his health was not very good, that he did not wish to travel about inspecting, and did not care to go a distance from the comforts of Melbourne. Another assistant teacher had been appointed to the position, and a very promising officer he was. In conclusion he wished to point out that there were prizes in this as in all other professions. As the system of multiplying the number of large schools in Melbourne and other centres of population was carried into effect, there would be more prizes for deserving teachers, and it was his opinion that persons of that class would be able to supplement their incomes to a great extent by teaching extra subjects when they were stationed in the neighbourhood of a well-to-do population."

On the Teaching of English Literature.

Many able teachers, and many thoughtful heads of Girls' Schools have a sincere desire to put into the heads of their pupils—before they leave school—some kind of practical and available notion of English Literature, to give them some kind of guidance in so wide and so varied a field, and—if possible—to inspire them with some honest love for reading our best authors. In this attempt they have been assisted more or less, generally less, by a number of school-book writers who have aimed at supplying a felt want. Twelve of these books are now before the present writer; and it is his purpose, not to review these books, but to indicate some of the difficulties which beset both the teacher and the writer in this field, and to point out a way of overcoming, or at least of escaping, these difficulties.

The first temptation in the way of teachers and writers upon this subject—and it is a temptation to which almost all of them succumb—is that which arises from the vastness of the subject. They do not know what to omit; in certain epochs they have a morbid fear of omitting anything—every writer of even the most insignificant book must be mentioned, discussed, and weighed in the critical balance. The second temptation which besets both writer and teacher is that which induces them to take up the wrong, because it is the easy, point of view. This wrong point of view is the point of the person *who has read*, not that of the person *who is going to read.* Milton tells us that literature is a "perpetual feast;" but our school-book writers invite us to a shadowy banquet in which, if anything is real, it is the dry bones—the "skeletons" of great works—the "ribs of death" under which no soul can be created. These school compilations about literature are abridgments of abridgments; and the outcome is something that is hardly human speech or human thought—something that to the fresh appetite tastes like Dead Sea apples, or like nauseous medicine, which is "good" for them, but for which they have no natural taste, and from which they escape as soon as they can into the delightful mazes of the circulating library and the magazine. Every sound teacher knows that it is not the presentation of results and conclusions in a dogmatic form that is really educative to the mind, but the guiding of the thought through a process, every step in which has been taken by the pupil himself, under the inciting (not the "telling") of the teacher. The teacher is a guide and an encourager, but not a crammer. The mere giving of results kills, and does not make alive.

Let us turn to the positive side of the question. What are the elements and qualities which a common-sense person would desire to see in a book which is to introduce young pupils to the wide field of English Literature?

1. Only the great writers in our language should be treated of—only those, if possible, which mark some epoch either in the history of the language or in literature. A plain but brief statement about the chief writers and their works down to the fourteenth century with some

short and clear account of the phrases of the language between the fifth and the fourteenth centuries, should bring us down to Chaucer. We should then start with Chaucer, and prepare the young reader for an acquaintance or a friendship with him by the following introductory elements :—

(*a*) A short life of Chaucer.
(*b*) The state of the language in his time.
(*c*) A descriptive list of his minor works, and of his greater works.
(*d*) A short account of the "Canterbury Tales."
(*e*) A short lesson on the scanning of his lines.
(*f*) An explanation of the main difficulties to be expected in reading him.

We might then give some clear and simple account of his contemporaries and their writings. We are then free to go on to the great and prominent and typical prose writers and poets :—More, Tyndall, Hooker, Taylor, &c.; Spencer, Shakespeare, Dryden, Pope, &c.

2. Any criticism in a book of this kind for the young should be restricted to the language and phraseology. It cannot be expected that young pupils should be capable of making comparisons between two books of the same author, much less between the genius and spirit of two writers of the same or of different epochs. And this criticism of language, after all, must be left to the teacher chiefly to supply. The writer should only indicate points here and there.

3. The relation of our literatures of France, Italy, and Germany might be here and there shown ; but, as this kind of discussion is apt to drift into dry abstractions and large generalizations—on which the young reader can obtain and keep very little hold—such information should be, as far as possible, restricted to historical views and precise facts. Such criticism as Mr. Minto gives in his "Manual of English Prose Literature" is admirable; but it may be doubted whether young people of sixteen to eighteen are quite equal to the mastery of a work like his, and also whether he has not attempted too much in discussing the literary qualities of nearly three hundred authors.

The tone, above all, of such a book, ought to be simple and straightforward, and each sentence ought to be so written that its sense can be at once grasped by an ordinary reader, and can be at once, if it is so desired, turned into a question by the ordinary teacher. It is a melancholy fact that no such book at present exists, and the best advice that can be given to the teacher, is to arm herself (or himself) with Norley, and Craik, and Chambers's Cyelopædia, to give short lessons out of these books *vivâ voce*, the pupils taking notes, and to dictate the best passages to the pupils, and to make these and the notes of the lessons the subject of examination at the next meeting.

In this way an intelligent teacher may, in two years—at the rate of one lesson a week—give his pupils a useful and available notion of what they may expect to find in the books of our greatest writers. He will not cram their heads with statements about "the voluptuous and languishing harmony" of Jeremy Taylor, nor tell them that "the *Confederacy* is perhaps Vanburgh's finest comedy point of plot." But he will be able to give them lessons which will interest them at the time, on which they will look back with pleasure, and which will serve to guide them in future readings ; and he will forearm them against hurried reading and feverish enjoyment—will provide an antidote against the "scrofulous French novel," and the red and yellow volumes of the Railway Library, —and will, by giving them possession of their own minds, open to them sources of high and permanent delight, which no impurity can taint, and from which no surfeit can ensue.

At present the English classics are beaten in the race with the modern novel, and the chief reason is that boys (and girls) are not taught how to read at school. They may read for examinations, or they may read for prizes, and very often they "find pleasure by the way." But not many teachers read with their pupils simply to give them a real and serious, and enduring taste for the author they are reading. It would be a great thing for girls, and also for boys, if they were to be trained to an enlightened love and a genuine enthusiasm for *one* English author before they left school. That *one* would depend on the individual tastes of the teacher. But how difficult it would be to over-reward the teacher who gave to her (or his) pupils a life-enduring taste for Spenser, or for Milton, or for Dryden, or for Cowper.—*Quarterly Journal of Education.*

School Discipline.

Now that everybody is to be educated, it behoves us, as a nation, to adopt the highest principles of education. Old systems which did very well for benighted times will not do now. What sufficed for the education of scores, or even hundreds, is quite inadequate to the education of hundreds of thousands. School rates are a burden, in return for which we must have the very best schools that can be obtained for money. Attention will have to be given—first, to school buildings, so as to obtain the best accommodation and the most perfect hygienic appliances ; next to the quality of the education, which must comprise something better than grubbings among the classics and genealogies of Hebrew kings got by rote ; thirdly, and not least in importance, to school discipline.

The symbol of incapable teaching is the rod. Just as a bad driver spends a fortune in whipcord, so an incompetent teacher is known by the instruments of torture by which he surrounds himself. The use of these is traditional ; but like a good deal pertaining to the wisdom of our ancestors it is, on examination, found to have a suspicious resemblance to folly. In all the public schools of the past, the rod and the whipping block were regarded as indispensable to mental culture. But it may be shrewdly suspected that the culture was of the poorest quality when it required these auxiliaries ; and if these schools succeeded in turning out occasional scholars of mark, depend on it they destroyed as many intellects as they formed or educated. Men of mark were, we know, turned out by brutal old Busby ; but where he gave the world a scholar, Arnold gave it a hundred. Even a dog is better trained by kindness and encouragement than by the aid of the whip ; but then he must have an intelligent trainer. A fool fails in his effort to train for want of brains—a brute for want of heart. Flogging is the resource of the unqualified or the depraved.

The impatience, irritability, and incompetence of teachers entail infinite misery upon childhood. Many a noble child is punished, not for any moral offence, but simply because he cannot learn that which his teacher is absolutelety imcompetent to teach. Hundreds of teachers, indeed, are utterly unfit for their work by reason of temper, moral capacity, or absolute ignorance. To give these the authority to punish is simply to throw an impediment in the way of education, and to countenance that which outrages common humanity. The incompetent teacher has no power of discrimination, little sense of justice, and often a morbid nature which delights in cruelty. There are brutes who would torture animals for the delight of the thing, were it not that children were given over to them with higher capacities

for suffering, and consequently able to minister yet more strongly to their morbid appetites. I remember a boy who had a bone in his hand broken through a rough, brutal teacher striking him with a ruler. And this is an ordinary form of punishment. Should it be so? Should the practice of striking boys across the hand—analogous to the bastinado—be longer tolerated? One would like to see the M.P., the Justice, the clergyman, or the school master who would like to be struck with a ruler over his hand, or to endure a cut from a cane across the palm. Yet this is the sort of thing to which children are exposed daily. A rough man in his full strength and a delicate boy stand out in bold relief—the one to strike, the other to be struck. Heaven only knows where the cowardly striker often would be if a friend or relative of the child were near. The severer punishments of the school are of the two more defensible, since they are not, as a rule, inflicted in hot blood. There is time for deliberation, and it may be that judgment may get the better of passion. Momentary irritation may yield to a becoming sense of the necessity of forbearance, which is the highest, and of course, rarest quality in the teacher.

In the Educational Board Schools rising on all hands, these traditional barbarisms should surely be abolished. Moral force should supersede brute force. It is to be hoped that the majority of the teachers will be competent to the discharge of their duties, and certainly the great point in the relation to their competence should be a positive capacity for teaching. To know is one thing—to teach is quite another. No teacher should be appointed to a Board School who cannot bring a certificate to the effect that he, or she, has the gift of teaching—which involves a capacity for managing and controlling children, An inferior amount of knowledge, with a happy knack of communicating it, is preferable to high culture without special aptitude. This is why the examinations which teachers go through, with a view to certificates are often so unsatisfactory. They indicate acquisitions, but not qualifications. There may, for example, be a large acquaintance with religious knowledge, and no practical religion to temper the severity of that acquirement. The "ologies" may be at the fingers' ends; but heart and kindly feeling, and patient endurance and capacity for long-suffering, may have been sacrificed to the mastery of them. In this case a learned man has been made, but a teacher spoiled. There is a poem by Coleridge which goes exactly to this point. It should be laid to heart by every one entering the vocation of a teacher, whose ambition it should be—because only in this way can he hope for complete success—to realize the injunction of the poet:

"And sun thee in the light of *happy* faces."

—*Weekly* (London) *Budget.*

A Plea for Better Pay.

Among the public servants who render the most services for the least pay; who, as a class, are the most honest and honorable, yet, least honored; whose services are, to a great degree, the most efficient, yet least appreciated; whose responsibilities are the most weighty yet least recognized: who perform their duties most faithfully, yet receive little if any thanks; and who, under all these discouraging circumstances, modestly and unassumingly and silently, like the forces of nature, perform their beneficent work—are our school teachers. And of those teachers we mean more especially the teachers of the Public Schools and of those, particularly in regard to insufficient pay, the female teachers.

In these days of venality and corruption, and unblushing mammon-worship, the people cannot respect too highly those of their servants, the teachers, who, as a class, are the only ones who labor, and labor well, not because it pays, or because their ambition is gratified; but simply because they know the duties and responsibilities of their profession—no longer a mere occupation—although the public does not deign to recognize that fact.

Greater profits, higher salaries, better pay is demanded on all sides, and by everybody, and if not freely given, why—as we have experienced with Congressmen, and in our own State with the members of the Constitutional Convention, it is LEGALLY taken, and in other instances, of course, illegally. The industries are organized to obtain greater profits. The controversies between Free Traders and Protectionists have no other end in view. The trades are united for better pay and less work. All the professions, the pulpit not excluded, take care of themselves. And only the claim of teachers for better pay remains unrecognized because their services are not appreciated, and more especially because they are the only public servants who receive their pay by means of DIRECT TAXATION, When Congressmen under the name of salary, flirt, fall in love with, are completely captivated by, and finally take to their homes a fair share of the National Treasury, the universal complaint is not due so much to the loss of the money, or to the additional burden of taxation, as to the audacity of the act. But should the school tax be raised a few mills for the benefit, of the teachers, the cause of complaint would be of a less virtuous nature.

When "Education is the CHEAPEST DEFENCE of a nation" it should not be understood that thereby CHEAP EDUCATION is intended. We cannot afford to pay our teachers niggardly. We have no right to expect that an intelligent man or woman will remain long in a position where there is little honor and less pay. Teaching in public schools should offer advantages sufficient to make it an ambition to become a teacher. But this can never be the case as long as the average day laborer receives better pay than a teacher.—*The American Land and Law Advisor.*

Value of Scientific Study.

Professor Jenkin of Edinburgh University, on assuming the duties of the Chair of Engineering, founded by the late Sir David Brewster, delivered an admirable address to his class on the above subject, from which the following is taken:—

The originality which suggests novel enterprises—the common sense which judges the soundness of an undertaking—the experience which specifies the quality of every material required, and the manner in which well known old details are to be carried out—the business habits and sagacity which guide men in the superintendence of work and workmen—the clear head which understands obligations imposed by a contract, and which can write a document having a definite meaning—still more the glorious faculty of invention, by which a man creates, as it were, a new thing, and gives a new power into the hands of his fellows—these qualities or faculties are useful to the engineer in the highest degree, and neither I nor my colleagues can give them. The old self-made, unscientific engineers possessed them, and in virtue of them became what they were and are. Unscientific, untaught men, who have these qualities, will still become engineers in spite of scientific rivals.

All this I willingly concede; yet I claim that scientific

teaching will help most those men who would do most without it, and that it will render useful even an inferior class of men, who without it would be helpless and useless. Originality is not damped but guided by science; common sense suffers no wrong at the hand of knowledge; education does not debar men from a knowledge of the world; the clearest head is strengthened by scholastic training; and the inventor is guarded from countless disappointments by obtaining the power of calculating results without, in every case, testing his suggestions by actual and costly experiments. In a word, scientific knowledge makes the great man greater, adding to his powers, and it guards the weaker brethren from many follies.

The Harvests.

(BY ALICE CARY.)

I set my plough in the good old earth,
And I turned the furrows over,
And at length I got my money's worth
In the great red globes of clover;
For suns befriended and rains descended
And I got, thrice told, my labors' worth
In globes of bright, red clover.

I learned to whet and swing the scythe,
As the fields grew ripe for mowing,
And I heard the while, all gay and blithe,
The winds of the harvest blowing
Their tunes so blithe to the time of the scythe,
As if in the haying they bid for the playing,
The pipes we mowed in the mowing.

And when the large suns slanted down
Across my close-shorn meadows,
And I saw my children, tanned so brown,
Come chasing with their shadows—
There at the even, like sheaves for heaven,
With love for girdle and love for crown,
I bore them home from the meadow.

And when with the sunshine bright on their heads,
And their hearts as light as a feather,
We tucked them up in their trundle beds,
I and their mother together,
While the moon in her splendor looked down so tender,
We thanked the love of the Father above
Who gave us two harvests together.

Aftermath.

(BY LONGFELLOW.)

When the summer fields are mown,
When the birds are fledged and flown,
And the dry leaves strew the path;
With the falling of the snow,
With the cawing of the crow,
Once again the fields we mow
And gather in the aftermath.

Not the sweet new grass with flowers
Is this harvesting of ours;
Not the upland clover-bloom;
But the rowen mixed with weeds,
Tangled tufts from marsh and meads,
Where the poppy drops its seeds
In the silence and the gloom.

OFFICIAL NOTICES.

Ministry of Public Instruction.

APPOINTMENTS.

The Lieutenant-Governor,—by an Order in Council, dated 17th inst,—was pleased to appoint the following

SCHOOL COMMISSIONERS.

St. Pierre-de-Broughton, Co. of Beauce:—M. Jacques Fortier, to replace M. Laurent Paquet;

Litchfield, Co. Pontiac:—M. David Lunum and Colonel McDonald, to replace Messrs. John C. Kelly and Norman McCuaig;

Ile-du-Calumet, Co. Pontiac:—Mr. Simon McNally, to replace himself;

St. Philippe-de-Néri, Co. Kamouraska:—MM. Vincent Dumais and Achille Déchêne, to replace Messrs. Louis Dumais and Maximin Lévêque;

Mille-Vaches, Co. Saguenay:—MM. François Duchêne and Epiphane Tremblay, to replace MM. Donat Tremblay and Abel Girard;

Sault-au-Cochon, Co. Saguenay:—MM. Louis Harper, Joseph Déchêne, Nicolas Lepage, Joseph Sirois, and Didier Minier;

Chicoutimi, Village, Co. Chicoutimi:—M. Ovide Eossé, to replace himself;

Rivière-Sainte-Marguerite, Co. Saguenay:—MM. Pierre Gauthier and Augustin Gravel, the former to replace himself, and the latter to replace M. Louis Gravel.

Chambly Canton, Co. Chambly:—MM. John Hackett, Godfroy Dubuc, François Dubuc, Senr.; J. B. Courtemanche, Senr.; and Honoré Démarais;

Village of Bagotville, Co. Chicoutimi:—MM. Onésime Côté and Job Simard, to replace MM. Abel Tremblay and Louis Villeneuve;

Lennoxville, Co. Compton:—The Rev. Mr. Archibald C. Scarth, Messrs. Edward Chapman, Martin Connolly, William Hall, and Ephraim Abbott;

St Sylvester (South), Co. Lotbinière:—The Rev. Mr. James Neville and Mr. Charles McCaffrey, to replace the Rev. Mr. E. Fafard and Mr. Joseph Woodside.

ERECTIONS OF SCHOOL MUNICIPALITIES.

The Lieutenant-Governor,—by an Order in Council, dated 17th inst.,—was pleased

To erect into a school Municipality the two Townships of Dalibaire and Cherbourg, Co. Rimouski, with the same limits as have been assigned to them for civil purposes;

To erect into a School Municipality the Village of Sault-au-Cochon, Co. Saguenay, bounded as follows:—East by the River Blanche, West by the River Portneuf, with a frontage of six miles on the river.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

Aylmer, Session of August 5, 1873.

ELEMENTARY SCHOOL DIPLOMA, *First Class* (E):—Miss Libbie B. Gillespie.

Second Class (E):—Miss Hannah Jane McConnell and Mr. James B. Hammond, (F):—Misses Délima Landriau, Délima Aubry, Antoinette Landriau, Marie Louis-Seize, and Délima Seguin.

J. R. WOODS, Sec'y.

THE JOURNAL OF EDUCATION.

QUEBEC, OCTOBER, 1873.

Conference of the Inspectors of Schools of the Province of Quebec.

In obedience to the summons of the Honorable the Minister of Public Instruction, the Inspectors of the Common Schools of this Province assembled, on the 19th August last, in the large hall of the Laval Normal School. The objects of this conference were to enable the Inspectors to compare and discuss among themselves the results of their experience with respect to the practical operation of the School Laws, and to obtain their united suggestions as to amendments which it might be expedient to propose to the Legislature in order to provide more efficiently for points of detail which the laws may have failed to cover sufficiently, or of which the social and educational progress of the Province in the past twenty years may have shewn the necessity for change or modification. Twenty-four of the twenty-eight gentlemen, charged with the duties of Inspection in the upwards of 800 school municipalities into which the settled parts of this Province are divided, appeared at the conference, which continued three days and was attended by the Hon. the Minister, and the two Secretaries of the Department, of Public Instruction; four Inspectors were unable to come to the meeting. When it is considered that, since the time when the system of Inspection was introduced, about 300 new School Municipalities have been created, that the number of Institutions has increased from about 2,300 to upwards of 4000, the attending scholars from 100,000 to more than 200,000, and that the total amount of pecuniary contributions for educational purposes has been augmented from about $166,000 to nearly $1,000 000, it will readily be comprehended that the meeting together of the members of a body of officials,—isolated from each other since 1852, and scattered throughout the Province, with little or no opportunity of communication with each other, for sympathy, or mutual encouragement in the discharge of their onerous and important duties in connection with public education in this country,—could not but be attended with the most valuable results in view of supplementing existing defects in our system and of securing accelerated educational progress in the future.

At the conference, the School Acts were considered and discussed, clause by clause, and notes taken of whatever seemed to be worthy of further consideration, and of suggestions, which, when incorporated in existing statutes, may tend to perfect the practical operation of the Laws of Public Education. In the past, vacancies in the office of School Inspector have been filled up by the appointment of discreet, experienced and successful public school teachers—at least such has been the general rule followed; and the consequence is that it would be impossible to find in the country a body of men better fitted for the discharge of their important duties. Their late conference was characterized by an earnest and painstaking exposition of the details of varied experience which shewed that the Inspectors appreciated the unprecedented opportunity of usefulness thus afforded them, and that they were resolved it should be fruitful of useful results so far as they individually and collectively were concerned.

Before they departed for their respective districts of Inspection an excellent photographic picture was taken, which included, in the foreground, likenesses of former Superintendents of Education—Dr. Meilleur and the Hon. M. Chauveau—also of the Hon. M. Ouimet, the present Minister of Public Instruction, of Doctors Giard and Miles, his departmental Deputies, and of Mr. Louis Lefebvre of the Education Department, who acted as Secretary to the Meeting. The Inspectors also presented a collective address to the Hon. Mr. Ouimet, of which with his reply, we give a translation below. The following are the names of the Inspectors who were at the conference:

Messrs. P. Hubert, F. H. Valade, J. N. A. Archambault, Césaire Germain, W. J. Alexander, Ed. Carrier, V. Martin, J. A. McLoughlin, J. B. Delâge, Bolton McGrath, Chas. B. Rouleau, M. T. Stenson, Geo. Tanguay, P. F. Béland, Rev. M.M. Fothergill. S. Boivin, A. D. Dorval, William Thompson, F. E. Juneau, H. Hubbard, Ludger Lussier, M. Caron, L. M. Laplante, and L. Grondin.

Ministry of Public Instruction,
Quebec, August 21, 1873.

The Hon. GÉDÉON OUIMET,
Minister of Public Instruction, &c., &c.

Sir,

The happy idea of convening a meeting of the School Inspectors of the Province, at the outset of your career as Minister of Public Instruction, affords us the agreeable opportunity of becoming individually and collectively acquainted with you.

As Head of the Department of Education, you are virtually Chief-of-Inspection, and we feel honored in being your Deputies for the actual inspection of the schools under control, and so consider it our duty to tender you the expression of our sincere respect and warm congratulations.

In the year 1852, almost a quarter of a century ago, the system of school inspection in operation to-day, only on a larger scale, was inaugurated. Of the twenty-three or twenty-four Inspectors then appointed only seven or eight remain in harness,—of the others, many have died and some have resigned.

The inspectors were, at first, under the able direction of the first Superintendent of Education, the venerable Dr. Meilleur, who, by his talents, amenity of character, and devotedness, rendered such valuable and enduring services to the country, as have earned for him a distinguished place among the benefactors of the Province. Dr. Meilleur was the founder and organizer of our system of education,—a difficult task, since he had to act not only as Commander-in-Chief but even as pioneer,—at the expense of health and ease he cleared the land and left the soil ready for the seed.

On Dr. Meilleur's successor, the Hon. Mr. Chauveau, devolved the task of sowing the seed, and if he had not the pleasure of garnering the harvest he saw it mature promisingly. Mr. Chauveau's natural talent, keen intellect literary tastes, and studious habits particularly adapted him for Superintendent of Education, and in the state of Education to-day in our Province, we see the results of his labours and the wisdom of his appointment.

The task, which falls to your lot, Sir, is to continue and perfect the work of your two able predecessors. The task is not a light one, on the contrary it is one carrying with it responsibilities,—the gravity of which you recognized and acknowledged on a recent occasion,—but from which you shrank not when duty bade you answer the call of the Lieutenant-Governor to accept the post of Minister of Public Instruction as well as that of Premier. Your acknowledged business talent, frankness, and promptness, besides your many excellent private qualities of head and heart, are ample guaranties that you will not only gain the esteem and respect of your fellow-labourers and assistants, but that you will discharge the onerous and important duties of Chief of the Department of Education with credit to yourself, advantage to the country, and satisfaction to the well wishers to the cause of education.

With the best intentions and efforts on our part to carry out your instructions, no doubt, Sir, we shall often find ourselves under the necessity of claiming your forbearance, if not your indulgence.

The Minister replied as follows:—

Messieurs, the Inspectors of Schools in Conference assembled;
Gentlemen,

Once more do I feel called upon to repeat my words upon a former occasion, that is, that I have accepted the position of

Minister of Public Instruction with all its accompanying duties and responsibilities. If I had some mistrust as to my fitness or ability to discharge these peculiar duties, I was cheered by the thought that I was to be aided by each of you. Now that I have had the opportunity of meeting you face to face, and of hearing your views on education,—to which the long experience of many of you lends great weight,—hope has given place to the conviction that I have able assistants in you and that with your willing and intelligent cooperation I shall succeed in the undertaking.

I am highly pleased, Gentlemen, with the results of the conference just closed, with the work done, and particularly with the way in which it was done. You have formed, I think, a just and proper estimate of our system of education,—one, I believe, taking it all in all, that will compare favourably with those of other countries. The results of the working of our School law have thus far been so satisfactory that in our recent deliberations we have in no way changed the basis of the system, but merely made such modifications of detail as change of circumstances and even the progress of education necessitated.

These modifications, however, are not without their importance, and I am glad of the occasion to express my appreciation of the judicious amendments you have proposed, as well as the enlightened spirit which dictated your observations.

But if there be one thing in particular, which I cannot pass over in silence, it is the cordial harmony, the fraternal spirit, so to speak, which characterized your deliberations. In so large a body of men of different persuasions, holding different religious opinions,—consequently with diverse interests,—the good understanding that exists amongst you is truly consoling ; it angurs well, I trust, for my own term of office, be it long or short, and for the advancement of education. It is evident that on this platform at least, the Inspectors of schools, so fully impressed are they with the importance of their mission, can blend their aspirations in one common desire, can direct their energies towards the same end, the general advancement of education, consequently the general good of the country. Gentlemen, your mission is, no doubt, a laborious one, but it is also a noble one. Appointed to aid in the direction of education, to watch over and preserve all that is healthy and sound in morals and science, you must necessarily play an important role in its administration,—a role the influence of which it is difficult, if not impossible, to estimate. You are the mirrors in which the Minister sees the symmetry or deformity of our educational system ; you are his lieutenants ; on you he must confidently rely. In the direction of the common schools of the Province and in the administration of the law appertaining thereto, I consider myself fortunate and honored in having you for fellow-labourers in the good cause.

Besides the modifications, relative to the law itself and the details of its working, you have made several suggestions, which, though not directly affecting these questions, have, nevertheless, touched on education in general. Your observations, Gentlemen, are marked by experience and wisdom, and have been offered in such a kindly spirit, that at a more opportune moment, I shall give them the attention they deserve, not only for the great importance attaching to themselves, but for the respect due to those from whom they emanate.

In the name and on behalf of my two predecessors, whose great and valuable services in the cause of education you so truly and properly appreciate, I thank you, not only for the generous and graceful tribute you have paid to the memory of their labours.

I will now say for myself, Gentlemen, that some of the effects of our intercourse in the conference just closed, will be to increase my esteem for you and to draw closer the bonds that should unite us. While counting on your aid, rest assured, Gentlemen, that you will always have my hearty cooperation in the accomplishment of the great and difficult work we have undertaken.

Ontario Teachers' Association, 1873.

The September number of the *Ontario Journal of Education* contains a very full report of the proceedings of the above named association, the thirteenth annual convention of which was held in the Theatre of the Normal School buildings Toronto. For the benefit of our readers, who may not have had the opportunity of seeing the *Journal* mentioned, we give a synopsis of a few of the papers read before that body :

INDUSTRIAL SCHOOLS.

Mr. Samuel McAllister read a paper on the subject of Industrial Schools. He remarked he had called attention to the condition of vagrant and neglected children five years ago, and suggested a method how many might be reclaimed. Although there had been discussion in the press upon this subject, yet no attempt to deal with this dangerous class of children in this country had been made, and they were allowed to grow up in ignorance and crime. According to the School Report there were 38,000 children in Canada between the ages of five and twelve who did not attend school, 5,000 of whom were between 7 and 12 years of age. He asked the questions :—Where are these children, and what becomes of them ? Why are there no means adopted to train them as other children ? These children are of three classes. Those who have no natural guardians ; those whose guardians are indifferent and wilfully neglect their careful training ; those whose guardians, although well intentioned, lack power and influence over their children. A considerable portion, however, of those ignorant children grow up and spend useful lives, as shown by many who mark their inability to write, but a large portion go to swell the ranks of vice, for vice works hand in hand with ignorance and idleness. According to the Prison Inspector's Report, three-fifths of the prisoners had no education, or were very imperfectly educated ; two-thirds of these were put down as labourers, or having no occupation. He considered imprisonment had very little good effect on prisoners. Many of the prisoners were in gaol from recommitments. He had himself seen a boy who expressed satisfaction at being sent to gaol for six weeks. By the Prison Inspector's Report, one-third of the gross committals to prison were recommitments. The plans on which prisons in Canada were conducted were subversive of the reformation of the inmates. It had been asserted by the Toronto gaoler that he had more hope for a boy committed for 24 hours than one committed for 24 weeks. He remarked on what he considered the inaccurracies of the returns made out as to the cost of the maintenance of prisoners. The cost of each prisoner in 1872 was returned as $15.40—it should be $.0.26; this divided by the average number of days prisoners were committed—27¾ days—would give $1.6 per day, or $7.42 per week ; this was a liberal allowance for criminals. The question was ; how should they reform this class ? Compelling them to attend school had been tried, but there remained another plan yet untried ; completely withdrawing them from the vice with which they are surrounded, and putting them into an industrial school, where they could get a proper training and be taught habits of industry The paper spoke of the satisfactory results of the working at the Western House of Refuge, Rochester, of similar establishments at Philadelphia, Massachusetts, and New-York. 75 per cent of the children sent to the school in Massachusetts are reported as doing well ; two-thirds of those discharged from Industrial Homes in England and Philadelphia were reported as doing well. This was sufficient to warrant the establishment of such an institution in Canada. The age of the inmates averages from 12 to 14 years. The cost of the Western House of Industry was $2.60, which is decreased to $1.95 ; New York House of Refuge $2.21, decreased to $1 24 ; Philadelphia $2.47, decreased to $1.45 ; average cost, $1 55. At the Massachusetts Home the cost was $3, which he supposed was the actual cost of each inmate. The paper further dealt with the subject of the necessity for the establishing of an Industrial School for Canada. The Reformatory at Penetanguishene did not correspond with the Houses of Refuge mentioned. A model Industrial School should be established here nearly on the same plan as that at Philadelphia ; that each municipality should be called on to contribute towards it according to the number of children sent, and also collect the cost from the parents of the children. There was need of an Industrial School in Toronto, so that the children found about the streets might be sent to school. Dr. Kelly asked if the Truant Officer's services were found effective in Toronto. Mr. McAllister said his services had been effective and satisfactory, so far as to the decrease of truants, and in his school there had been an increased attendance. After some further discussion, Mr. J. P. Groat moved, and Mr. Scarlett, of Cobourg, seconded, "That this Association have considered the subject of an Industrial School, and believe that such a school, if established

by the Government, would result in doing great good for the people of Ontario."

MODEL SCHOOLS AND TEACHERS.

Mr. MacIntosh presented the report of the Committee on model Schools and teachers, which was as follows :—1. That as teaching is a profession, its members require professional training, and that no teacher should receive a certificate who has not received such training. 2. That in order to provide such training, some existing public school in each electoral division of the county, elected by the Council of Public Instruction, on the recommendation of the Public School Inspector, be constituted a Model School, and that all candidates for third class certificates who have not previously taught a public school for three years, be required to receive a training as pupil teacher in some such Model for that period. 3. That the head-masters of said Model Schools be first-class certificated teachers of at least five years' standing. 4. That Teachers' Institutes be establish in each county. 5. That each County Teachers' Association having regular meetings at least quarterly, be constitued a Teachers' Institute. 6. That an Inspector of Teachers' be appointed, whose duty it shall be to visit each Institute at least annually, and conduct its proceedings during the whole of one of its sessions. The report was adopted.

TOWNSHIP BOARDS V. SCHOOL SECTION BOARDS.

Mr. Jas. Turnbull, B. A., read a paper on the above subject. He remarked that it would be unjust to undervalue the services which the present School Section Boards have rendered to the Province in the cause of education. The following is a recapitulation of the supposed disadvantages and advantages in the Township Board system :—The change has not been demanded by the mass of the people. The difficulty in making a proper division of school property. The lack of a suitable distribution of the trustees, and consequent neglect and favouritism. Poor and small sections assisted by the more wealthy part of the township. Let what is considered by some well enough alone. A desire to retain power, and a fear that the new Board would not take sufficient interest in all the schools. Advantages :—Economy in time and money and in the number of school officers. The convenience to parents by the abolishing of section boundaries. The saving of expenditure in having a sufficient number of school-houses, and no more, in each township, thus effecting a saving in the erection of buildings, keeping them in repair, with their grounds, &c., and economy in the number of teachers employed. The permanency of teachers in their position, tending to increased efficiency in the schools and a saving of time on the part of the pupils. An impartial tribunal, from which the teacher will never fail to secure justice, which he does not always receive at the hands of the present Boards. Payment of salary quarterly. Teachers' residences. Increased remuneration and consequent adherence to the profession, if not for life at least for a greater length of time than is usual on the part of many at present. The example of many of the States of the Union, which have adopted the system with excellent results, there being no tendency to return to the old system. Increased zeal on the part of inspectors, and more efficient supervision in conjunction with the Board in each township. A superior school in each township, to which the older pupils could be promoted, introducing the principle of township competitive examinations, and serving, to some degree, as a sort of Normal and Model School for the whole township. A vote of thanks was unanimously passed to Mr. Turnbull for the able paper read.

A discussion ensued. The subject was considered an important one. There were many practical objections to the present Board system, but there were a few obstacles in the way of changing it. Mr. Inspector Carlyle, of Oxford, said if there was a change it would be the emancipation of trustees and teachers. The schools were at the mercy of local prejudice, the teachers were under the thumb of the children, backed up by parents, who in their turn make the trustees back them up. Mr. Inspector Groat said he felt very earnest on this question. If there was a change in the present system the people would have more control over the schools than they now had. There were not only local prejudice but local differences in having a change. He spoke of two trustees employing a teacher two years in a school against the wishes of nine-tenths of the people in the place. Until they could show the people the benefit of a change, they would not get rid of the present system, which he contended was working against the efficiency of schools, and there was no question but the money voted for schools was thrown away under the present system. He advocated a central Board. Mr. Inspector Smith spoke of the arbitrariness of trustees, and referred to the question of equalization of the assessment in townships for school purposes, mentioning that in one township the people were paying nine mills towards the school, whereas in adjoining townships the people only paid one and a half mills, and had the same school accommodation. Several other speakers condemned the present system, and considered that there should be an immediate change.

ATTENDANCE AT SCHOOL.

Mr. Inspector Fotheringham moved, and Mr. McCallum seconded the following resolution :—"That the evils of irregular attendance and non-attendance at our Public Schools throughout the Province is of a most serious character, and demands immediate and stringent legislation for its removal."—Carried.

The following is a summary of the paper prepared by Mr. Fotheringham on the important question of school attendance :—"We in Ontario have flattered ourselves for years that we possess one of the best, if not the best, school system in the world ; but when Dr. Ryerson speaks of the 38,535 who entered no school in 1871, as 'an ominous and humiliating item' in our school statistics, he neither uses too strong language nor does he *exaggerate* the figures. To show the probable return from our school expenditure, I have made several comparative estimates of work done in cities, towns, and villages on the one hand, and in counties on the other, and do not find the one much more satisfactory than the other ; but as it may be urged that private schools and academies in cities, may make the percentage of attendance or non-attendance on instruction which I may bring forward less reliable, I shall confine myself to statistics of counties for the present ; and, I fear, we shall find items "ominous and humiliating" beyond what most have dreamt of. The school population of Ontario (from 5 to 16) in the counties in 1871 was 392,559 ; we may, as ascertained by facts and calculations, add one-fourth of this number to itself to get the population from 5 to 21. This will give us 490,700 in the counties. The number of all ages that entered school in 1871, was 358,895. This leaves 131,804, or 27 per cent., of the school population that did not enter any public school at all ! ! Again, nearly 40,000 attended less than 20 days in the year ; and over 73,000 attended under 50 days. All the education these 113,000 children could get in 20 or even 50 days amounts to nothing. We may therefore add over 22 per cent. more to the number deriving no benefit from the educational opportunities provided by the Public Schools. Altogether, therefore, nearly 50 per cent. of our young people are not being educated at the Public Schools. But in addition, over 95,000 in the counties attended under 100 days, and 76,000 attended under 150 days. We may therefore set down 171,000, or 34 per cent. more, as being only imperfectly educated, if regular attendance can be the test. 53,639 attended from 150 to 200 days, and 18,608 attended over 200 days. If these represent regular attenders and successful students, we have nearly 15 per cent. of the school population taking full advantage of the provision needful for popular instruction. To summarize, we have over 244,000 young people reaping little or no advantage from our Public Schools ; we have over 171,000 taking only partial advantage ; whilst only 72,247 are attending full or nearly full time, 50 per cent. getting little or no education ; over 34 per cent. being imperfectly instructed ; and 15 per cent, or 72,000 being educated at annual cost of $1,383,340. What have we to say for "this Canada of ours" now ? "Whither are we drifting ?" Have we not been playing "school," like children, only on a gigantic scale? Have we not been working blindfold ? Self-blinded ? We have borrowed and purchased on all hands. It seems a matter of fact that our free schools have brought with them more irregularity and indifference than were apparent under the rate-bill system. This does not imply that free schools are a failure. It only proves that the necessary concomitants were not provided when the free school school was introduced. Now, we think the figures given above answer in the affirmative the question : Our educational system has failed, and terribly failed. Take, if you will, any ten young men or women, at random, who have taken a regular and ordinary course at a Public School, and how many of them will you find intelligent, fluent and correct in reading, speaking, and writing ? Not more than one. Hardly that. Not only do children attend irregularly, but the instruction given has been mostly unat-

tractive, vague, inaccurate and valueless as a training or foundation. The causes of this "ominous and humiliating" state of matters I conceive to be, the indifference of parents, the frequent change of teachers, the unattractive and uncomfortable condition of school houses, the employment of *cheap* teachers and great distances from schools, as well as lack of text-books, maps, and apparatus. To remedy the great evil, irregular attendance, our Legislature should enact a more stringent law of compulsory attendance, with provision for the appointment of a truant officer in every municipality, whose duty it would be to punish all parents who shall not send all children from seven to ten years old for six months in the year, and all from ten to fifteen for ten months. Houses should be made as comfortable and cheerful as homes. Filth, disorder, rudeness, should not be associated with the idea of the day-home of the children. They should have the means of social and intellectual enjoyment provided as religiously as the birch has been in the past. It is a shame, a disgrace, the way in which children are huddled, tortured and smothered in most of our schools even yet—dirt on the floors, dirt on the doors and walls. dust on the desks, dust on the sills, on the maps, the windows—outhouses exposed often, and often unfit to use, play-ground unsuitable, often muddy, uneven, exposed—no shade trees, no play-shed—nothing but dreary, tiresome days, theirs at school. And why should not the first question be, "How shall we secure a good teacher for the longest time?" A good teacher is worth his weight every year in silver, if not in gold A good salary and a good home would make it easy, as a general thing, to get and keep such a man. Education should not be a peradventure. A definite end—the thorough and universal education of the rising generation—with the necessary means, should be made sure, so far as these are at the disposal of the country. The number from counties, cities, towns and villages who *entered* all colleges, high schools, and private schools in 1871, was 16,000, or about three per cent of the county population, so that if we suppose two-thirds of these to be county pupils, and two-thirds of those to attend regularly, we have still under seventeen per cent. likely to be thoroughly grounded in education. The conclusion, however startling and however unlooked for, must therefore be faced: We are expending all, or nearly all of our energies on less than half of our population, and the rest are growing up in ignorance, and preparing a harvest of crime and shame for our country.

Biographical Sketches.

PROFESSOR WILLIAM RUSSELL.

BY REV. A. P. MARVIN.

The decease of William Russell, at Lancaster, on Saturday, the 17th of August last, has been read with reverent interest in all parts of our land. His residence in different places, from Georgia to New England, and his visits in connection with educational interests to other parts of the country, brought him into close conference with many of our most enlightened educators and literary men and women, by whom he was held in affectionate esteem. These, with hundreds and thousands of pupils, whom he has taught privately, or in academies, normal schools, teachers' institutes, colleges and seminaries, will hold his memory in lasting love and honor.

The health of Mr. Russell has been failing for months, but his mind was unclouded and vigorous until two days before his departure, when partial paralysis of the brain put an end to consciousness. The knowledge of his death filled the whole community with tender feeling, for he was universally revered and loved.

The funeral was attended in the Evangelical Church, on Tuesday, the 20th of August, by a large company of relatives and neighbors, as well as by friends from a distance. Among these were Mr. Geo. B. Emerson, Mr. A. Bronson Alcott, and Mr. Abner J. Phipps, who represented the Board of Education. The platform and pulpit were tastefully draped with flowers and plants and trailing vines. After an opening anthem, the pastor read the Scriptures and offered prayer. The choir closed with the hymn,

"Rock of Ages, cleft for me,"

which was one of Mr. Russell's favorites. At the grave, the episcopal service was read by the Rev. Dr. Huntington of Worcester. His remains were lead near the grave of a beloved daughter, who was buried several years since, in the cemetery at South Lancaster.

William Russell was born in Glasgow, in 1798. He received his education in the Latin School and the University of that city. Before graduating, he became deeply religious, and had formed the purpose of going out as a missionary to the East in connection with the denomination known in Great Britain as General Baptists, with whom his sympathies continued through life. The state of his health, however, compelled him to abandon the missionary work, and he came to this country in his twentieth year, 1817. Having a tendency to consumption, he sought a genial clime in the State of Georgia. He declined the position of "rector" in an academy, and took the lighter duties of a private tutor in the family of a distinguished Southern statesman. After a brief visit to his native land, he returned and became the principal of the Chatham Academy, in Savannah.

In 1821 he was united in marriage to Miss Ursula Wood, daughter of Rev. Luke Wood of Waterbury, Conn. From this time his labors in the cause of education were arduous and incessant. He had charge, during several years, of an academy in New Haven, and of the celebrated Hopkins Grammar School. He then began to give lessons in elocution, partly induced thereto with the hope of strengthening his own lungs. In this he was successful, and his voice was clear and resonant to the end of his life. He gave lessons in the Seminary at Andover, at Harvard College, and in the Latin and Chauncey Hall Schools in Boston. The American Journal of Education was founded in 1826, being the first publication of the kind in the world. He was editor and chief contributor to its pages during three years. All this work was a labor of love, performed at night, after the labors of the day were done. During the next twenty years he gave instruction in Germantown and Philadelphia, to classes of young ladies; taught elocution at Andover; lectured at teachers' institutes in Rhode Island and New-Hampshire; and in the winter season, at Princeton, New York and Brooklyn.

In 1849, a seminary for training teachers was established in New Hampshire, which Mr. Russell conducted for several years.

He came to Lancaster in 1853, and remained here to the end of his days. The design of his coming was to found a Normal School, where teachers could receive a thorough training for their work. The Hon. James G. Carter was then a resident. He was one of the most influential friends of pupular education in the commonwealth, and in common with his neighbors, gave all his influence to make the school a success. Mr. Russell gathered around him a corps of instructors highly gifted in the several departments. Among others, perhaps equally qualified, were Warren Colburn and Herman Krusi. The school was a success. It was attended by a throng of enthusiastic students, who improved rapidly in all the branches of study. But, alas, the enterprise was short-lived. The State was incited to raise the grade and enlarge the curriculum of its own Normal Schools. As the school of Mr. Russell was not endowed, it could not compete with institutions supported by the public funds, and its doors were closed. This was a great disappointment to him; yet, he "bated not a jot of heart or hope, but pressed right on" in his life work. It was fortunate, probably, for the cause of education, because he was thereby enabled to extend his influence through a wider sphere. His labors were continued in schools, colleges, and teachers' institutes, theological seminaries, till advancing years confined him at home. He received private pupils even to the last year of his life.

In all these years, he worked as industriously with his pen as with his voice. The titles of the volumes and pamphlets prepared by him, besides the three volumes of the Journal of Education, would fill more than half a column of this paper; they number between thirty and forty. They embrace a large variety of subjects, and all evince the ability and science of a master.

Such is a brief outline of the life and labors of Prof. Russell. A few lines must be allowed for a reference to his character. By all who knew him, he was regarded as a fine specimen of that highest type of manhood, the Christian scholar and gentleman. He was dignified and affable; gentle but firm; self-respectful, but always thoughtful for the rights and feelings of others. His politeness rose to the dignity of a fine art; yet he was as artless as a child. Selfishness seemed to have no part in him. Though he gave himself to the public, his heart was in his home. Intellect, culture, taste and goodness, com-

bined to draw to him the respect and love of his friends, his pupils and his associates. How dear he was to his family, words cannot tell. Regard for the living only permits the remark that his wife and children made a home fit for such a man.

Above all, he was a Christian ;. a warm hearted and large hearted disciple of Christ. He loved the Bible ; he loved the most spiritual hymns ; his spirit was habitually devotional. One who knew him well, and whose name would add weight to his words, writes as follows : "The sweet patience and submission with which he has borne these many months of infirmities, the unwearied gentleness and kindness of his spirit, the quiet waiting, so hard for one of his industry and energy have been heavenly graces that have set God's seal upon the close of a well spent and faithful life."

The influence of such a man for good cannot be measured. Hundreds of ministers have been aided by him to preach the gospel with added force and persuasiveness ; thousands of teachers have received from him culture and an impulse which have increased their efficiency and their moral power, and thus tens of thousands of children and youth are higher in the scale of life because of him. He elevated and enriched all persons who came into his presence, and through them the savor of his noble character was diffused in evergrowing circles. It was a pleasure and a privilege to know him. Very numerous and touching have been the proofs of this which have come to him from pupils and friends during these last years of age and infirmity.

It should be added, that he was revered and loved in the community where he has resided so long. He was everybody's friend, from the gray-haired man to the little child whom he stopped to talk with in the street. But God has taken him, and it does not seem irreverent to suppose that he has been welcomed in the upper world by the choicest of the "spirits of just men made perfect."

The soil of Lancaster holds his remains. This beautiful scenery gives a suitable resting place. Much of his character and spirit have entered into the minds and hearts of the people. His life has been an inspiring presence, and his memory will be a perpetual benediction.—*From the Boston Congregationalist.*—(Inserted by request.)

M. FENWICK DE PORQUET,

Whose name has been widely known in Great Britain for upwards of half a century, in connection with French and other foreign scholastic works, died recently in London, at the age of seventy-seven years. He was the son of Captain Fenwick, an English officer, and was born in Paris, in 1796. When a young man, he crossed the Channel, and commenced his career as a teacher of languages in England, adopting his mother's name, DePorquet, for that purpose. His pupils included many names afterwards eminent, and during the last fifty years he wrote and published upwards of seventy works, the earliest, perhaps best known, being "Le Tresor," which has long been a text-book in the English schools.

PROFESSOR DONATI.

Prof. Donati, the director of the Astronomical Observatory in Florence, died on the 20th ult., in Vienna, where he had just arrived to attend to duties connected with the Exhibition. His name is inseparably connected with a comet discovered by him in June, 1858, which during the following August, passed around the sun in the orbit of Venus, exhibiting a nucleus as bright as Arcturus, and a tail of great brilliancy, and more than 20° in length. Donati calculated the perihelion elements of its orbit; but its course, after leaving the solar system, was found incapable of determination. Many astronomers have sought to identify Donati's comet with great comets whose appearances have been previously recorded. The later researches of Donati have been principally in respect to the aurora borealis and the phenomena of the solar surface. He did much to promote the diffusion of astronomical knowledge, and maintained cordial relations with the leading scientists of this and other countries

BISHOP FARRELL.

The Right Rev. John Farrell, D. D., Catholic Bishop of Hamilton, who had been ill for six months, died on the 26th ult., in that city. Born in the North of Ireland, near Armagh, in 1820, he came to Canada when fourteen years old. He studied in the Catholic College, Montreal, and was ordained therein. For two years he acted as Professor of the Kingston College, after which he was appointed missionary at L'Orignal. For ten years he acted as priest in the Kingston diocese ; and in the year 1856 was consecrated Bishop of Hamilton. The dead Bishop will be universally mourned not only in the city, in which he has resided for seventeen years, but in every place where his name was known. He was respected by the members of every denomination, and was as welcome in the houses of Protestants, as in those of the class over whom he exercised spiritual dominion. Earnest and devoted to his work, he did great good in his diocese. He was in every sense of the word, within the sphere of his spiritual operations, a genuine reformer. He will be bitterly lamented by his people, for by his death a good man has been taken away.—*Mail.*

DR. AUGUSTE NELATON.

The death of this distinguished French Surgeon had been prematurely announced more than once before he actually died on the 20th September last, at Paris, France. He had consequently the satisfaction of reading a large number of tributes to his memory, which were fortunately of a highly complimentary character. Dr. Nelaton was a pupil of the great Dupuytren, took his degree at Paris in December, 1833, shortly after became hospital surgeon and member of the faculty of medicine, and in April, 1851, professor of clinical surgery. In 1867 he resigned his chair, and was made honorary professor. In 1866 he was appointed surgeon in ordinary to the late Emperor Napoleon. He was a member of the Academy of Medicine in the department of chirurgical pathology ; he was commander of the Legion of Honour, and in 1868 he was elevated to the dignity of Senator. M. Nelaton distinguished himself both as a teacher and as a practitioner, and was numbered among the most eminent surgeons of the age. Some of the cures which have been due to his treatment were little less than marvellous. Among these were his successful operations on General Garibaldi and the Prince Imperial, both which have proved of permanent benefit. To him the medical profession are indebted for a new operation for stone in place of the the old remedy by lithotrity. He had published several very valuable surgical works, among others, "Recherches sur l'affection tuberculeuse des os," "De l'influence de la position dans les maladies chirurgicales," "Eléments de pathologie chirurgicale." The latter is a work of undoubted merit, from which many of his pupils have learned and in which the autor has given some interesting and instructive points acquired during his extensive practice. Dr. Nelaton's skill and success in the practice of his profession gained for him the friendship and admiration of the late Emperor Napoleon, who showed his appreciation of his learning by appointing him at various times to positions of emolument and trust. For many years he has been a prominent man in Europe, and his death causes a void in medical circles which will not be soon or easily filled.

SIR EDWIN LANDSEER.

The death of the celebrated painter, Sir Edwin Landseer, R. A., took place, in London, on 1st inst. He died at the age of seventy-one years. He was the third and youngest son of the late John Landseer, A. R. A. and F. S. A., born in London in 1802, excelled in the painting of animals while a boy, and became a student of the Academy in 1816. He began to exhibit when little more than fourteen years of age, and his earliest productions attracted attention and gave great promise of future excellence. Among the best known of his numerous pictures are the following all of which have been exhibited at the Royal Academy :—"A Highland Breakfast :" "The Drover's Departure ;" "The Dog and the Shadow ;" There's no Place Like Home ;" "The Twa Dogs ;" "The Old Shepherd's Chief Mourner ;" "A Jack in Office ;" "Tethered Rams ;" "Sancho Panza and Dapple ;" "The Angler's Guard ;" "Suspense ;" "Comical Dogs ;" "Young Roebuck and Rough Hounds ;" and "The Eagle's Nest." All of the above-mentioned, as well as his famous compositions of "War" and "Peace," are in the Sheepshanks Collection at South Kensington. Equally celebrated are "Bolton Abbey in the Olden Time ;" "Titania ;" "Laying down the Law ;" and "The late Duke of Wellington, accompanied by his Daughter-in-Law, visiting the Field of Waterloo." In 1858 he exhibited "Deer-Stalking," the first of his large drawings in chalk which have since become so popular; in 1859 his picture of "Doubtful Crumbs," and "A Kind Star ;" in 1860 his "Flood in the Highlands ;" and in 1861 "The Shrew Tamed ;" with three large drawings in chalk ; and more recently "Windsor Park," "Squirrels Cracking Nuts," and "Man Proposes, but God Disposes, a scene in the Arctic regions." The majority of his compositions have become popular as engravings. His grand bronze figure of the "Stag at Bay" was in the R. A. Exhibition of 1866, and the four lions in bronze for the base of the

Nelson column, Trafalgar Square, for which he received the commission from the Government in 1859, were placed on the pedestals and uncovered Jan. 31, 1867.

COUNT MAURICE ADOLPHE CHARLES DE FLAVIGNY,

Born December 3, 1799, died on the 10th inst., in Paris. He was a warm adherent of Louis Philippe, and was created by him a Peer of France, in 1841. He retired to private life in the same year, on the downfall of that Monarch, but was elected, the following year, a Deputy for the Department of Indre-et-Loire. He represented the same Department in the Corps Legislatif after the coup d'état of December, 1851, and became a supporter of the Empire. Up to 1863, he was a Government Candidate, but the aid of the administration having been withdrawn, he was at that time defeated. In 1847, he was promoted to the rank of officer of the Legion of Honor, and during the Franco-German war took an active part in procuring aid for the wounded, and assisted in systematising the distribution of the supplies sent from the different countries for the relief of the distressed.

REV. ROBERT CANDLISH D. D.,

The great Scottish preacher died (as per telegram) at midnight on Sunday 19th inst. Dr. Candlish was born in Edinburgh, March 23, 1807. He was educated at Glasgow University, and was afterwards a tutor at Eton. In 1828 he was licensed as a preacher by the Presbytery of Glasgow, and the year following was appointed minister of St. Andrew's Church in that city. His next charge was Bonhill, in the Vale of Leven, from which he removed, in 1839, to St. George's Church, Edinburgh Upon the death of Dr. Chalmers, 1847, Dr. Candlish was appointed to the Chair of Divinity, in New College, and when Dr. Cunningham died, he was made Principal of that institution.

The Gen'l R. E. Lee Monument.

The colossal monument to the memory of Gen'l Lee which is now rapidly being constructed under the direction and skill of Prof. Volentine, will, when completed, be the greatest triumph of art and mechanical skill ever produced in this country. The structure will be surmounted by a reclining figure of Gen'l Lee enveloped in his military cloak. The form will be finely carved in marble, and the expression of countenance rendered with life-like correctness. In order to complete this grand monument at the earliest possible day, the Executive Committee of the Lee Memorial Association, of Lexington, Va., which is composed of such distinguished men as Gen'l Pendleton, Gen'l Terry, Hon. Wm. McLaughlin, Col. Preston, Col. Jas. K. Edmondson, Chas. Davidson, and others, have authorized the publication and sale of a perfect *life size* steel engraved portrait of Gen'l Lee. The proceeds of its sale to be applied in furtherance of the object of this Associati n, namely: to the erection of a monument to the memory of Gen'l R. E. Lee, at the Washington and Lee University, Lexington, Va. The portrait will be sold only by subscription, through regular authorized agents, and every subscriber will receive a certificate signed by the Secretary and Chairman of the Lee Memorial Association. We commend this portrait to the public, and hope some good energetic man will secure the agency in this section in order to help on the good work. Messrs. W. W. Bostwick & Co., Nos. 177 & 179 West Fourth Street, Cincinati, Ohio, have been constituted and appointed General Managers of Agencies, and any communications addressed to them, for circulars, terms, and certificates, will receive prompt attention.

OFFICIAL DOCUMENTS.

Superannuated Teachers' Pension List, 1872.

NAME.	No. of Years' Service.	Amount.
		$ cts.
Allan, Thomas	18	45 00
Allard, F. X	10½	26 00
Amyot, Claire	6	15 00
Annet, (Jean Marie)	15	37 00
Bouchard, Alexis	6½	16 00
Bernard, H. P	2	10 00
Bélaire, Dlle. C. P	6	16 00
Badeaux, Delle. E	4½	11 00
Beaubien, Reine	3½	8 00
Butler, Delle. A	10½	26 06
Boucher, Louis	10½	2⅗ 00
Bouffard, Ursule	11½	28 00
Buteau, Virginie	12½	31 00
Bérubé, Victoire	13	32 00
Brisset, Pierre	13	32 00
Bélanger, Pierre	12	30 00
Beaudoin, Ursule	14	35 00
Baril, Adèle	14	35 00
Bonin, Joseph	14	35 00
Beliveau, Marguerite	14	35 00
Boucher, P	4½	11 00
Bourgoin, Joseph	18	45 00
Bourassa, Pierre	18	45 00
Blais, Olivine	16	40 00
Blais, Elmire	2	5 00
Beauchemin, F X. A	13	32 00
Beaudry, Félix	21	51 00
Baril, Emilie	22	55 00
Bérubé, Louis, (Dame)	6	15 00
Blais, Joseph	25	62 00
Blais, Emilie	13	32 00
Boulet, Eléonore	7	21 00
Boulet, Julienne	9	22 00
Béliveau, Elvire	18	45 00
Cazeau, Delle. Milburge	10½	26 00
Courteau, Delle. A	3½	8 00
Colgan, W	12	30 00
Coté, Marcel	3	37 00
Courville, Héloïse, Dame Brown	15	40 00
Chaput, Raymond	16	37 00
Caron, Nazaire	15	7 00
Caron, Hermine	5	12 00
Caron, Ombéline	11	17 00
Dorion, Marguerite	9	22 00
DeMontigny, L	4½	11 00
Desrochers, L. A	10	25 00
Desrochers, L. A. (Dame)	11	27 00
Désgagné, Denise	7	17 00
Dupont, Edwige	9	22 00
Dupuis, Marguerite	6½	16 00
D'aston, (Dame Veuve)	1½	3 00
Duval, Laplante, Dame A	18	45 00
Demers, Louise	10½	2⅗ 00
Décelles, Dame Veuve	8	20 00
Devost, Geneviève	6	15 00
Dubé, Anna	9	22 00
Drolet, Pierre	20	50 00
Desparois, Lucie	22	55 00
Duff, Anastasie	23	57 00
Dumais, Demerisse	13	30 00
Defossés, Bazile	2	5 00
Dupuis, Angèle	3	7 00
Fortin, J. B	3½	8 00
Frégeau, Clémence	11½	28 00
Fournier, Mathilde	17	42 00
Fortin, F	20	50 00
Guay, P	5	12 00
Gray, George	8	20 00
Gaudreault, J. B	9	22 00
Gagné, Elizabeth	9	22 00
Gagnon, André	6	15 00
Gagnon, Joseph	10	25 00

PENSION LIST.—*Continued.*

NAME.	No. of Years' Service.	Amount.
Grocier, Martin D.	11	27 00
Grant, T. R	9	22 00
Gouin, A.	12½	31 00
Garathy, James	15	37 00
Gagnon, Aurélie	7	17 00
Gravel, B.	16	40 00
Gagné, Julie	16	40 00
Garon, Emilie	19	47 00
Gilbert, François	23	57 00
Girouard, Marie-Louise	.....	30 00
Hughes, John	11	27 00
Harman, Justin	15	37 00
Howison, Anna	15	37 00
Héroux, Sophie	10	25 00
Jodoin, Joseph	23	57 00
Kérouack, Léon	16	40 00
Keogh, Mary	15	37 00
Landry, Dame C.	8	20 00
Létourneau, Hélène	10	25 00
Lievain, Louise	12½	31 00
Létourneau, Eléonore	12½	31 00
Loyd, James	14	35 00
Lamb, Catherine	13	32 00
Langlois, Magloire	14	35 00
Lesieur, Desaulniers	13	32 00
Lamontagne, Marie	7	17 00
Lafrance, Marie	12	30 00
Lajeunesse, Edouard	8	20 00
Lafond, Edouard	18	45 00
Lambert, Séraphine	17	42 00
Lepage, Gracieuse	2	5 00
Lacerte, Dorothée	19	47 00
Lemire, Elizabeth	20	50 00
Michaud, C.	8	21 00
Martin, John	9½	23 00
McElkin, Lydia	7½	18 00
Manseau, Isidore	8½	21 00
McManus John	11	27 00
Miller, W.	12	30 00
Michaud, Mélanie	7	17 00
Miguault, Victor	17	42 00
Malherbe, Emilie	15	37 00
McCarty, Michael	16	40 00
O'Meara, Matthew	9	22 00
O'Donnell, P. R	11½	28 00
O'Keefe, Dame C	17	42 00
Pellerin, Delle. E	9	22 00
Proulx, Josephte	9	22 00
Pothier, Thesile	4½	11 00
Puize, Rodolphe	14	35 00
Paquin, Honoré	12½	31 00
Perrault, Dame F. X.	14	35 00
Picard, Wilhelmine	8	20 00
Paquet, F. O.	16	34 00
Richard, Dame O.	9	22 00
Rhéaume, Henriette	6	15 00
Raymond Demerise	5	12 00
Reece, Anna	5	12 00
Rivard, Adèle	5	12 00
Roy, Delle. F. E.	3	7 00
Rankin, Caroline	10	25 00
Ross, Adam	9	22 00
Rouleau, Edesse	14	35 00
Ryan, James	12	30 00
Ramsay, William	15	37 00
Rankin, Caroline	10	25 00
Richer, Edesse	18	45 00
Raymond, Hermine	17	42 00
Riccavy, Héloïse	19	47 00
Reid, Mary Jane	22	55 00
Robin, Geneviève	19	47 00
St. Michel, L. F.	9	22 00
Ste. Marie, Henriette	6½	16 00
Scamell, Peter	12	30 00
Strong, Thomas	11	27 00
Scott, Montaigue	9	22 00
St. Laurent, Marie	7	17 00
St. Laurent, Arthémise	10	25 00
Soucy, Elizabeth	4½	11 00
St. Jacques, Julie, Dame O. Guy	19	47 00
Sheaham, Thomas	20	38 00

PENSION LIST.—*Continued.*

NAME.	No. of Years' Service.	Amount.
Toussaint, Lucile	11	27 00
Tremblay, Germain	11	27 00
Thawvette, Marceline	4	10 00
Talon, Adélaïde	12	30 00
Thibault, Marie Anne	12	30 00
Tanguay, Clotilde	19	47 00
Val'ée, Angélique	20	50 00
Vannier, Bazile	15	37 00
Vallières, Augustin	17	42 00
Watters, Daniel	5½	13 00
Watters, Claire	4½	11 00
Wilson, William	10½	26 00
Wolfe, A. C.	13	32 00
Young, Marguerite	4½	11 00
Légaré, Antoine	.....	38 00
NEW APPLICANTS.		
Auger, Célina	7	21 00
Béchard, Léa	.....	45 00
Cazeau, Julienne	12	30 00
Dowse, Francis	24	60 00
Lavoie, Elizabeth	2	5 00
Robertson, J. B.	25	62 00
St. Laurent, M. Sara	3	7 00
		$5069 00

Meteorology.

—OBSERVATIONS from the Records of the Montreal Observatory, Lat. 45°31′ North; Long. 4h. 54m. 17sec. West of Greenwich; Height above the level of the sea, 182 feet,—For the month of August, 1873.—By CHARLES SMALLWOOD, M.D., LL.D., D.C.L.

Days.	Barometer at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a. m.	2 p. m.	9 p. m.	7 a. m.	2 p. m.	9 p. m.	7a m	2p m	9pm	
1	29.912	29.918	29.927	69.0	72.1	68.5	S	S W	W	110.59
2	30.974	.948	.800	67.8	78.6	75.2	W	S W	S W	98.67
3	.826	.840	.893	69.5	72.1	70.2	W	W	W	141.12
4	30.151	30.172	30.197	62.0	72.9	67.8	N	E	E	114.24
5	.324	.287	.251	60.5	74.9	69.1	N	WSW	W	96.11
6	.250	.123	.110	65.9	78.6	70.5	W	W	W	140.38
7	29.949	.900	29.858	66.0	76.6	70.1	W	W	W	151.97
8	.916	.907	.926	66.1	80.5	70.2	W	W	WbN	87.05
9	30.059	30.114	30.150	64.0	77.5	64.2	N E	W	W	89.52
10	.214	.200	.150	61.0	79.1	67.5	W	E	W	44.66
11	.176	.168	.124	62.0	79.3	72.0	S	S	W	58.62
12	.200	.196	.183	62.0	78.2	72.5	N E	S	S	106.95
13	.300	.252	.225	64.1	80.3	72.2	S	S	S W	80.05
14	.214	.156	.118	60.8	80.1	70.5	E	S E	W	85.59
15	.000	29.924	29.876	65.0	72.2	68.5	N E	E	S	87.74
16	29.726	.663	.715	66.6	78.8	65.0	S	S W	W	209.67
17	30.070	30.082	30.146	58.1	80.0	70.6	W	W	W	162.62
18	.266	.176	.150	61.9	77.0	71.6	W	S	S	86.87
19	.030	.039	.163	59.8	61.6	62.0	E	N E	N E	84.99
20	.200	.184	.178	59.7	79.7	69.5	N E	S E	S E	57.42
21	.249	.201	.107	64.2	80.4	73.1	E	S	S	79.21
22	.074	.050	.040	69.7	78.0	74.0	S	S	W	93.73
23	.140	.179	.217	63.1	69.2	58.5	N E	N E	N E	145.02
24	.220	.198	.071	52.7	75.4	65.2	N b E	N	N	158.74
25	.042	29.900	29.623	53.5	77.2	65.7	N	N E	S	92.33
26	29.990	.926	.987	57.6	75.0	67.2	N E	N E	N E	94.39
27	30.073	30.106	30.122	55.5	78.6	68.4	N E	N E	N E	54.38
28	.249	.258	.276	56.7	80.1	71.0	W	S W	S W	83.29
29	.298	.252	.220	60.6	80.3	72.7	S W	S W	S W	109.18
30	.100	.067	29.984	66.2	80.0	73.6	W	W	W	192.08
31	.021	29.974	.936	64.0	76.1	63.0	N E	N W	W	149.07

REMARKS.—The highest reading of the Barometer occurred at 9.20 a.m. of the 5th day, and was 30.336 inches; the lowest reading was at 2 p.m. of the 16th day, and was 29.663 inches, giving a monthly range of 0.673 inches. The mean of the month was 30.091 inches.

The highest Temperature was on the 29th day, 85°3, and the lowest on the 24th day, 49°1, giving a range or climatic difference of 36°2. The mean temyerature of the month was 69°52.

Rain fell on 11 days, amounting to 1.717 inches.

—OBSERVATIONS from the Records of the Montreal Observatory, Lat. 45° 31′ North; Long. 4h. 54m. 17 sec. West of Greenwich; Height above the level of the sea, 182 feet;—for the month of Sept., 1873.—BY CHARLES SMALLWOOD, M. D, LL. D., D. C. L.

DAYS.	Barometer at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a. m.	2 p. m.	9 p. m.	7 a. m.	2 p. m.	9 p. m	7a m	2p m	9p m	
1	29.724	.520	.624	57.5	73.6	64.5	w	w	w	149.97
2	.700	.760	.804	59.0	70.0	61.6	w	w	w	134.40
3	30.061	30.047	30.015	56.0	74.9	62.7	NW	w	w	95.18
4	29.876	29.706	29.597	59.5	83.0	62.0	s	SE	SE	81.25
5	.628	.500	.846	65.1	70.6	60.1	w	w	w	189.00
6	30.150	30.232	30.287	51.8	68.4	56.8	NW	NW	NW	86.38
7	.311	.201	.159	50.6	60.2	57.6	w	SE	SE	57.28
8	.252	.297	.358	53.0	71.1	59.3	wbn	w	w	104.29
9	.400	.368	.382	51.4	72.0	63.7	w	w	w	62.71
10	.311	.200	.162	56.0	70.0	64.1	w	w	w	95.66
11	.110	.100	29.998	57.9	78.9	68.0	s	wsw	w	95.28
12	29.964	29.876	.825	62.0	83.4	72.5	w	sw	sw	75.72
13	.624	.716	.904	67.5	65.7	58.0	s	w	w	102.66
14	.998	.982	30.096	47.6	56.0	51.1	NE	w	w	104.35
15	30.160	30.084	29.973	44.5	61.1	54.2	w	sw	s	65 01
16	29.800	29.851	.992	53.6	68.7	53.0	s	w	w	182.30
17	30.065	30.262	30.202	43.1	51.6	47.1	w	w	w	64.40
18	.161	29.811	29.001	44.5	56.0	62 2	E	NE	NE	69.69
19	29.692	.599	.647	62.5	66.0	50.1	s	w	w	158.64
20	.641	.700	.940	45.1	58.0	48.0	w	w	w	177.27
21	30.151	30.248	30.278	43.2	59.5	48.1	w	w	w	128.44
22	.350	.246	.192	46.5	62.2	57.0	w	w	w	63.38
23	.032	29.907	.918	51.0	54.0	51.0	s	s	clm	62.72
24	.000	.000	30.002	52.0	65.1	56.7	sw	w	w	79.45
25	29.990	29.356	29.796	49.0	58.6	58.2	NE	s	w	135.48
26	30.067	30.097	31.158	53.5	64.0	58.9	w	w	w	121.89
27	.076	29.980	30.000	57.8	84.9	72.0	sw	w	w	188.05
28	30.122	30.050	29.212	67.5	79.5	72.1	w	w	w	90.45
29	29.626	29.252	.762	68.5	70.6	82.2	s	w	w	153.05
30	30.122	30.057	30.124	43.7	59.9	43.4	N	w	w	65.27
31	.000	.000	.000	00.0	00.0	00.0				

REMARKS.—The highest reading of the Barometer was 30.427 inches, on the 9th day, and the lowest, 29.500, on the 1st day, giving a range of 0.927 inches. The mean of the month was 29.962 inches.

The highest Temperature was 85°3′, on the 27th day, and the lowest on the 17th day, giving a range or climatic difference of 45°. The mean temperature of the month was 59° 70′.

Rain fell on 16 days, amounting to 4.659 inches, and was accompanied by thunder and lightning on 3 days. Hail fell on 2 days.

First frost of Autumn occurred on the 17th day.

—OBSERVATIONS taken at Halifax, Nova Scotia, during the month of September, 1873; Lat: 44°39′ North; Long. 63°36′ West; height above the sea, 125 feet, by Serg't John Thurling, A. H. Corps.

Barometer, highest reading on the 10th	30.410	inches.
" lowest " " 20th	29.382	"
" range in month	1.028	
" mean for month (reduced to 32°)	29.909	
Thermometer, highest in month on 28th	81.8	degrees.
" lowest " " 16th	34.3	
" range in month	47.5	
" mean of all highest	68.3	
" mean of all lowest	45.7	
" mean daily range	22.6	
" mean for month	57.0	
" highest reading in sun's rays	Instrument broken	
" lowest reading on the grass	28.3	degrees.
Hygrometer, mean of dry bulb	60.3	"
" mean of wet bulb	56.2	
" mean dew point	52.6	
" elastic force of vapour	.397	inches.
" weight of vapour in a cubic foot of air	4.4	grains.
" weight required to saturate do	1.4	
" the figure of humidity (Sat. 100)	76	
" average weight of a cubic foot of air	531.8	grains.
Wind, mean direction of, North	5.25	days.
" " East	0.50	
" " South	6.50	
" " West	15.25	
" " Calm	2.50	
" daily force (0-12)	2.4	
" daily horizontal movement	257.2	miles.
Cloud, mean amount of (0-10)	6.4	
Ozone, mean amount of (0-10)	1.9	
Rain, nnmber of days it fell	13	
amount collected on ground	4.60	inches.
Fog, number of days	3	

SYNOPSIS of Temperature, Cloud and Precipitation for the Month of August, 1873, compiled at the Toronto Observatory from observations in the several Provinces of the Dominion of Canada :—

PROVINCE.	ONTARIO.			QUEBEC.		N. SCOTIA.	N. BRUNSWICK.		MANITOBA.	B. COLUMBIA
STATION. Hours from which means are derived.	TORONTO. 6 & 8 A. M. 2, 4, 10 & 12 P. M.	LITTLE CURRENT. 7 A. M. 2 & 9 P. M.	FITZROY HARBOR. 7 A. M. 2 & 9 P. M.	MONTREAL. 7 A. M. 2 & 9 P. M.	QUEBEC. Highest & Lowest.	HALIFAX. Tri-Hourly.	ST. JOHN. 6 A. M. 2 & 9 P. M.	FREDERICTON. 7 A. M. 2 & 9 P. M.	WINNIPEG. 7 A. M. 2 & 9 P. M.	SPENCE'S BRIDGE. 7 A. M. 2 & 9 P. M.
Mean temperature uncorrected for diurn. variation	66°59	66°10	67°57	69°40	63°80	62°87	59°43	63°35	63°73	71°30
Warmest day	22	1	2	2	16	3	15	3	4	17
Temperature	74.73	76.00	76.50	74.20	72.00	69.54	68.30	72 33	75.92	79.20
Coldest day	25	24	24	23	25	26	25	25	21	26
Temperature	61.55	57.90	57.25	62.32	54.50	51.27	50.30	50.17	53.50	59.00
Mean of daily Maxima	75.52	74.70	.....	78.98	74.20	75.99	68.39	72.32	78.24	82.68
Mean of daily Minima	57.54	56.60	.....	59 85	53.40	53.99	53.16	54.03	51.38	56.90
Highest temperature	85.0	87.5	87.0	85.3	83.0	87.4	80.0	83.0	94.3	93.0
Date	22	29	30	29	15	29	15	3	8	15
Lowest temperature	46.4	47.5	49.0	49.1	42.0	43.8	45.0	40.0	38.0	49.0
Date	24	19	24	24	27	28	28	28	30	30.31
Percentage of Cloud	48	42	39	25	46	57	59	50	35	40
Depth of rain in inches	1.913	2.970	2.790	1.717	3.445	3.445	2.780	1.520	1.170	0.340
Number of days in which rain fell	12	6	11	11	11	12	9	7	10	1
Number of Fair days	19	25	20	20	20	19	22	24	21	30

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