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LIBRARY OF BROWN UNIVERSITY, PROVIDENCE, RHODE ISLAND.

Brown University was incorporated in the year 1764. It was originally established in the town of Warren, where, in the year 1769, the first commencement was celebrated. It was subsequently removed to Providence, where the first college edifice (University Hall) was erected, in the year 1770.

The books first obtained for the Library were probably procured in England, through the agency of the Rev. Morgan Edwards. In the year 1768, Mr. Edwards, then in England, was authorized by the corporation "to purchase such books as he shall think necessary at this time, not exceeding 20 pounds value." This appropriation, small as it was, formed the nucleus of the library, which now numbers 29,000 bound volumes, exclusive of pamphlets and duplicates.

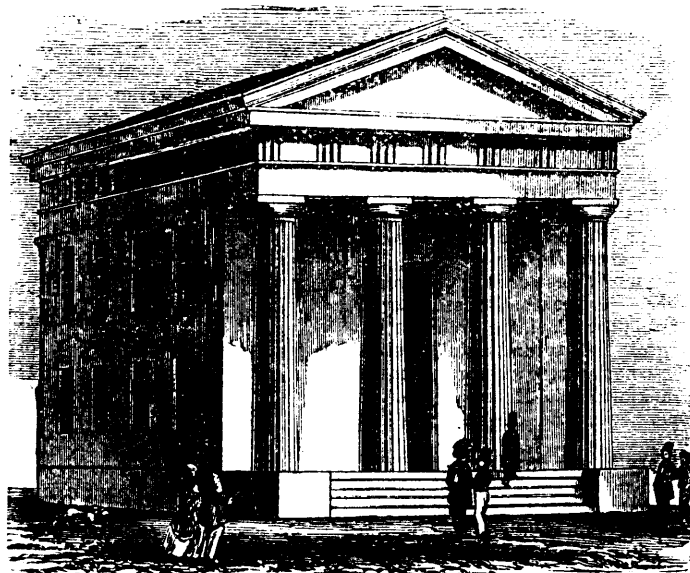
At a meeting of the standing Committee of the Corporation, of Brown University, held January 10, 1831, it was unanimously resolved:

1. That immediate measures be taken to raise by subscription, the sum of *twenty-five thousand dollars*, to be appropriated to the purchase of books for the Library and apparatus for the philosophical and chemical departments of Brown University.

2. That the Chairman and Thomas P. Ives, be a Committee to carry the foregoing resolution into effect.

F. WAYLAND,
Chairman.

Soon afterwards a meeting of the friends of the institution was called for the purpose of seconding this



BROWN UNIVERSITY LIBRARY.

2. The selection of books and apparatus shall be made by joint committee of the Corporation and Government of the University.

3. One-third of the amount subscribed shall become due on the first day of October, 1832, another third on the first day of October, 1833, and the remainder on the first day of October, 1834.

4. A copy of the subscribers' names, and of the sums subscribed by each, shall be deposited in the Library, and another among the archives of the University.

The sum thus obtained, amounting to \$19,437.50, was placed at interest until it had accumulated to twenty-five thousand dollars, and was then invested in a permanent fund, in the stock of the Blackstone and Canal Bank in Providence,

effort. At this meeting the wants of the Library, and the importance of supplying them, were presented and urged. Previously to this, however, the Hon. Nicholas Brown had with his wonted munificence, subscribed ten thousand dollars towards the fund. The subscription was opened with the following conditions:

1. The whole amount shall be invested in a permanent fund, of which the interest shall be, from time to time, appropriated exclusively to the objects stated in the Resolution.

according to the provisions of the subscription, as above specified. The first dividend became due in July, 1839. Since that time the proceeds have been regularly appropriated according to the design of the donors.

The room appropriated to the Library, at the time when the Library Fund was raised, "was an apartment in the University Hall, crowded to excess, unsightly, and wholly unsuited for the purpose to which, from necessity, it was devoted."

To remedy this defect, the Hon. Nicholas Brown erected, at his own expense, a beautiful edifice, for a Library and Chapel; to which, in testimony of veneration for his former instructor, he gave the name of Manning Hall. It was dedicated in 1835, when Dr. Wayland delivered a Discourse on the "Dependence of Science upon Revealed Religion," which was published.

This College edifice, the third which has been erected, is built of stone. Including the portico, it is about ninety feet in length, by forty-two in width. Its height, from the top to the basement, is forty feet. The library occupies the whole of the first floor, and is a beautiful room. In the centre, it is ornamented with a double row of fluted columns. The Library is sixty-four feet by thirty-eight, and is thirteen feet high. The Chapel is on the second floor. It exhibits the most graceful proportions. Its length and breadth are the same as those of the Library. Its height, however, is not less than twenty-five feet. The front of the edifice is ornamented with four fluted columns, resting on a platform projecting thirteen feet from the walls. Manning Hall is situated between University Hall and Hope College, equidistant from each. It is of the Doric order, and is said to be one of the finest specimens to be found in the country.

Soon after the removal of the Library to the new building, it was newly arranged, and in 1843 a full catalogue of its contents was printed. This catalogue was favorably noticed in the North American Review, and in other leading periodicals, and drew especial attention to this important department of the institution. It was prepared by Prof. C. C. Jewett, who was the Librarian of Brown University from 1841 to 1848, when he resigned, in order to take charge of the Library department connected with the Smithsonian Institution at Washington. The catalogue is alphabetical, according to the authors' names, and has a copious and analytical index of subjects. A supplement, much larger than the original volume, and on the same plan, is nearly ready for the press.

Immediately after the publication of the catalogue, Mr. Jewett, having been appointed Professor in the Department of Modern Languages, visited Europe, partly for the purposes of professional study, and partly to enable the friends of the College to carry out more effectually their wishes for the increase of the Library. Under his direction books in the German, French, and Italian languages were purchased, to the amount of about three thousand dollars. The funds were generously furnished by Mr. John Carter Brown, son of the late Hon. Nicholas Brown, from whom the institution derives its name.

This collection, numbering 2,921 volumes, includes a set of French, German, and Italian Classics, in the best and fullest library editions; the principal philosophical, scientific, and historical works of late continental scholars; a complete set of the "*Moniteur Universel*," from its commencement—a clean, beautiful, well bound copy of the original edition, in 154 vols. folio; a set of the memoirs of the French Institute since its re-organization, 81 vols. 4to.; the collection of memoirs relative to the history of France by Guizot and Petitot, 162 vols. 8vo.; a complete set of the *Allgemeine Literatur-Zeitung*, 134 vols. 4to.; and of the *Allgemeine Deutsche Bibliothek*, 189 vols. 8vo.; *Il Vaticano*, 8 vols. folio, elegantly illustrated; *Il Campidoglio*, 2 vols. folio; the *Museo Borbonico*, 14 vols. 4to., the original Naples edition; the works of Canova and Thorwaldsen; the Musée Français and Musée Royal, in 6 vols. folio; the *Description de l'Égypte*; Canina's Architecture, and many more illustrated works of great beauty and value, besides rare and costly maps and prints. These books were mostly purchased at auctions in Paris, Rome, Leipsic, Frankfort on the Maine, and Berlin. They are all well bound, most of them newly and elegantly, in half calf, plain gilt.

To supply the deficiencies of the Library in standard English works, a subscription was opened among the friends of the College, amounting to about \$5,000, which amount was expended by Prof. Jewett with good judgment and skill. This collection was received in the Library in 1845, and raised the whole number of volumes to nearly 20,000.

Among the English books added to the Library at this time is a *Shakespeareana*, in 196 volumes, elegantly bound in full calf, gilt. It was collected by Thomas Rodd, Esq., bookseller, in London, and contains Ireland's copy of his "*Confessions*" inlaid with marginal notes in his own handwriting, and many original and curious documents. The collection was purchased for the small sum of \$500, and was presented to the Library by Moses B. Ives, Esq., a graduate of the College in 1812, and one of its most zealous friends and liberal benefactors.

In 1847, several of the clergymen in Providence proposed to the religious societies with which they were connected, a subscription for the purpose of supplying the deficiencies of the Library in the best editions of the Fathers of the Church, and the standard theological writers of the Reformation. About \$2,000 were raised, and a superb collection was purchased of the Benedictine editions of several of the Fathers; the *Bibliotheca Maxima Veterum Patrum*, 30 vols. folio; Harduin's *Collectio Conciliorum*; 12 vols. folio; besides the choicest and most elegant editions of many of the Fathers not edited by the Benedictines, and a large collection of works connected with patristic literature and the history of the Reformation. To this collection of the Fathers valuable editions were made at the recent sale of the Library of the late Rev. Dr. Jarvis.

In 1793 the Library contained 2,137 volumes; in 1826, 5,818 volumes; in 1843, 10,235. The number of bound volumes at present is 29,000; of these about one-half are in the English language, and the remainder in the ancient and modern languages, exclusive of pamphlets and duplicates. The libraries of the two literary societies connected with Brown University contain together upwards of 6,000 volumes.

Since January, 1843, about 19,000 volumes have been added to the Library. During the last thirteen years about \$27,000, being the proceeds of the Library fund, gifts and legacies, \$27,000 has been expended for the purchase of books. The Library is under the immediate direction of a "Joint Committee of the Corporation and Faculty of the University," to which the Librarian is required to make a written monthly report.

The Library is open, during term time, daily, from 9 A.M. till 1 P.M.; during vacations, weekly, on Saturdays, from 11 till 1. The members of the Corporation, the President, Professors, Tutors, and Register; all resident Graduates; all the Donors to the Library fund; all the Donors to the fund for building Rhode Island Hall; and all Donors to the Library to the amount of \$40, residing in the city of Providence, are entitled to the use of the Library, without expense. Undergraduates, also, are entitled to the use of the Library, and are charged therefor the sum of \$3 per annum.

The privilege of consulting the Library is extended, under such restrictions as the Library Committee may prescribe, to all graduates of the University; to all settled Clergymen of every denomination, residing in the city of Providence and its vicinity; and to all other persons on whom, for the purpose of advancing the Arts, Science or Literature, the Corporation or Library Committee may, from time to time, confer it. Books are occasionally lent to persons at a distance, by special permission of the Library Committee. Reuben A. Guild, A.M., has filled the office of Librarian since Prof. Jewett's resignation in 1848.

THE LIBRARY of Brown University contains at present about 29,000 volumes, besides about 12,700 unbound pamphlets, many of which relate to American history and are rare. In a private donation of 300 volumes from one gentleman during the past year, the following works were included:—

1. Muratori; *Rerum Italicarum Scriptores*, from A.D. 500 to A.D. 1500, in 28 volumes folio. Milan, 1723—51.
2. Continuation of Muratori, by J. M. Tartini, to A.D. 1600, 2 volumes folio. Florence, 1758—70.
3. *Journal des Debats et de l'Empire* from June 1799, to December, 1836. 74 volumes folio. Paris, 1799—1836.
4. *Journal of the Statistical Society of London*. 16 vols. 8vo. London, 1830—53.
5. Mariana; *Historia General de Espana*. 10 vols. 8vo. Madrid, 1794—5.
6. Fleury; *Histoire Ecclesiastique*, avec la continuation by Fabre and Goujet. 36 vols. 12mo. Paris, 1740—58.
7. Giannone, *The Civil History of the Kingdom of Naples*, translated into English. 2 vols. folio. London, 1729.
8. *Irish-English Dictionary*. 1 vol. 4to. Paris, 1768.
9. *Parliamentary Register of Great Britain*. 125 vols. 8vo.

FREE PUBLIC LIBRARIES.

The foundation of public libraries has marked an era in the history of the United States. It is a distinguishing feature of our literature, suggesting the thought that the mind of the nation is eminently practical in its literary tendencies, that there is a belief in the utility of popularizing knowledge. Our eye fell yesterday upon a report of the action of the citizens of Portland in reference to the establishment of a free public library in that city. Some time in April last, a meeting was called at the City Hall in Portland to take this subject into consideration. A Committee was appointed consisting of prominent citizens, to consider the propriety of adopting further measures. The Committee concluded their labors in the latter part of May, and have rendered a report, which, we regret to notice, declares the establish-

ment of such an institution impracticable at the present time, solely for the want of funds.

The Committee state that the plan proposed appeared at first sight very feasible, but the amount which the city of Portland is by law authorized to devote to such a purpose is only five thousand dollars, and although additional sums could probably be secured by the subscriptions of citizens, the Committee did not consider it advisable to attempt to found a free library on a basis so limited. The population of Portland is thirty thousand, and the demands of this large number of persons could hardly be met by any institution founded upon a small scale. In this view it is deemed expedient to relinquish, for the present at least, the idea of establishing a free public library, and the project falls through, because the laws of Maine do not permit the expenditure of money in this direction. The gentlemen composing the Committee, headed by John W. Chickering, as Chairman, do not, however, despair of ultimate success, but have appointed a sub-Committee, who are charged with the duty of conferring with parties who may be inclined to co-operate with the movement to an extent which will ensure the proper fulfilment of the original.

The state of New York is more favored than its sister states, in the matter of free Libraries. From the Hudson to the Lake, there is not a school district that is destitute of a set of books to which all may have access. This is one distinguishing peculiarity of our glorious common school system. A separate item in the literature fund provides for the disbursement of \$55,000 by the state, for the purchase of books for the use of district libraries; and it is also provided by statute that whenever the number of volumes shall exceed a given ratio, the voters in each district may appropriate all or any portion of the library money belonging to the district for the current year to the purchase of maps, globes, black-boards, or other scientific apparatus, for the use of the school. These are simply the school libraries, intended mainly for the young, and designed and selected for their use.

Of the great public libraries in this city, only one is ostensibly a free institution, but all are so accessible at a small rate of yearly payment, as to merit the name of free libraries. The growth of these establishments continues unchecked. Others of similar character are springing up around us.—*New York Publishers' Circular.*

INDIANA TOWNSHIP LIBRARIES.

During the past year the last third of our township libraries has been received and distributed. Of these libraries there are six hundred and ninety-one, containing three hundred and twenty-six volumes each; making in all over 225,000 volumes. \$70,000 will be expended this summer in the purchase of books to be added to the aforesaid number. These libraries scattered all over our State, if read, cannot fail of exerting an immense influence for good upon the literary and educational interests of the State. The only question in regard to them must be, Will they be used? So recent has been their introduction, that time has not been given as yet to collect statistics for a large portion of the State, but the following in reference to Township Libraries, furnished us by the State Superintendent, will be read with interest, and will afford means of judging with tolerable accuracy of the extent to which they are used and of the work they are doing:

"A brief historical sketch of the library feature of our system may very properly precede the financial exhibit of the receipts and expenditures. The law of 1825 imposed a tax of a *quarter of a mill* on the property, and an assessment of *twenty-five cents* on the poll, for the purpose of establishing a library in every civil township in the commonwealth. This tax was limited to the period of two years. The assessments for the aforesaid purpose, during these two years, amounted to \$186,327. The amount realized from that levy, was \$176,336, leaving a delinquency of only \$9,991. The revised school law of 1855 provides for a similar levy for only *one* year, which will amount, according to the data found on page 54 of the Auditor's Report, viz. \$301,858,474 of property, and \$178,877 polls, to the handsome sum of \$123,183. The uncertainty incident to such legislation is enough to damage the reputation and interests of even the best of causes. Were a similar policy adopted, relative to any other great interest of the State, it would be deemed unwise and ruinous in the extreme. It is, however, to be hoped that such expressions as the following will not be lost on the public mind: 'Nearly all the books have been drawn out as much as *twenty-five* times, many of them oftener, and quite a number of the books are not permitted to remain in the library an hour before they are withdrawn.' Says another: 'Our library is doing more good than any thing that has ever been done by the Legislature of the State. Great interest is manifested in it here.' The latter remark represents the state of things in a rural district in the oldest vicinity in the State, and the former pourtrays the condition of the library enterprize in a large river city in the 'pocket.'

"One township reports 1,230 volumes taken out in 3½ months; another 687 in 4 months; another 1,242 in 9 months; another 1,050 in 6 months; another 700 in 9 months; another 1,540 in 10 months; another 1,127 in 8½ months. No two of the said townships are in the

same county, and none of these libraries contained more than 330 volumes."

In reference to these libraries our State Superintendent remarks:

"Such an exposé would doubtless convince the most sceptical, that *one quarter of a mill* property and a *twenty-five cents* poll tax never accomplished so much for education in any other way, and that it better be left unrestricted in time, or the period of experiment be prolonged to three or four years. Nothing could be more disastrous, impolitic and unwise than the intermittent policy. Chills and fever are not very desirable, whether real or figurative, and their influence on the body politic, as far as educational interests are concerned, is as unhappy as the veritable tertian on the physical corporation.—*Indiana School Journal.*

HOW TO RISE—BIOGRAPHICAL EXAMPLES.

The great question of the age—the question which is asked on all hands by philanthropists, real or pretended—is, how are the people to be elevated? The extent of the popular ignorance, and of the popular debasement resulting from it, has long been acknowledged; yet evidences of the low moral condition of the majority of the humbler orders of society seem to accumulate day by day, in spite of all that is done by the schoolmaster and the Press to diffuse intelligence and create the desire of improvement—We are convinced that this last mentioned thing—the desire, the determination, to achieve independence and excellence—is the grand desideratum, the one thing most wanting, towards a satisfactory solution of the great question. It is vain for the philanthropist and the preacher to cry out, "Excelsior! Excelsior!" unless the cry meet a response in the hearts of those to whom it is directed. There is no excelling without climbing, and nobody can climb without an effort and a succession of efforts. What is wanting is the inducements, to make the necessary exertion. Let us see if we can supply some of these inducements, not, this time, by reasoning on the subject, but by the citation of some examples which, by shewing that it is possible for a man to raise himself in the social and intellectual scale, may stir up some of us to make at least a resolute and persevering attempt.

About a hundred and fifty years ago, there was running about the garden and grounds of the then Duke of Argyle, a child of eight years of age, the son of the duke's gardener. The little fellow was ignorant of everything but what grew in the garden or was to be seen in his father's cottage. His parents had no means of giving him an education; but a servant of the duke's household took him in hand out of compassion, and taught him his letters and the elements of reading. Reading grew into a habit, and with the habit of reading grew the desire and love of knowledge. It happened that while the boy was thus storing his mind with information of various kinds the duke commenced building a new wing to the mansion. The child looked on curiously at the work as it proceeded day by day, and seeing the architect make use of a rule and compasses to make his calculations, he inquired the meaning of the proceeding, and then learned what he did not know before, that there was such a science as arithmetic; and that he might know all about it in books. He managed to buy or borrow a book on arithmetic, and, setting himself to work, thoroughly mastered its contents. Hearing from the builders that there was another important science called geometry, he procured a book upon that, and soon mastered that also in like manner. His reading informed him that the best books on this science were written in Latin, whereupon he bought a Latin dictionary, and grammar and laboured diligently till he had acquired the language. Some one told him that there were excellent scientific works in the French tongue; so he got possession of a French dictionary and grammar, and successfully learned that language also. The curious part of the business is that the boy did all this while learning his trade as a gardener under his father between the ages of eight and eighteen, and without suspecting all along that he was doing anything extraordinary. He was eighteen years of age when the duke coming into the garden one day, saw a Latin copy of Sir Isaac Newton's celebrated "*Principia*" lying on the grass. Conceiving that it belonged to himself he gave orders that it should be carried back to the library. The young gardener stepped forward—

"Your Grace the book belongs to me."

"To you!" said his Grace; "do you understand geometry,—Latin, Newton?"

"I know a little of them," said the youth with an air of simplicity arising from a profound ignorance of his own knowledge and talents.

The duke, an accomplished man, with a turn for the exact sciences, commenced a conversation on the subject of mathematics. He asked him several searching questions, and was astonished with the force, the accuracy, and the simplicity of his answers. He then questioned him on his past life, and learned from the lad's own lips the details given above. There was nothing like boasting in the young man's narrative, and no apparent consciousness that he deserved praise for what he had done; it only seemed to him a natural consequence that whoever could read might learn whatever he chose.

His account charmed the duke, who drew the unconscious genius from obscurity, and provided him with an employment which left him plenty of time for the cultivation of the sciences. He discovered in him the same genius for music, for painting, for architecture, and for all the sciences which depend on calculations and proportions.

Such is the history of the youth of Edmund Stone, the well known mathematician. He lived to an advanced age, preserving an unblemished reputation and rendering important services to science. Among the works which he left behind him are a "Mathematical Dictionary," a "Treatise on Fluxions," another on Euclid, and another on the use of mathematical instruments. He died in 1708.

At the beginning of the eighteenth century there was to be seen, wandering in the fields in attendance upon a few sheep, or perhaps upon an ox tethered to him by a rope, a ragged, shock-haired child of ten years of age, the son of a poor peasant couple, of whose parental care had been deprived by death. The little lone orphan was sent into the fields to earn his daily bread by leading the cattle to pasture and keeping the flocks within bounds in a district where there were, and are to this day, no fences. With no fond parents to caress, no companions to play with him, it may be imagined that the life of the little outcast was sufficiently dreary and melancholy; but he found a compensation for his loneliness in attempts to gratify his thirst for knowledge—a passion which took possession of his mind in his very earliest childhood. With knowledge he must be fed, knowledge of some sort or other, and having no opportunity of exercising a choice, he was obliged to content himself with such means as came in his way. He had no books, and they would have been no use to him if he had had them, seeing that he knew not a single letter of the alphabet, and not a friend to teach him. The first thing we find him doing is making a collection of snakes, frogs, toads, and such reptiles and small animals as he could succeed in capturing, and studying their structure and habits, and asking every body who came in his way for information concerning them. It was but little information, however, that he derived from them—for the inhabitants of the district were profoundly ignorant, and quite as likely to mislead as to instruct him.

In this way the young Du Val spent his boyhood—groping in the dark, as it were, for food to satisfy his hungry intellect. At length he happened to catch sight of a book in the hands of a peasant boy, who had learned to read. The volume was *Aesop's Fables*, with rude pictorial illustrations. He had long been craving in secret for the ability to read; and the sight of this volume aroused in him a determination not to be balked. He earnestly besought the owner of the book to teach him his letters; but the boy was rarely in the humour to comply with his request. The only way to ensure his compliance was to bribe him; and this Du Val did with every miserable coin that he could scrape together by any species of labour or sacrifice. It was only by long and weary struggles against incredible difficulties that he succeeded at length so far as to be able with immense labour to spell out a page or two of the book. Having advanced so far, he became accidentally possessed of one of the country almanacs, of which enormous numbers were annually hawked through the French provinces. Here his attention was caught by the twelve signs of the zodiac, which he expected to find delineated in the heavens, and constantly watched for them there—it need not be said, in vain. His observations were not however fruitless; and after a time he began to realize some of the facts of astronomy, and to reason upon them with remarkable sagacity. Having occasion to go to Nancy, he saw in a print-sellers shop-window a map of the world. This he purchased for a trifle, and it became to him a new source of wonder and speculation. He pored over it incessantly, devoting to it all his hours of leisure. He had everything to discover for himself, and was so unacquainted with the science of geography as at first to mistake the degrees on the equator for French leagues; but by application and perseverance he corrected his first blunders, and came to a competent understanding of the map and its practical usefulness.

Du Val's fondness for study, and for retirement that he might study uninterrupted, gave him a distaste for the society of the boisterous peasant lads of his native village. To be freed from their intrusions and interruptions, he applied to a company of hermits, living together in the recesses of a wood, at some distance from Nancy, and engaged himself with them to feed and tend a few cows which they kept, and perform other menial services. The hermits, like most of the ascetics of that particular era, were grossly ignorant of scientific matters, and quite unqualified to direct the studies of their herdsman. They had however, in the cells a tolerable collection of books among them, and to these Du Val had access, and now for the first time felt himself in his element, and to make important progress in the acquisition of knowledge. Happily, many persons of education came to visit the hermits, and to them he invariably applied for the solution of any difficulty he met with in his reading, and derived most valuable assistance in this way. Every farthing of money that he earned in this hard service he laid out in maps and books, and studied them with all the ardour of his mind night and day—caring nothing for his personal appearance, which was wild and savage as an Orson of the woods.

Du Val remained in the service of the hermits and their cows, discharging his duty with rigid fidelity, and as rigidly subjecting the passions and pleasures of youth, to the cravings of his mind for knowledge, up to his twenty-first year. As it was with Edmund Stone, so it happened with Du Val; accident, or what seemed accident, rescued him from obscurity and difficulty, and placed him in a position of comfort and honour.

In the autumn of 1717, the young Prince of Lorraine happened to be hunting in the forest where the hermits had their residence. The tutor and governor of the young prince, Baron Psutschner, having strayed from the hunt, came unexpectedly upon the young Du Val sitting quietly under a tree, surrounded with his maps and books spread out upon the grass, while the hermits' cows tranquilly chewed the cud in a dell below. The spectacle of a herdsman, with a face tanned to the colour of bark, and shaded only by a long thatch of flaxen hair, his sole garb a tattered garment of coarse linen, and with a heap of maps and books about him, seemed to the baron so strange a sight, that he rode off at once to bring the prince to witness it. The prince rode up immediately, and put many questions to Du Val concerning his way of life and the progress he had made in learning. The answers of the herdsman shewed the prince that he had already mastered the elements of several sciences. The prince proposed that he should enter his service, and offered to take him to court. Du Val had read in the hermit's books that the atmosphere of a court was unfavourable to study and inimical to virtue; and he answered with the utmost simplicity, "that he should prefer to tend upon his cows and lead a tranquil life in the forest, with which he was perfectly satisfied, rather than give up his studies to wait on the prince; but that if his highness would introduce him to the society of books instead of courtiers, and give him an opportunity of acquiring more learning and knowledge he was quite ready to follow him at once." The prince was much pleased with his answer, and interceding with his father on behalf of the herdsman, prevailed on the duke to send him to the college at Pont-au-Mausson. All Du Val's oppositions were immediately at an end. His course at college was triumphant. He made the tour of France for further improvement, at the charge of the duke, and gained a professorship in the Academy of Luneville, with a liberal salary. Subsequently he won still greater honors and rewards, and lived to enjoy them to the age of fourscore years. Through life he maintained his modesty and simplicity of demeanour, and delighted to recur to the particulars of his youthful course. He died in 1775.

In the year 1699, the son of a carpenter, named Harrison, of Foulby, in Yorkshire, lay ill in bed, unable to move about. He was a child of six years of age; and among the indulgences that were offered him to while away the tedium of sickness, he chose to have the works of a watch laid open upon his pillow that he might mark its movements. As he grew up he received very little education, and was put to learn his father's trade, working with him in the carpenter's shop and at the houses of his patrons. As he had no time for study by day, he made time by sitting up at night, and was in the habit of writing out in full whatever he wished to learn thoroughly. Clocks, watches, and wheel machinery of all kinds had more charms for him than anything else; and to the construction and improvement of these he directed all his energies and experiments. With this view he pursued the study of arithmetic in its higher branches, and became a good practical mathematician. He invariably embodied any new idea that struck him in a new time piece; and by a series of trials in this way attained to a sounder knowledge of his subject than was possessed by any professed horologist of his time.

In the reign of Queen Anne, a reward was offered by the Government for the discovery of a successful mode of ascertaining the longitude at sea. Harrison's attention was drawn to the subject, and he had the ambition to compete for the twenty thousand pounds which was to reward the difficult achievement. He first produced a clock whose movements he expected would be proof against the irregularities of climate and the motion of a vessel. An experiment made with it during foul weather on the River Humber, shewed that he had calculated rightly; and he brought the clock to London, and submitted it to the members of the Royal Society. They gave him a certificate to the effect that his machine promised to perform with the necessary exactness. In consequence of this, a trial was made on board a man-of-war bound for Lisbon, and succeeded so well, that the Board of Longitude awarded Harrison £500, and encouraged him to proceed. How he did proceed—how he abandoned the clock form, and made his chronometers in the shape of large watches—how he finally conquered all difficulties, fairly fulfilled the conditions required, and received the £20,000, and enjoyed the fame to his genius and perseverance—most people know, and those who do not can easily learn from the pages of the *Biographical Dictionary*.

William Gifford was the son of a dissipated and abandoned man, who had no care for his offspring, and who closed a vagabond life by a premature death. His widow soon followed him to the grave, and at twelve years of age young Gifford was left alone in the world. During his parents' life he had known poverty and wretchedness in

their worst forms, and after their decease he was bound apprentice to a shoemaker, who proving a hard and tyrannical master did not much better his lot. The boy's single possession was one book, a "Treatise on Algebra," but this was a sealed book to him, owing to his ignorance of the elementary principles which would have enabled him to understand it. Happily his master's son had a copy of "Fenning's Introduction," and through reading this by stealth, Gifford was enabled at length to make use of his own volume. Being without pens, ink, and paper, or a farthing to purchase them with, he hit upon the plan of beating out fragments of leather with his hammer, and working the problems upon them with a blunt awl. His progress though slow was solid and real. A ludicrous blunder on the part of a sign painter at length elicited his dangerous talent for satire and versification, which he exercised so cleverly as to win the admiration of the whole town, and, unhappily, to excite the ill-will of his master, who searched the lad's garret, pounced upon his little library, his paper and mathematical diagrams, and rigorously forbade all further application to study. This circumstance, which threatened to overthrow the lad's prospects, and doom him to ignorance, proved the cause of his eventual prosperity. Mr. Cooksley, a surgeon in the town, being struck with the vigour and solidity of the young man's productions, visited him, heard the particulars of his history, and immediately raised a subscription for the purpose of buying up his indentures and releasing him from the tyrannical shoemaker. This liberality was not thrown away. In two years from the time of his release, Gifford had prepared himself to enter the university. The same kind friends sent him to Oxford, where his fine talents and finer industry, enabled him soon to support himself. He gained the regard of Earl Grosvenor, who became his patron, and made him tutor to his son, with whom he made the tour of Europe. On his return to England he devoted his life to literature, and from that time to the day of his death rose in favour and popularity with the public, and gathered honors and emoluments rarely enjoyed by members of the literary profession. The shoemaker's apprentice achieved a reputation of the first rank, became the companion of nobles and statesman, died in opulent circumstances, and was buried in Westminster Abbey.

Here, then, are four examples of men who have risen, three of them from the very lowest condition of life, to reputation, honour and emolument. Were it desirable so to do, we might increase the four to forty, and in fact to an indefinite amount beyond that, by extending our researches among the biographies of the living and the dead. Where there is a will, the above narratives shew, there is a way, because a resolute and determined will, wills to make a way for itself and gathers fresh strength from the conflict with opposing obstacles. If it be objected that, of the above examples, three, at least, were helped onward to the goal by other hands, we would reply, that all three of them had really won the prize before they got it; that Stone in his garden, Du Val in his forest, and Gifford in his cobbler's stall, had already fought and won the battle with circumstances, and were worthy of the guerdon they received. Whoever will strive as they strove shall assuredly rise—not, it may well be, to honour equally conspicuous and remarkable—but to a higher level than that from which they start at the outset.

Yet let us not be misunderstood. We adduce the above examples as proofs of what may be done by the diligent use of the faculties given to us by our Creator, not as recommending our readers to aim at social elevation, as the chief end of self-culture. A higher motive should stimulate us in the race; and in viewing success in life, we should ever remember that if it is purchased at the expense of the eternal interests, it is bought too dear. It is well remarked by the writer of "Successful Men of Modern Times,"* and the remark ought to be kept in view by the young-reader—that "he who gains a crown of glory which never fades away, and who is admitted to the participation of pleasures which eye hath not seen and ear hath not heard, nor the heart of man conceived, is after all the truly successful man."

"THE CHILD IS FATHER OF THE MAN."

This *dictum* of Wordsworth was never more aptly illustrated than by the following anecdote of Henry Brougham the school boy, which we find in a delicious volume of the reminiscences of the late Lord Cockburn, just published by Adam and Charles Black, with the title "Memorials of his Time, by Henry Cockburn," "Brougham made his first explosion while in Frazer's class (at the High School of Edinburgh.) He dared to differ from Frazer, a hot but good-natured old fellow, on some small bit of Latinity. The master like other men in power, maintained his own infallibility, punished the rebel, and flattered himself that the affair was over. But Brougham reappeared next day, loaded with books, returned to the charge before the whole class, and compelled honest Luke to confess that he was wrong. This made Brougham

famous throughout the whole school. I remember, as well as if it had been yesterday, having had him pointed out to me as 'the fellow who had beat the master.' It was then that I first saw him."

MOTHERS OF GREAT MEN.

Among the mothers of great men, Juliana of Stolberg deserves a foremost place; and few mothers have been able to boast of such illustrious sons as William of Orange, and Lewis, Adolphus, Henry, and John of Nassau. "Nothing (says Mr. Motley) can be more tender or more touching than the letters which still exist from her hand, written to her illustrious sons in hours of anxiety or anguish, and to the last recommending to them, with as much earnest simplicity as if they were still little children at her knee, to rely always, in the midst of the trials and dangers which were to beset their paths through life, upon the great hand of God."

COMPARATIVE VIEW OF AMERICAN SYSTEMS OF PUBLIC INSTRUCTION.—I. MASSACHUSETTS.

BY THE HON. S. S. RANDALL,

Superintendent of Schools for the City of New York.

History of its System.—The Massachusetts Common School System, taken as a whole, and viewed with reference to its origin, its history, its duration, its combination of theoretical and practical excellence, and its results on the intellectual, moral and material interests of that community which has been subjected to its influences, is unquestionably entitled to be regarded as the noblest and most perfect institution of modern times. Its broad and ample foundations were laid more than two hundred years since. Twenty-two years only had elapsed after the landing of the Pilgrim Fathers at Plymouth, when the infant community of New England, still surrounded by innumerable perils, and manfully struggling against all the obstacles and discouragements, incident to the settlement of a new colony, enjoined, through its legislative assembly, or General Court, upon its municipal authorities, the duty of providing for the education of *every child* within their respective jurisdictions; directing them, in the terms of the act of 1642, to "have a vigilant eye over their brethren and neighbors—to see first, that none of them shall suffer so much barbarism in any of their families, as not to endeavour to teach, by themselves or others, their children and apprentices, so much learning as may enable them perfectly to read the English tongue, and obtain a knowledge of the capital laws"—that *religious instruction* be given to all children—and "that all parents and masters do breed and bring up their children and apprentices, in some honest, lawful calling, labor or employment, either in husbandry or some other trade, profitable for themselves and the Commonwealth, if they will not, or cannot train them up in learning to fit them for higher employment."

In the event of the neglect of parents and guardians to comply with these requisitions, after due admonition, the magistracy were authorized to take their children or servants from them, and place them where such an education should be given. Five years later, in 1647, a law was enacted providing for the establishment of one school at least, in every town of fifty householders or upward, and an additional or "Grammar School" in every town of one hundred or more families, to be supported entirely at the public expense. Thus a single generation was not permitted to pass, from the settlement of the colony, before complete and adequate provision had been made, by authority of law, for the universal and free education of every future citizen of the Commonwealth; and upon this strong and firm foundation, still rests the noble and magnificent structure of the Massachusetts Free Common-School System!

Its Leading Feature.—The prominent and leading feature of the Massachusetts System of Free Schools, may be regarded as consisting in the enactment, that each and every *township* of the Commonwealth shall, from its own resources, make adequate and ample provision for the complete elementary education of every child within its borders. The electors of the town may delegate this high trust, in part, by the organization of *districts*, the inhabitants and officers of which may carry out, within their jurisdiction, the requisitions of the law, subject to the general supervision and control of the township and its school committee. In point of fact, most of the towns of the State are thus subdivided into districts, each of which has its "prudential committee," generally consisting of one individual, chosen by the electors of the town or district, as may be deemed most expedient by the former, whose special duty it is to provide a suitable school house, with all necessary appurtenances, fuel, &c., for the district, at the expense of its taxable inhabitants, and to employ a suitably qualified teacher. The electors of each town are required annually to raise by tax such sum, not less than one dollar and fifty cents for each child between the ages of four and sixteen, as they may deem expedient, for the support of schools during the current year, exclusive of the

* See a useful volume of the Religious Tract Society's Series, under the above title.

purchase of sites, and the erection and furniture of school-houses, in such towns as are subdivided into districts. They are also required to choose, by ballot, a school committee consisting of three, five, or seven persons, who shall have the general charge and superintendence of all the public schools of the town, examine and license all teachers, visit each school on some day during the first or second week after its opening and before its close, and monthly during its session, without giving any previous notice to its instructors, prescribe the text books to be used, and procure a sufficient supply of each for the use of the pupils, whose parents or guardians are required, if able, to purchase the same at their original cost. In addition to the Primary Schools, or schools for children, the inhabitants of each town, containing five hundred families or upward, are required to maintain a school for instruction in the higher branches of learning; and if the town has four thousand inhabitants, or upward, in the classics.

Any two or more contiguous districts may associate for the organization and maintenance of a Union School for instruction in the higher branches; and any two adjacent towns of less than two thousand inhabitants, may establish a High School, by the consent of a majority of the electors of each. Each town in the State, however small, must maintain one or more schools for an aggregate period of six months in each year. Every town comprising one hundred families, is required to keep up such schools for an aggregate period of one year—and if the number of families amounts to one hundred and fifty, or five hundred families, two or more schools must be kept up for aggregate periods of nine months in the former, and one year in the latter case.

Until the year 1834, the moneys annually voted for the support of schools in the respective towns, constituted the sole fund provided for their maintenance. These moneys were, and still are apportioned by a vote of the town, among the several districts in such proportions as the majority of the voters deem expedient. In 1834, all unappropriated moneys then in the State Treasury, derived from the sale of lands in Maine, and from the claim of the State on the government of the United States for military services, together with 50 per cent. of all moneys thereafter to be received from the sale of lands in the State of Maine, were permanently appropriated for the aid and encouragement of Common Schools—such fund in the whole not to exceed one million of dollars.

Another distinguishing feature of the Massachusetts system consists in the power of the town or district committee to take possession of land designated by a vote of the town or district for the erection of a school-house, not exceeding forty square rods, without consent of the owner, and upon an equitable appraisal of its value by such committee, subject to the revision of a jury, who may change the location of the lot, and re-assess the damages in their discretion.

The inhabitants and legal voters of the town may also control, to a certain extent, the action of the several districts in the appropriation of money for school purposes. If the latter refuses to vote such supplies as may be deemed necessary, any five taxable inhabitants may appeal to the town, the electors of which, at their next meeting, may take the matter into consideration, and, by a majority of votes, impose such tax on the district as they may deem necessary.

Board of Education.—In 1837 a Board of Education, consisting of the Governor, Lieutenant Governor, and eight other persons appointed by the Council of State, and who hold their offices for eight years respectively, was organized by the Legislature. This Board receives reports from all the town committees—arranges and condenses the school returns, and makes a full report to the Legislature annually on the second Wednesday in January. They are authorized to appoint a secretary, whose duty it is, under the direction of the Board, “to collect information of the actual condition and efficiency of the Common Schools, and other means of popular education, and to diffuse, as widely as possible, throughout every part of the Commonwealth, information of the most approved and successful method of arranging the studies and conducting the education of the young.” He is also required to visit, as often as may be practicable, the schools in different parts of the Commonwealth.

The several school districts, or towns where no districts exist, are authorized by law to raise moneys for the purchase of school libraries and apparatus. Each district raising \$15 or upward for this purpose, is entitled to receive \$15 from the State Treasurer, to be expended for the same purpose; and any district having one hundred and twenty children, and raising \$80 for that purpose, is entitled to the same amount from the State. The same proportion in the ratio of expenditure on the one hand, and legislative county on the other, exists where the number of children consists of any higher multiple of sixty.

Normal Schools and Teachers' Institutes.—Three Normal Schools have been established in Massachusetts, for the education of teachers. One at West Newton, in Middlesex County, one at Westfield, Hampden County, and the third at Bridgewater. The school at West Newton is appropriated exclusively to females; those at Bridgewater and Westfield admit both sexes.

Twenty-five hundred dollars annually are appropriated by the State, defray the incidental expenses of Teachers' Institutes.

Moral and Religious Instruction.—It is made the “duty of all resident ministers of the gospel, of the selectmen and school committee, in the several towns and cities of the State, to exert their influence and use their best endeavors that the youth of their towns or cities shall regularly attend the schools established for their instruction;” and also of the Presidents, Professors, and Tutors of the University at Cambridge, and of the several Colleges, and of all preceptors and teachers of Academies, and all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth; love to their country, humanity and universal benevolence; sobriety, industry and frugality; chastity, moderation, and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues, to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness; and also to point out to them the evil tendency of the opposite vices.”

County Associations of teachers and others holding semi-annual meetings of not less than two days each, for the express purpose of promoting the interests of Common Schools, are entitled to receive fifty dollars each, annually, from the State. The State Association of Teachers is entitled to one hundred and fifty dollars annually, from the same source; and seven thousand dollars are annually appropriated to the State Normal Schools.

No child under the age of fifteen years can be employed in any manufacturing establishment, unless such child shall have attended some public or private day school, taught by a qualified teacher, at least eleven weeks out of the preceding twelve months, and for the same length of time in every year during such employment.

In 1850, the Board of Education was authorized to employ visitors to aid the Secretary in the examination and inspection of schools; and under this authority several of the most distinguished friends of education in the State have been from time to time engaged in this work.

This, then, is the system of public instruction, the prominent and leading features of which have been in successful operation for more than two centuries, and under which, and mainly and chiefly in consequence of which, the Commonwealth of Massachusetts has attained to a conceded superiority in all the essential elements of physical, moral, and intellectual advancement over all her sister States.

ITS DISTINGUISHING excellences may thus be briefly enumerated:

I. The clear recognition of the absolute right of every child, whatever may be his condition or circumstances, whether rich or poor, bond or free, deaf, dumb, blind, or even idiotic, in prison or at large, to that amount and degree of intellectual and moral cultivation which shall enable him most efficiently and usefully, both to the community and himself, to develop the various faculties of his nature.

II. The equally clear and distinct recognition of the duty of the State to furnish such education at the common expense of its citizens, in proportion to their respective pecuniary ability.

III. The simplicity and efficiency of the machinery by which this great result is steadily and systematically produced through the township and district organization, each harmoniously co-operating with the other, each preserving in its own clearly defined boundaries and jurisdiction, and each striving, in its own sphere, to carry forward, elevate and expand the great interest which all have at heart.

IV. The admirable provision for the maintenance and support of the schools of each town, by annual appropriation superficially made for that purpose by the vote of its own citizens—the minimum standard of such appropriation being fixed by law, beyond which an unlimited discretion may be exercised; and the opportunity thus afforded for bringing annually under review and full discussion the solemn trust thus committed to the charge of the respective municipalities and townships of the Commonwealth.

V. The various auxiliary agencies brought to bear upon the universal education of the people, through the clergy, the colleges, universities, and academies of the State, County and State Associations of Teachers and others, Teachers' Institutes, the numerous philanthropic and benevolent associations, the manufacturing establishments, and even the prisons and penitentiaries, and especially the executive and legislative departments of the government. The power and influence thus concentrated in behalf of early and thorough instruction, evince an intelligent appreciation of its vast importance, and a settled determination in the public mind to avail itself of every practicable agency for its advancement.

VI. The provisions for the complete instruction and preparation of teachers, for the frequent visitation and thorough inspection of the several schools, and for periodical and systematic reports of their condition, progress, and prospects.

Admirably adapted, however, as this system is, both in theory and practice, to the community in which it originated, and for whose benefit it was designed, it by no means follows that similar results would be

produced in other communities differently situated. Had it been adopted in Connecticut, as it has in its essential features in most of the other New England States, there can, we think, be but little doubt of its immense superiority over the existing system. But in New York, Pennsylvania, and other large States, comprising a great diversity of population, and numerous territorial subdivisions, it would, we apprehend, have been found wholly impracticable. And even in the new States springing up in the West, we are inclined to the opinion that, while the fundamental principles upon which the Massachusetts system rests may advantageously be adopted, yet the main provisions for the support of schools should be derived from the aggregate taxable property of the whole community, and equitably distributed over the entire surface by general laws. In this respect we think the New York system, upon the whole, decidedly preferable—modified, as we are happy to state, it has recently been by the action of the Legislature, requiring a permanent annual State tax of three fourths of one mill upon every dollar of taxable property, and restoring in an improved form, the County Superintendency. Still a careful study of the Massachusetts system will develop numerous excellences and practical adaptations, to the condition of every community, which can not fail to commend themselves to the judgment of every enlightened friend of popular education.

Statistics.—From the last annual report of the Secretary of the Board of Education, we learn that the whole number of Public Schools in the State is 4,215; the number of pupils of all ages, 202,709 in winter, and 189,997 in summer; the average attendance 157,657 in winter, and 148,073 in summer; the number of teachers employed during the past year 7,134, of whom 5,325 are females, and 1,809 males; the average wages of male teachers \$41 45 per month, and of females \$17 29, including board; the whole amount of money raised by tax for teachers' wages, board, and fuel, \$1,137,407 76; and the income of public and local funds, \$43,867.

BOSTON TRUANCY ACT.

Under the authority of "An Act concerning Truant Children and Absentees from School," passed by the Legislature of Massachusetts in 1850, and modified in 1853 and 1854, the city of Boston has adopted ordinances to secure the general attendance of children at schools. Dr. Bishop, the City School Superintendent, presents the following main feature of the plan in actual operation.

"The territorial limits of the city are divided into three districts, and a 'Truant Officer,' so called, is appointed for each district. He is required to spend his whole time during school-hours in traversing streets, lanes, alleys and other places in search of absentees from school. These are of several different classes. One class is composed of the children whose parents have recently moved into the city, and who being more or less indifferent to the education of their children, have neglected to find places for them at school. Whenever the truant officer finds any of these children idle in the streets of his district, he makes such inquiries of them as may be necessary to ascertain their condition. If he deems it expedient he accompanies them to their places of residence, and by conversing with their parents in kind and respectful terms, he generally succeeds in persuading them to send their children to school, without any show of his authority, which should always be kept out of sight until other means have failed, and then be exercised as a last resort.

Another class of absentees stay away from school for want of shoes or such clothes as will enable them to make a decent appearance among the pupils at school. By patient efforts, on the part of the truant officer he can generally obtain from various sources such new or second-hand articles of wearing apparel as will keep this class of pupils respectably clad, and thus enable them to continue in school.

A third class of absentees is composed of children whose parents are so unfortunate, or idle, or vicious, as to require them to stay away from school for the purpose of gathering fragments of fuel and of food for the family at home. The officer can do much in his district to diminish the number of this class of absentees, but in cases of extreme poverty the absence can not be prevented, for necessity knows no law.

The fourth and last class embraces the idle and dissolute runaways from school, who not unfrequently absent themselves against the wishes and commands of their parents. Even such children the officer tries to win back to habits of attendance and good conduct, and is often successful. But when other means fail, he complains of the offender, who is arraigned according to law, and if found guilty is sentenced to some reformatory institution for a period varying from one to two years, where he will be instructed in the common school studies, and also taught to labor at some trade. In some cases the child is sentenced to the State Reform School during his minority, not so much to punish him as to save him from apparent ruin, and to give him an opportunity of growing up under good influence, and of becoming a good member of society.

During the year the three truant officers have investigated about three thousand instances of absenteeism. It must not be inferred,

however from this statement, that three thousand different children have required attention from a truant officer. Probably one thousand children or even less, have occasioned this number of visits, as an officer has sometimes been obliged to call on the same individual six or eight, or even ten times during the year to keep him in school. About one-third of the one thousand absentees do not deserve to be blamed for not being in school, while the remainder are more or less censurable for their absence.

The truant officers have, in course of the year, complained of one hundred and twelve children as idle and dissolute, and about one hundred of them have been committed to various reformatory institutions where they will receive proper instruction and discipline, and enjoy the means of reformation."

LADY JANE GREY'S SCHOOLMASTER.

[If our readers do not enjoy the following choice bit from "*The Schoolmaster*," a work by that pattern for all schoolmasters, the good old Roger Ascham, preceptor and Latin secretary to Queen Elizabeth, then they do not agree with us. It is full of hints to more than one class of persons, or we are greatly mistaken. The quaint, *old style* of its English is no detriment to it, and does not in the least detract from its beauty and worth. Read it.—Editor *R. I. Schoolmaster*.]

"It is a pity that commonly more care is had, and that among very wise men, to find out rather a cunning man for their horse, than a cunning man for their children. To the one they will gladly give a stipend of two hundred crowns by the year, and are loth to offer the other two hundred shillings. God, that sitteth in heaven, laugheth their choice to scorn, and rewardeth their liberality as it should; for he suffereth them to have tame and well ordered horses, but wild and unfortunate children.

One example, whether love or fear doth work more in a child for virtue and learning, I will gladly report; which may be heard with some pleasure, and followed with more profit. Before I went into Germany, I came to Broadgate, in Leicestershire, to take my leave of that noble Lady Jane Grey, to whom I was exceeding much beholden. Her parents, the duke and the duchess, with all the household, gentlemen and gentle women, were hunting in the park. I found her in her chamber, reading Phœdon Platonis in Greek, and that with as much delight, as some gentlemen would read a merry tale in Bocace. After salutation and duty done, with some other talk, I asked her, why she would lose such pastime in the park? Smiling, she answered me, 'I wiss, all their sport in the park is but a shadow to that pleasure which I find in Plato. Alas! good folk, they never felt what true pleasure meant.' 'And how came you, Madame,' quoth I, 'to this deep knowledge of pleasure? And what did chiefly allure you into it, seeing not many women, but very few men, have attained thereunto?' 'I will tell you,' quoth she, 'and tell you a truth which, perchance, ye will marvel at. One of the greatest benefits that ever God gave me, is, that he sent me so sharp and severe parents, and so gentle a schoolmaster. For when I am in presence either of father or mother, whether I speak, keep silence, sit, stand, or go, eat, drink, be merry or sad, be sewing, playing, dancing, or doing anything else, I must do it, as it were, in such weight, measure and number, even so perfectly as God made the world, or else I am so sharply taunted, so cruelly threatened, yea, presently, sometimes with pinches, nips, and bobs, and other ways, which I will not name for the honor I bear them, so without measure misordered, till I think myself in hell, till time come, that I must go to Mr. Elmer; who teacheth me so gently, so pleasantly, with such fair allurements to learning, that I think all the time nothing, whiles I am with him. And when I am called from him, I fall on weeping, because, whatever I do else, but learning, is full of grief, trouble, fear and whole misliking unto me. And thus my book hath been so much my pleasure, and bringeth daily to me more pleasure and more, that, in respect of it, all other pleasures, in very deed be but trifles and troubles unto me.'"

THE EDUCATION OF WOMAN.

To direct all the power of the home aright—to be efficient in the performance of her various offices as wife, mother and domestic manager—woman must be fortified and directed by intelligence. All the arguments which have been from time to time advanced in favor of the education of man, plead equally strongly in favor of the education of woman. In all the departments of household industry and management, intelligence adds to her usefulness and efficiency. It enables her to employ the means with which she is furnished, and the influence which nature has designed her to exercise, to the best purposes. Mental culture is the handmaid of comfort—that thoroughly English word, signifying the true element of physical and moral well-being. It enables her to anticipate, gives her forethought, suggests modes of providing for the future happiness of herself, her children, and her husband. It gives her strength in all ways, and enables her to conduct herself creditably in the various relationships of life—

as daughter, sister, wife, mother, or friend. In such mental struggle and enlightenment, be sure that she will always find a stronger and surer protection than in mere innocent and unsuspecting ignorance. In cultivated moral and religious feelings, she will secure sources of influence much more noble, and much more lasting, than in mere physical attractions; and in proper self-reliance and self-dependence on her own mental resources, directed for the good of others, she will generally experience the truest and most lasting sources of comfort and happiness. Were all women so educated, the power which they wield in the homes of England over the minds and morals of the rising generation, could not fail soon to advance us immeasurably in the dignity of rational existence, as well as in all moral, social, and religious well-being.—*Eliza Cook's Journal.*

JOURNAL OF EDUCATION,

Upper  Canada.

TORONTO: JULY, 1856.

* * Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 600 per month) on various subjects.

DISCIPLINE IN SCHOOLS.

In reply to many inquiries addressed to the Educational Department on the subject of Discipline in Schools, we insert the following extracts from the Law and Regulations on the subject.

The second clause of the sixteenth section of the School Act of 1850, makes it the duty of every Teacher of a Common School * * * "To maintain proper order and discipline in the School, according to the forms and regulations which shall be provided according to law." These regulations make it the duty of the Teacher

* * * * *

7. "To evince a regard for the improvement and general welfare of his pupils, to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

8. "To cultivate kindly and affectionate feelings among his pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

* * * * *

10. "To practise such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively necessary; and in all such cases he shall keep a record of the offences and punishments, for the inspection of the trustees, at or before the next public examination, when said record shall be destroyed.

11. "For gross misconduct, or a violent or wilful opposition to his authority, the master may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the trustees, through the chairman or secretary. But no pupil shall be expelled without the authority of the trustees.

12. "When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the master, with the approbation of the trustees, to expel such pupil from the school. But any pupil under the public censure, who shall express to the master his

regret for such course of conduct, as openly and as explicitly as the case may require, shall with the approbation of the trustees and master, be re-admitted to the school."

These regulations apply alike to Grammar and Common Schools; and are sufficiently explicit to make teachers effectively to perform a delicate and difficult duty.

On this subject we refer our readers to the series of practical papers, at the foot of this page, on the "School Room and its Discipline."

DISPUTES BETWEEN TRUSTEES AND TEACHERS.

Since the publication, in the May number of this *Journal*, of the extracts from the School Laws and Regulations, relative to disputes between trustees and teachers, Judgment has been given in the Court of Queen's Bench on the subject. The following is the case, as reported in the Queen's Bench Reports, No. 1, vol. xiv, page 15:—

TIERNAN V. SCHOOL TRUSTEES OF NEPEAN.

No action can be sustained by a school teacher for his salary; arbitration is the only remedy.

The plaintiff sued for his wages as a school teacher. At the trial at Ottawa, before *Macaulay, C. J.*, several objections were taken to his action, twelve issues having been joined on the record. The main objection, however, was, that no action could be sustained in a court of law upon such a demand, and that the only remedy was by arbitration. A verdict was rendered for the plaintiff, and £25 15s. damages.

Stephen Richards moved for a new trial on the law and evidence, and for misdirection, or to arrest the judgment.

Hagarty, Q. C., shewed cause, citing *Avery v. Scott*, 8 Ex. 487; *Livingston v. Ralli*, 25 L. T. Rep. 243, Q. B.

Robinson, C. J., delivered the judgment of the court.

The statutes 13 and 14 Vic. ch. 48, sec. 17, and 16 Vic. ch. 185, sec. 15, must govern the question, and we are of opinion that the defendants are entitled to prevail on the exception.

The statute 16 Vic. ch. 185, sec. 15, referring to 13 and 14 Vic. ch. 48, enacts "that no action shall be brought in any court of law or equity, to enforce any claim or demand which, by the said seventeenth section of the said act in part recited, may be referred to arbitration."

The 17th sec. of 13 and 14 Vic. ch. 48, thus referred to, without expressly excluding, as the 16 Vic. ch. 185 does, the jurisdiction of the common law courts, makes provision for settling by arbitration all such disputes as may arise between school trustees and a teacher, in regard to his salary, the sum due to him, or any other matter in dispute between them, having first provided in the same clause "that any teacher shall be entitled to be paid at the same rate mentioned in his agreement with the trustees, even after the expiration of the period of his agreement, until the trustees shall have paid him the whole of his salary as teacher of the school, according to their engagement with him."

It is quite evident, in our opinion, that it is the effect of that clause, and was the intention of the legislature, that if a person who has been a common school teacher should, after the cessation of his engagement, differ with the trustees upon any matter growing out of his engagement or employment as teacher, he might refer it to arbitration under this provision; and if so, then it follows, that under the enactment in the latter act he is confined to that remedy.

Rule absolute.

The School Room and its Discipline.

REPROVE GENTLY.

He who checks a child with terror,
Stops its play and stills its song,
Not alone commits an error,
But a grievous moral wrong.

Would you stop the flowing river,
Thinking it would cease to flow?
Onward must it flow for ever—
Better teach it where to go.

SCHOOL GOVERNMENT.

By the Rev. C. H. BROMBY, M. A., *Principal of the Training College, Cheltenham.*

In order to become a moral trainer, the first step a teacher must take must be to overhaul the present expedients of his school government. Does he rule his little empire by the law of love or of fear? Dose he secure order, obedience, and industry, by infusing the spirit of work from a lawful desire to please others, or honest love of approbation, and for the principal of duty; or does he force results, if not by a rod of iron, by the rod of hard and elastic wood? I am no advocate for weak discipline, properly so called; but I do not call *that* discipline which subdues the spirit of a child, instead of forming his pliant character. There are a thousand arguments against the rod. It is a very easy expedient—an irresistible argument—which the worst master who has but a man's strength can employ. I cannot but think, however, that it is occasionally placed upon the wrong pair of shoulders, when I see a boy punished for indolence or indifference, or which the want of tact and skill in the master is alone to be blamed. The master cannot interest his class—the boy is inattentive. The master is the cause, the boy is the effect; the effect is punished, and the cause escapes. Depend upon it that the teacher who avails himself of all the moral means of discipline which he could find, if he only looked for them where they are to be found—in the sympathies of our common nature—will produce a better condition of discipline, and with far less trouble to himself. School government built upon these sympathies, and backed by public opinion, will be far safer, far pleasanter, and far more productive of fruits, than one enforced by violence and fear. I know that it may be said that universal practice seems to show that the rod must have had its origin in some principle of our nature. This argument I grant; but that principal may be the unfitness and the inertness of the master's nature, and not the want of response to a higher appeal, which will be found in the boy's nature, unless it has perished for want of exercise. An ignorant man, and an unskilful man, of whom accident, and not nature or cultivation, has made a schoolmaster, will find opposed to him the whole sympathy—the public opinion—of his scholars, and he has no alternative but rebellion or the use of his wooden rod; and, as in all stimulus, the dose must be increased, he has no limit to the extent of the employment of it, until a boy too big or too brave for him shall measure his animal strength with his own. There are innumerable objections to the indiscriminate use of this weapon at least, if not its use altogether.—(1) It is seldom applied without passion. (2) A blow inflicted, if it afterwards be proved in error, cannot be recalled. (3) It takes no cognizance of the temper or animus of the culprit. (4) It draws out a direct and hating antagonism among the children. (5) A fault so punished is regarded by the culprit as expiated as soon as the atonement is made. (6) It hardens the sensibilities of a boy's moral nature. Corporal punishment, when anything good is left in a boy, breeds a reckless temper that defies the pain in the bold, and tends to press and to extinguish that becoming self-esteem, and spoils the very spirit of the more gentle boy. As *war* is the last appeal of kings, *death* is the last appeal of the law, so the *rod* should be that of the schoolmaster. I know, as well as any one here, that there must be punishment; but it should consist in the *moral sense of disgrace*, and not in the *animal sense of pain*. What a bad master calls a bad boy, may be the bravest and the finest boy in the school. The master has never courted his affections, or challenged his confidence, and now he despises pain without flinching, for it is the price at which he buys the secret admiration and the sympathy of all his peers. If a master would secure a high state of discipline without the rod, he must begin to organize the school better, to prepare lessons of deeper interest, and adapt them to boy-nature more skilfully—he must claim their sympathies, condescend to play with them, to become a boy with a boy, a child with a child—he must listen to their tales of woe—every school has its own laws of morality—he must be himself an invisible party to their fabrication—he must seek to secure public opinion (what Stow calls the "sympathy of numbers") on his side, and then the stoutest heart of his most obdurate boy, robbed of the admiration of his equals, will not need his strong arm any more, he will wince before the very look of his displeasure. Severity either begets *defiance*, or it begets *terror*. If defiance, the whole discipline fails, unless you can pass from rods to scorpions and from scorpions to thumb-screws. If it begets terror, terror will take its coward refuge in cunning or falsehood; and, as all the glossoms of nobility of character drop off one by one, instead of a *man*, you have made a very *slave* of a boy. We have tried the rod long enough and if a voice from our prisons—if a voice from our reformatories—tells us that the words of human kindness alone can touch a string, the only string left that will vibrate within the broken instrument of an outcast's heart, surely we are doing a crying injustice to our comparatively innocent children whose natures are not utterly unstrung. Last winter, I wandered into the Sessions House in Hull, and I witnessed the trial of a boy of tender years. The Recorder was affected with emotion when he found that he was a hardened and oft-condemned

criminal, though young. He had behaved throughout his trial with the most sullen indifference. In passing sentence, the Recorder followed a new track. "My boy," he said, "I can find none to say a word for you, but I can pity you from my heart; you even know not who your father is, and your other unnatural parent deserted you while a child; you have had no friend to guard you, no monitor to warn you; you have never known a tender mother's love, and were never taught by her to think of God and to pray to Him." The boy, who could hear of former committals and endless thefts without an emotion, began to lower his head when the Recorder used the first tone of compassion; lower and lower it went; but at the name of mother—though one worth the name of mother he had never known—the dry channels of his eyes became filled, until at last the boy sobbed as if his heart would break for the very unwontedness of his emotions. So taught the Saviour of mankind the outcast, the publican, and the sinner, and shall we fall back upon terror and fear with the tender children of our daily schools?

SCHOOL JURISPRUDENCE.

THE OLD SCHOOLMASTER'S STORY.

"When I taught a district school," said he, I adopted it as a principle to give as few rules to my scholars as possible. I had however, one standing rule, which was, "*Strive under all circumstances to do right*," and the text of right, under all circumstances, was the GOLDEN RULE. "*All things whatsoever ye would that men should do to you, do ye even so to them.*"

If an offense was committed, it was my invariable practice to ask "was it right?" "Was it doing as you would be done by?"

All my experience and observation have convinced me that no act of a pupil ought to be regarded as an offence, unless it be when measured by the standard of the Golden Rule. During the last years of my teaching the only tests I ever applied to an act of which it was necessary to judge, were those of the above questions. By this course I gained many important advantages.

In the first place, the plea, "You have not made any rule against it," which for a long time was a terrible burden to me, lost all its power.

In the second place, by keeping constantly before the scholars as a standard of action, the single text of right and wrong as one which they were to apply for themselves, I was enabled to cultivate in them a deep feeling of personal responsibility.

In the third place, I got a stronger hold on their feelings, and acquired a new power of cultivating and directing them.

In the fourth place, I had the satisfaction of seeing them become more truthful, honest, trustworthy and manly in their intercourse with me, with their friends, and with each other.

Once, however, I was sadly puzzled by an application of the principle, by one of my scholars, George Jones,—a large boy—who partly through a false feeling of honor, and partly through a feeling of stubbornness, refused to give me some information. The circumstances were these.

A scholar had played some trick which had intercepted the exercises. As was my custom, I called on the one who had done the mischief to come forward. As no one started I repeated the request, but with no success. Finding that the culprit would not confess his guilt, I asked George if he knew who had committed the offence?

"I did not do it," was the reply.

"But do you know who did?"

"Yes, sir."

"Who was it?"

"I do not wish to tell."

"But you must; it is my duty to ask, and yours to answer me."

"I cannot do it sir," said George firmly.

"Then you must stop with me after school."

He stopped as requested, but nothing which I could urge would induce him to reveal anything. At last, out of patience with what I believed to be the obstinacy of the boy, I said—

"Well, George, I have borne with you as long as I can, and you must either tell me or be punished."

With a triumphant look, as though conscious that he had cornered me by an application of my favorite rule, he replied, "I can't tell you because it would not be right; the boy would not like to have me tell of him, and I'll do as I'd be done by."

A few years earlier I should have deemed a reply thus given an insult, and should have resented it accordingly; but experience and reflection had taught me the folly of this, and that one of the most important applications of my oft quoted rule was—to *judge of the motives of others as I would wish to have them judge of mine*. Yet, for a moment, I was staggered. His plea was plausible; he might be honest in making it; I did not see in what respect it was fallacious. I felt that it would not do to retreat from my position and suffer the offender to escape, and yet that I should do a great injustice by compelling a boy to do a thing, if he really believed it to be wrong.

After a little pause I said, "Well, George, I do not wish you to do anything which is wrong, or which conflicts with our Golden rule. We will leave this for to-night, and perhaps you will alter your mind before to-morrow."

I saw him privately before school, and found him more firm in the refusal than ever. After the devotional exercises of the morning, I began to question the scholars (as was my wont), on various points of duty, and generally led the conversation to the Golden Rule.

"Who," I asked, "are the persons to whom, as members of this school, you ought to do as you would be done by? Your parents who support you and send you here? your schoolmates who are engaged in the same work with yourselves? the citizens of the town, who by taxing themselves, raise money to pay the expenses of this school? the school committee who take so great an interest in your welfare? your teacher? or the scholar who carelessly or wilfully commits some offence against good order?"

A hearty "Yes," was responded to every question.

Then, addressing George, I said, "Yesterday I asked you who had committed a certain offence? You refused to tell me, because you thought it would not be doing as you would be done by. I now wish you to reconsider the subject. On one side, are your parents, your schoolmates, the citizens of this town, the school committee, and your teacher, all deeply interested in everything affecting the prosperity of this school. On the other side, is the boy who by his act has shown himself ready to injure all these. To which party will you do as you would be done by?"

After a moment's pause, he said, "to the first, It was William Brown who did it."

My triumph, or rather the triumph of the principle was complete, and the lesson was as deeply felt by the other members of the school, as by him for whom it was specially designed.—*R. I., Schoolmaster.*

CIVILITY AND REFINEMENT IN SCHOOLS.

BY DARWILL.

From the Rhode Island Schoolmaster.

It is painful to observe the lack of this, in some of our public schools. There is so much of coarseness and roughness in some of them (not to speak of vulgarity and profanity) that parents who regard its influence on their children are unwilling to send them where they are liable to learn as much that is bad, as that is good.

Is there not a necessity that teachers as a body should look more at this evil, and to its correction? Those influences which are adapted to improve the mind, ought necessarily to improve the manners. There ought to be a connection between the school and this improvement, just as there is between other causes and their effects.

The effect of allowing a child to run at large in the street, and mingle with all the company found there, should be well understood beforehand. The effect of accustoming a child to good society, is also well known. From such a child, it would be as surprising to hear vulgarity, as to find one of the other class refined.

No one would be at a loss to determine the influence on the morals and refinement of a company such as is usually found in a dram shop. How long could a youth visit such a place, and not show the influence on his own habits and tastes? Such company and such influences will soon educate a low, vulgar and vicious person. But why should not a school shew as decidedly an elevating effect on the character? The influence of knowledge when rightly directed, is to elevate, but if there is often connected with the place of its communication, an influence which lowers the character instead of elevating it, it is both strange and unfortunate.

There is something in the idea of a teacher that naturally commands respect. The supposition is that there are superior qualifications that fit the teacher for the office. Every teacher should command respect by being worthy of it; then how easy to teach scholars that what is to be respected in others, is respected in themselves.

With many, who have lost all care for the respect of others or themselves, this might have no effect; but not so with those who have been properly trained, hence then the great necessity for proper early training in habits of refinement and culture.

GOOD MANNERS IN SCHOOL BOYS.

There are many faults and vices which have been but too prevalent among school-boys, which a proper gentlemanly feeling (even as this world considers a gentlemanly feeling) will tend to correct. For instance, to speak the truth uniformly and without any regard to the personal consequences to ourselves, is a thing absolutely necessary to any one who would be considered a gentleman. Such a one would scorn a lie as being not only a sin in the sight of God, but also a thing mean and dishonorable in the sight of man, and tending plainly to the injury and disorganization of society. A lie is a thing unworthy not only of a christian, but even of a gentleman; and hence we see that the philosophy of the heathen blames it as much as the laws of Christ.

THE POLITE BOY—A RARITY NOW.

ANECDOTE TOLD BY A NEW-ENGLAND CLERGYMAN AT A TEACHERS' INSTITUTE.

Soon after I was settled in the ministry, I was appointed a member of the school-committee of the place. In my frequent visits to one of the schools, I took notice of a boy whose clothing was very coarse and showed many patches, but still was clean and neat throughout. His habits was remarkably quiet and orderly, and his manners very correct. His disposition was evidently generous and kind, and his temper mild and cheerful, as he mingled with his schoolmates at play, or joined their company on the road. When last I saw him in New England, he was on his way to school. His appearance still bespoke the condition of his poor and widowed mother, and his hat was but a poor protection against either sun or rain; but, as I passed him, he lifted it with an easy but respectful action, a pleasant smile, and a cheerful 'good morning,' which, unconsciously to himself, made the noble boy a perfect model of genuine good manners. His bow, his smile, and his words, all came straight from his true, kind heart. When last I saw him, thirty years had passed, and I was on a visit to the West. The boy had become a distinguished lawyer and statesman; but his bow, and his smile, and his kind greeting, were just the same as those of the barefoot boy with the poor hat.

HOW TO BE LOVED.

One evening, a gentleman related, in the presence of his little girl, an anecdote of a still younger daughter of Dr. Doddridge, which pleased her exceedingly. When the Doctor asked his daughter, then about six years old, what made everybody love her, she replied, "I do not know, indeed, papa, unless it is because I love every body." This reply struck Susan forcibly. "If that is all that is necessary to be loved," thought she, "I will soon make every body love me." Her father then mentioned a remark of Rev. John Newton, that he considered the world to be divided into two great masses, the one of happiness and the other of misery; and it was his daily business to take as much as possible from the heap of misery, and add all he could to that of happiness. "Now," said Susan, "I will begin to-morrow to make every body happy. Instead of thinking all the time of myself, I will ask, every minute, what I can do for some body else. Papa has often told me that this is the best way to be happy myself, and I am determined to try."

LITTLE KINDNESSES.

LITTLE acts of kindness, gentle words, loving smiles—they strew the path of life with flowers: the sun seems to shine brighter for them, and the green earth to look greener; and he who bade us "love one another" looks with favour upon the gentle and kind-hearted, and he pronounced the meek blessed.

To draw up the arm-chair and get the slippers for father, to watch if any little service can be rendered to mother, to help brother or assist sister, how pleasant it makes home!

A little boy has a hard lesson given him at school, and his teacher asks him if he thinks he can get it; for a moment the little fellow hangs down his head, but the next he looks brightly up; "I can get my sister to help me," he says. That is right, sister, help little brother; and you are binding a tie round his heart that may save him in many an hour of dark temptation.

"I don't know how to do this sum, but brother will show me," says another little one.

"Sister, I've dropped a stitch in my knitting; I tried to pick it up, but it has run down, and I can't fix it."

The little girl's face is flushed, and she anxiously watches her sister while she replaces the "naughty stitch."

"Oh, I am so glad!" she says, as she receives it again from the hands of her sister all nicely arranged; "you are a good girl, Mary."

"Bring it to me sooner next time, and then it won't get so bad," says the gentle voice of Mary, as the little one bounds away with a light heart to finish her task.

If Mary had not helped her, she would have lost her walk in the garden. Surely it is better to do as Mary did than to say, "Oh, go away, and don't trouble me;" or to scold the little one all the time you are doing the trifling favor.

Brothers! sisters! love one another; bear with one another. If one offend, forgive and love him still! and, whatever may be the faults of others, we must remember that, in the sight of God, we have faults as great and perhaps greater than theirs.

Be kind to the little ones; they will often be fretful and wayward. Be patient with them and amuse them. How often a whole family of little ones are restored to good humor by an elder member proposing some new play, and perhaps joining in it; or gathering them round her while she relates some pleasant story.

And, brothers, do not think because you are stronger it is unmanly to be gentle to your little brothers and sisters. True nobleness of heart and true manliness of conduct are never coupled with pride and arrogance. When I see a young gentleman kind and respectful to his mother, and gentle and forbearing to his brothers and sisters, I think he has a noble heart.

Papers on Practical Education.

PHYSIOLOGY AS A BRANCH OF EDUCATION.

The governors of Heriot's Hospital (a great public school), Edinburgh have unanimously agreed, on the motion of Dr. Lee, that human Physiology—or the fundamental principles of the laws of health—shall, for the future, be systematically taught to the elder scholars of both sexes in that institution. This resolution was adopted from the impression produced by a 'medical opinion' signed by sixty-five eminent physicians and surgeons which was printed in the year 1853. The document states "Our opinion having been requested as to the advantage of making the Elements of Human Physiology, or a general knowledge of the laws of health, a part of the education of youth, we the undersigned have no hesitation in giving it strongly to the affirmative. We are satisfied that much of the sickness from which the working classes at present suffer, might be avoided; and we know that the best-directed efforts to benefit them by medical treatment are often greatly impeded, and sometimes entirely frustrated by their ignorance and the neglect of the conditions upon which health necessarily depends. We are therefore of opinion, that it would greatly tend to prevent sickness and to promote soundness of body and mind, were the Elements of Physiology, in its application to the preservation of health, made a part of general education; and we are convinced that such instruction may be rendered most interesting to the young, and may be communicated to them with the utmost facility and propriety in the ordinary schools, by properly instructed schoolmasters."

The opinion is signed by Sir James Clark, Bart., Dr. Arnott, Sir Benjamin Brodie, Sir William Burnett, Dr. Robert Ferguson, Mr. Cæsar Hawkins, Dr. Locock, Dr. Hodgkin, Dr. Southwood Smith, and by almost every eminent member of the medical profession in the Metropolis. We trust that other institutions for the education of youth will imitate the good example of the Directors of Heriot's Hospital; and that the day will come when the poor, properly instructed in this branch of knowledge, will learn sufficient of it to make them happier men and better citizens.

THE EFFECT OF STUDY OUT OF SCHOOL.

From the Medical Journal.

The length of time to be employed in mental application by young persons at school, is a question which we are surprised not to see oftener discussed in medical books and journals, since there are few subjects that have a greater bearing on the bodily health, as well as the intellectual advancement of the young. On the one hand the importance of mental cultivation is denied by no one; the education of the people is the boast of our country, and is of incalculable advantage to a republic, in preparing its citizens for the responsible duties of self-government, and in promoting to an indefinite extent, the means of happiness of the individual. On the other hand we must take into account the dangerous effect of over-stimulation of the intellectual powers, and the absence of a due amount of bodily exercise, at the expense of the physical organization; and this view of the subject, we apprehend, has been too much overlooked by the instructors of youth, in their desire to bestow upon their pupils the advantage of a highly-accomplished education.

The vast increase, of late years, in the amount and variety of studies taught in our schools, leaves, we fear, too little time for the proper recreation necessary both to body and mind.

There are few schools in our city where the higher branches are taught, which do not impose upon the scholars, in addition to at least six hours' mental labor in the school-room, lessons requiring from one to two hours' hard study at home, which time must, in some cases be greatly extended by those of inferior powers of acquisition, whose ambition will not permit them to fall behind their more gifted companions. In many instances we are afraid the extra work is prolonged into those hours when both mind and body should be repairing the losses of the day by sleep.

Now, young persons, especially, require both amusement and outdoor exercise, and much more of the latter than most of our young friends are able or disposed to indulge in. The bow which is always kept bent, soon loses its elasticity. The youthful mind, by too much application becomes either heavy and incapable of healthful exertion, or else, by over stimulation, is rendered visionary, eccentric, and impractical, prone to fanaticism or even to insanity.

Sedentary habits predispose the system to dyspepsia, phthisis, and a host of other diseases. Over use of the eyes, especially by lamp-light, and on closely printed books, [often in the crabbed character of the Greek or German] when it does not immediately give rise to acute inflammation, often lays the foundation of permanent weakness of sight, and constitutes a source of misery which may last a life-time.

The School Committee of one city have wisely prohibited the imposition of lessons out of school hours, in the grammar schools. We hope they will ere long see the wisdom of introducing the same reform into the higher schools. In our opinion, no lessons should, as a general rule, be learned out of school. Six or seven hours daily, are quite enough to be spent in application to books, especially by children who are passing through that period in which the changes taking place in the system render it particularly susceptible to evil influence.

Nor would a diminution of the time spent in studying prove a real loss in the end; on the contrary, we believe that children would work with more interest, and make more progress in their studies, if they came to their studies with their minds refreshed, and bodies invigorated by exercise. Children should study hard, but they should also play hard; and it is just as much our duty to induce them to play as to make them study. The apparent progress made by incessant mental application in early years, is too often compensated in after life by ruined health and disappointed expectations.

A PRACTICAL SCHOOLMASTER AND HIS REWARD!

I once heard of a committee's interfering with and turning out a schoolmaster, for committing enormities, in the way of illustrating his lessons. It appears that he had enlisted the feelings of the pupils in Natural Philosophy, and tried to get some apparatus, but he was told to do the teaching and leave the nonsense. But nothing daunted, he got some apparatus himself and told the boys if they would bring a mouse or two the next day he would show them the effects of nitrogen upon them. The next day came the committee, to reprove him, because, forsooth, the boys in their eagerness to learn, had been up all night trying to catch mice for their master, and disturbing the house! He promised to do better; but when he came to Astronomy he committed a more atrocious crime—for being deficient of an Orrery, he took the biggest boy in the school, placing him in the middle for the sun, told him now to turn round slowly upon his axis as the sun did; then he placed a little fellow for Mercury; next to him a girl for Venus; then a representation of the Earth; then a fiery little fellow for Mars, and so on, till he got all the planetary system arranged, and explained to each how fast he is to turn on his heel as he went round his orbit. Then giving the signal, the sun commenced revolving, away went the whole team of planets around him, each boy keeping in his proper distance from the centre, trotting with the proper velocity in his orbit, and whirling round in due proportion as he performed his revolution. It must have been a rare sight, and a lesson which the boys retained; for do you think, my dear sir, that John, who represented Mercury, would ever forget that he had an easy time walking round the lubber in the centre? while Will, who represented Herschel, must have been out of breath in scampering round his orbit.

But the boys did not forget the lesson, neither did the master; they danced, but he paid the fiddler; for, horrified, the committee dismissed him at once; he had been teaching, for aught they knew, the dance of the Turkish dervishes.

MORAL TEACHINGS.

ILLUSTRATED BY ANECDOTES.

Perceptions of right and wrong belong to childhood, and, like other faculties, should be exercised and prompted to vigorous growth. This requires skilful training. Children tire of direct instruction, and unless charmed by the personal qualities of the Teacher, become listless or mischievous. But tell them a story, a biographical anecdote or historical fact, or let them tell one, and the case is altered. They see something tangible. The precept has its living type, and the moral lesson enters together with the story, and becomes for ever a part of the child's being. A story of this sort, and for this object, once a week, would do much for teachers and pupils, and would call attention to this much-neglected subject. It would compel investigation, and keep all on the alert for next week's lesson.

TEACHING AND TRAINING.

Many teachers fail to accomplish what they wish, because they do not understand the difference between *teaching* and *training*. To *teach* is to communicate instruction, to impart information; to *train* is to *exercise*, to *discipline*, to *teach and form by practice*," says Webster. With those who are already educated, measurably, mere *teaching* or precept may suffice; but for young persons, those who are *to be educated, training, practice, must be superadded, or much of our labor will be lost.*

SCHOLARS' MOTTOS.

I must learn to be Amiable, Affectionate, Attentive, Benevolent, Conscientious, Consistent, Diligent, Earnest, Frank, Filial, Forgiving, Grateful, Generous, Humane, Humble, Honorable, Industrious, Just, Kind, Loving, Modest, Mannerly, Neighborly, Obedient, Punctual, Patient, Quick, Ready, Self-denying, Sincere, Wakeful and Willing, Studious, Trusty, Tidy.

I must hear, read, think, and remember.

I must grow wiser and better every day.

I must leave all my play outside the school room.

I must respect and obey my teacher.

I must always speak the truth.

I must learn to govern myself.

I must be careful of my books.

I must learn to read like talking.

I must try to come to school every day.

When another speaks I must give attention.

Miscellaneous.

TWENTY YEARS AGO—THE SCHOOL-BOY'S REMINISCENCE.

I've wandered in the village, Tom,—I've sat beneath the tree,—
Upon the school-house playing-ground, which sheltered you and me,
But none were there to greet me, Tom, and few were left to know,
That played with us upon the green, some twenty years ago.

The grass is just as green, Tom,—barefooted boys at play
Were sporting just as we did then, with spirits just as gay;
But the master sleeps upon the hill, which, coated o'er with snow,
Afforded us a sliding place, just twenty years ago.

The old school-house is altered now, the benches are replaced
By new ones very like the same our penknives had defaced;
But the same old bricks are in the wall, the bell swings to and fro,
Its music just the same, dear Tom, as twenty years ago.

The spring that bubbled 'neath the hill, close by the spreading beech,
Is very low—'twas once so high that we could almost reach;
And kneeling down to get a drink, dear Tom, I started so,
To see how much that I had changed since twenty years ago.

Near by the spring, upon the elm, you know I cut your name,—
Your sweetheart's just beneath it, Tom—and you did mine the same,
Some heartless wretch hath peeled the bark—'twas dying sure, but slow,
Just as the one whose name we cut, died twenty years ago.

My eyelids had been dry, Tom, but tears come in my eyes,
I thought of her I loved so well—those early broken ties,—
I visited the old church-yard, and took some flowers to strew
Upon the graves of those we loved some twenty years ago.

And some are in the church-yard laid—some sleep beneath the sea,
But few are left of our old class, excepting you and me;
And when our time shall come, Tom, and we are called to go,
I hope they'll lay us where we played just twenty years ago.

HOME? TWO PICTURES, THEIR INFLUENCE.

In travelling over the State, have you ever found a house with a hog pen in front of it, an unsightly worm fence round a door-yard covered with chips, and a spout protruding through the side of the house, to carry dish-water to the road, forming a pool for the refreshment of travellers? If you haven't, you have not seen the whole world by a long shot, neither have you seen the whole State of Ohio; for even in this enlightened day, with the full effulgence of the intellectual sun beaming on us, there are dark corners where such things exist. If the hog pen is not directly in front of the house, it is so near that its odors neutralize all offensive smells from the dwelling, and its inmates are the first to welcome every visitor, by their hoggish grunt. Not a gate, nor even a pair of bars, but the tenants and visitors have to practise gymnastics by leaping a rickety fence, at the risk of their clothes, saying nothing of their lives; a door-yard full of chips, if nothing worse, with a pool of dish-water in close proximity, filled with potato skins, cabbage leaves, and other refuse of the kitchen—these offer the only charms that make these homes delightful.

Now what are the effects, the consequences of such a home? Associations form the mind and the man. Children brought up in such a place have no taste for the beautiful, but their minds, habituated to loathsomeness, become themselves loathsome, their habits filthy, and their manners disgusting.

How different from those whose first breath draw in the fragrance of the rose and the honeysuckle that climb around the windows of the paternal home, and whose first vision was cast on a fine lawn stretching around the house! Here every sense is regaled and cultivated; the sight with lawn and flowers, the smell with their fragrance, the hearing with the chirp of the robin and the hum of the humming bird, as they revel in the flowery paradise, and the feeling and taste with the surroundings of the beautiful. Home has a charm for them found no where else. The harsh asperities of nature are softened, and the heart is moulded by the associations to love and melody.

I will defy a lover of children, birds and flowers, to be a bad man. The heart that can appreciate and love *them* is of too fine and refined a texture to entertain a bad motive, or to prompt a bad action. Low, gross and sensual actions, are the result of low, gross and sensual associations in infancy and youth.

If parents, then, would have their children lovely, beautiful, respected and intelligent, so let them make home beautiful and lovely.—
Ohio Cultivator.

THE DOMESTIC AFFECTIONS.

The *Ottawa Citizen* recently reported an admirable lecture delivered in Ottawa on the "Domestic Affections," by the Rev. Mr. Johnston, of that city. The Editor remarks:—Home is the paradise of this terrestrial life. "For THERE it is," said Mr. Johnston, "where all that is great and good, all that is noble and refined, all that permanently fits man for the fulfilment of the object of his creation ought first to be imparted to his thoughts, and interwoven with his affections and his desires. Other institutions of life may be good, but it is the well regulated institution of domestic life, and the proper government of home that most deeply and permanently affects the well-being of mankind. Where the institutions of home government are defective, in vain will be the enactment of wholesome laws, or the efforts of an active police, or the establishment of public educational institutions, or the unsheathed sword of military power. These might to a certain extent mitigate the evil for a time—they might momentarily check the public workings of man's unruly passions and depraved appetites—but if the heart has not been cultivated at home—if the domestic influences have been corrupted at their foundations of life; this deep undercurrent of evil will, in time, sweep away every barrier, and engulf society in the polluted waters of licentiousness and anarchy. On the other hand, where the fountains of moral life are purified by the principles inculcated at home, though other laws of society may be defective, and other institutions either faulty or inoperative—yet, like the waters of a stream issuing from a pure fountain, the manners of a people may now and again become partially polluted, but the stream which continues to flow from the fountain will wash the defilement away. Then may we not be permitted to assume that among the first and most imperative duties of man, after the worship he owes to his Maker, is the proper cultivation and government of the domestic affections and relations of life. Happy are the people whose religion inculcates, as a duty, the sacred obligations of social life. Happy are the people whose public laws give countenance and support to such teachings of religion. Happy are the people whose rulers set the example of reverence for such teachings, and obedience to such laws. And truly blest is that nation, where, gathered around the domestic hearths of its palaces and its cottages, are a people who revere the pure, the hallowed, and the ennobling affections of parents and children, and all the domestic relations of home." It is true. The happiness, prosperity, and strength of a nation spring from those fountains which have their sources at the hearthstones of the people. If these sources are not true to nature,—if the affections of domestic life are not cherished at these firesides, then must that nation take an inferior rank in comparison with others, whose soldiers fight for home. The assertion that the happiness of mankind is essentially interwoven with the domestic affections, was illustrated by Mr. Johnston by several such pictures as the following:—

"In earliest childhood it is seen. That happy little group collected on their play-ground, or around their toys, whose joyous laugh, whose faces, radiant with delight, prove that they find exquisite pleasure in their sport—enjoy their pleasure only while affection or kindness regulates their play. And if some angry word, some passionate blow, inflict pain or grief upon the child, where does he go for comfort?—to his mother. In her arms, her loving voice, her fond caress, her consoling words quickly sooth him, and before the tear-drop has vanished from his eye, the last remnant of grief has flowed from his breast. Happy child to have a mother to fly to—happy mother, whose magic can charm her darling's grief away. And here, amidst this joy, let us drop one tear of sorrow over those little ones who have none on earth whom they can call father or mother,—whose orphan childhood must receive sympathy and sustenance from the hands and hearts of strangers. Yet they have a friend, who hath said 'leave thy fatherless children to me; I will take care of them.'"

After speaking of the enjoyment of the schoolboy, on returning home to pass the holidays, he continued—

"When his schoolboy days were over, and early manhood had found him fairly engaged in the great business of life—notwithstanding the numerous calls on his time, and the other sources of pleasure opened to him, did he not still feel that the truest source of happiness was found in the exercise of social affections? We need not enlarge upon those feelings, too sacred to be recounted and too deep to be expressed, when first in his heart was planted that image around which was entwined his warmest affections, and which henceforth became inwoven with his hopes and his fears, his joys and his sorrows through life. And when the new thought and the new joy of another home were his—when this new sanctuary of happiness was shared by one nearer and dearer to him than a sister, did he not feel that as he had ascended in the scale of existence, so he had in that of happiness? When the duties of the day were over, and the quiet of evening had come, did he not feel the reward of all his toil in the ministering attentions and fond endearments of his happy home? In difficulty had he not there a faithful counsellor? In trouble, had he not one to cheer and encourage him? In the hour of sickness and suffering, *she* did not forsake him—but all that affection could prompt to, or duty inculcate, was readily done to mitigate his pain, or to supply his wants. He finds none on earth so faithful, none so true, as she in whom his heart has confided. Of all the forms that friendship and attachment assume (unless it be that of a mother or a child), none is half so beautiful, half so true, as that of a fond and affectionate wife. How often has it been found proof against all the storms of affliction and adversity. Though fortune may forsake him, and former friends deny him,—when all else around him looks desolate and disheartening,—who still clings to him with unwavering attachment, and by every kind attention, every fond endearment, endeavours to assuage his sorrow and cheer his mind? When the voice of slander is raised against him, and the shafts of malice pierce his soul—who then comes forward as his constant defender, and loves him the fonder when the world contemns?"

When he bends to the storm
That gathers around him,
And the blast of the hurricane
Sweeps o'er his soul,
Who comes to the rescue?
Who keeps him from falling?
And with counsels of hope
Doth his spirit control?
'Tis the Wife and the friend
That never forsook him,—
Whom poverty, sickness,
And pain could not part;
'Tis the faithful companion,
The tender consoler,—
The pride of his eye,
And the gem of his heart!"

Of such home-pictures, and of the deep philosophy which may be drawn from them, Mr. Johnston's lecture consisted. A more touching, impressive and beautiful discourse we never heard in a Mechanics' Institute.

Educational Intelligence.

CANADA.

UNIVERSITY OF TORONTO.

A Convocation of the University of Toronto was held on the 1st inst., in the Hall of the University buildings in the College Park, for the purpose of conferring degrees, certificates, prizes, &c. The room was well filled by a highly respectable company of ladies and gentlemen. There was also a large array of Professors and Students in attendance, in their academical robes, which produced a very imposing effect. In the absence of the Hon. W. H. Blake, A.B., the Chancellor of the University, the Vice-Chancellor presided. The Students who attended, were presented to the Vice-Chancellor by the Rev. Arthur Wickson, M.A. Sixteen gentlemen were admitted to degrees; thirty-five received scholarships, and eighty-five certificates of proficiency and acquirements in the different branches of literature, were distributed to the Students. Five received gold medals, and one a silver medal; also, a number received prizes in books, some of them received so many that they were actually unable to carry them away. The Students who received prizes were urged, in encouraging terms, to continue in their laudable pursuit of knowledge. We subjoin a list of those who were admitted to degrees, and received certificates of honor and prizes. It will be noticed that many of those certificates and prizes were given for the previous year. But this is accounted for by the fact, that no Convocation was held last year, owing to the want of a suitable hall for that purpose. The following is the list:

ADMISSION TO DEGREES.

Hurlburt, (J.) B.C.L.—LL.D.; Clarke, (J. P.) Mus B.—Mus D. To the degree of M.A.:—Boyd, (W.) B.A.; Brown, (J.) B.A.; Marling, (S. A.) B.A.; McKewon, (S.) B.A.; Peterson, (H. W.) B.A. To the degree of B.A.:—Carnie, (C.) B.A., *ad eundem*—B.A.; Taylor, (T. W.) B.A., *ad eundem*; Catanach, (A.) 1855; Mathieson, (R.) 1856; Hodgins, (T.); Hume, (R.); Lister, (B. P.); Bowlby, (W. H.); Matheson, (T. G.); Unsworth, (R.) To the degree of M.A.:—Carnie, (C.) B.A.—Taylor, (T. W.) B.A.—*Colonist and Leader Report*.

UNIVERSITY OF TRINITY COLLEGE.

The following degrees have been conferred during the Easter Term 1856. Thursday, May 22nd.—*Admitted "ad eundem Gradum,"* George Clerk Irving, M.A., St. John's College, Cambridge; John Butler, M.A., Bishop's College, Lennoxville; Thomas John Mark Willoughby Blackman, B.A., King's College, Windsor, N. S. M.A., Nathaniel Osborne Walker, John Thomas Mackenzie, Walter Lambert, Ralph Leeming Ball. M.A.

The Annual Dinner was given in the College Hall, on Thursday, June 26th. The usual toasts were given, including those of "The Chancellor of the University," and "The Visitors," which were very warmly greeted, and responded to by Sir John Robinson and the Bishop respectively, the latter speaking with great feeling of the satisfaction which the establishment and progress of the College had afforded him in his declining years. The name of Mr. George W. Allan, who is now absent in England, was welcomed with the applause to which his strong interest in the prosperity of Trinity College justly entitles him. "The Prizemen of the year," were honoured with the notice which their exertions so richly merited, and among them we would mention the names of the successful candidates for the scholarships, which are awarded to Freshmen, according to the result of the Annual Examination. They are as follows:—1. Jones, William, (Toronto,) Wellington Scholar; 2. McNeeley, John, (Carleton Place,) Burnside Scholar; 3. Badgley, Charles Howard, (Toronto,) Allan Scholar.—*Colonist Report*.

ST. CATHERINES' GRAMMAR SCHOOL.

After the close of the recent very satisfactory Examination, the interesting ceremony of presenting Mr. Hubbard with a silver Tea-set, by the Pupils, took place. We hail with feelings of pleasure such spontaneous indications of respect and gratitude on the part of the Students towards their worthy and well-deserving Instructor, and we trust that such mutual and harmonious feelings may long continue to exist towards each other. This part of the day's proceedings was extremely interesting. Every one present seemed impressed with the sincerity and importance of the subject, and the worthy gentleman to whom the presentation was made, could not, when at that moment taking a retrospective view of the many years he had been connected with the Institution, avoid being deeply affected. We do not remember of having ever witnessed a more touching scene than this unanimous outburst of gratitude towards one who had spent the better part of his days in that noble—truly noble—cause, of rearing up in the community a long train of well-educated and useful citizens and professional men to labor in our midst. After replying in appropriate terms for the compliment paid him, Mr. Hubbard remarked, "While the Government would give us pound for pound to enable us to procure maps, apparatus and a School Library, it would be folly to expend money for these even such important aids to a School, for we cannot protect them, not even the books of the pupils; and while the Board of Trustees are enabled, principally by the liberal patronage which the School enjoys to expend £525 per annum for instruction, and thus secure in substance, the essential element of a good School, yet we have none of the external circumstances that afford comfort, favourably impress at the first sight, and give prestige. Boys must respect the very *building*, as well as their teachers, in order to establish the higher moral influence over their minds. I had intended to speak to parents with respect to what I must term their too great indulgence in allowing irregular attendance, or giving excuses when their sons do not deserve them. I have only time to add that even one day's absence of any boy injures the whole school, and embarrasses his own progress for at least one week. The theory of education is too well understood to require remark, but how to put that theory into *practice* is the question. One thing is certain—it cannot be done without the cordial co-operation of parents with the teacher, and I now invite a free communication with the instructors of this school; it will, I am sure, be well received, although it embraces a complaint."

BRITISH AND FOREIGN.

WELLINGTON COLLEGE.

(From the Times Reporter.)

The first stone of Wellington College was laid on the 1st June by the Queen, in presence of a brilliant and numerous assemblage, who evinced a lively interest in the ceremony.

A brief description of the locality may not be unacceptable, for, though in the neighborhood of the metropolis, it is not one of the haunts with which Londoners are familiar. It may be approached by many railways, but the most direct route is by the South-Western line, through the richly wooded plain of the Thames, by way of Kingston, Esher, Oatlands, and Woking. Northward stretch the Romping Downs,—no other name could so well describe them,—Bagshot-heath, and the Chobham Ridges, through which the line pursues its course to the village of Farnborough in the valley of the Blackwater. Six miles to the north-west of the former place, and lower down in the valley, lies the village of Sandhurst; and it is on a gentle eminence midway between that town and the Military College that Wellington College is to be erected. The site was chosen by Prince Albert, and does credit to his judgment. It is at once elevated and sheltered. The thick groves of fir that crown the crests of the adjoining hills protect it from the eastern blast, while the salubrity of the place is materially enhanced by a bright and rapid stream which rises a few miles above A der-shott, and, after a short course to the north-east, falls into the Loddon, one of the most important tributaries of the Thames. The college will command a noble prospect. The grounds, 125 acres in extent, touch the western lip of the London basin, and the country before, beneath, and around lies outstretched like a map. Here, east and west, crosses the line of the old Roman road from Silchester to London; far to the north rise the Chiltern hills; to the south the long chain through Surrey and Kent; and clear in the east glitters the Crystal Palace, with London, St. Paul's, Highgate, Hampstead, and Harrow in the distance. Richmond and Hampton Court complete the prospect, and the glancing of the sunlight on the Thames gives warmth and brilliancy to the whole picture. The soil in the vicinity of the college is a sandy gravel, admirably adapted for the purpose it is to be applied to, while the extent of the estate will afford many points for effective treatment, not the least important of which will be the formation of a handsome sheet of water designed to cover a surface of 20 acres, allotted by the Prince Consort for that especial object.

On the Queen's arrival at the spot where the stone was to be laid the Governors arranged themselves in the form of a semicircle. The Earl of Derby, Vice-President of the College, then read to Her Majesty an address expressed in the following language:—

"May it please your Majesty.—We, your Majesty's most dutiful subjects, the Vice-President and Governors of the Wellington College, approach your Majesty with the assurance of our devoted loyalty and affectionate attachment to your Majesty's throne and person, and with the expression of our heartfelt gratitude, on our own part, and on that of all interested in this institution, for the unflinching support and encouragement with which your Majesty has deigned to honor it, from the very first idea of its establishment.

"When, upon the death of the late illustrious Duke of Wellington, the country was anxious to testify its deep veneration for his memory, and only doubtful how best to give effect to the general feeling, your Majesty was graciously pleased at once to adopt (if, indeed, it may not be truly said that the idea originated in your Majesty's own mind) the suggestion of combining with a building, of which the architectural character should be worthy of the occasion, an institution which should perpetuate the name of the great deceased in conjunction with a permanent endowment in favor of the service to which he owed his fame, and on which he has conferred imperishable lustre.

"Surrounded by all the blessings of domestic life, which your Majesty well knows how to prize far above the splendor of a throne, your Majesty's maternal heart could sympathize with those less fortunate mothers whose lot it might be to look with anxiety upon a rising family, orphaned in their country's service, and doomed to struggle with all the evils of severe, and, above all, uneducated poverty. An institution which should mitigate these evils, should soothe these anxieties, should shelter, protect, and educate these orphans was the monument which your Majesty invited the country to raise to the lasting memory of the Great Duke.

"Your Majesty most munificently headed the subscription for this object, and the public have liberally responded to the call.

"On every occasion on which the powers of the Crown could be brought to bear upon the end in view, as in granting and facilitating the passing of the Charter of Incorporation, we have gratefully to acknowledge your Majesty's continued and unvarying support. Our deliberations have been constantly aided and guided by the presence and advice of your Majesty's illustrious consort, the President of the College; and, in approaching the accomplishment of our design, we have to tender to your Majesty the expression of our humble gratitude for the sanction and encouragement given to our undertaking by your Majesty's presence and participation in a ceremony originally intended to have marked the day which gave the world the great Captain of the age, and supplied, in addition to your Majesty's domestic happiness, a touching incident for the pencil of one of our greatest artists.

"It is believed that the building about to be erected on the site on which we stand will be visible from the domain which a nation's gratitude bestowed in perpetuity on the illustrious Duke; and his descendants will have before their eyes at once a memorial of the greatness of their distinguished ancestor, and of their country's recognition of his unequalled services.

"It is our anxious hope that within these walls, at no distant period, 200 orphans of officers of your Majesty's and of the East India Company's service may be lodged, boarded, partially clothed, and provided, between the ages of 11 and 16, with the elements at least of such a religious, moral, and intellectual education as may fit them for their future career in life, whatever that career may be; and if not gratuitously, at least at a scale of expense far below what any other institution could afford them. The admissions will be regulated by strict attention to the claims of the deceased officer and the circumstances of the surviving parent, without requiring any further disclosure of such circumstances than may serve to shew that the total provision for the family, if equally divided, would not exceed a given amount.

"Notwithstanding the munificent contributions of your Majesty and the public, we are not yet in a condition to carry out our plan to its full extent; but, looking to the circumstances of the time, to the many claims which may be urged upon us consequent on that which we may happily term the late war, we have deemed it desirable not to delay the erection of our intended building, and to rest satisfied with the partial application of our plan, both in respect of numbers and terms of admission, until the proved efficacy of our system may induce such increased support as may enable us to augment the former, and render the latter yet more liberal.

"With these views we are assured that your Majesty will join us in commending our infant institution to the protection of that God 'who is the father of the fatherless, and defendeth the cause of the widow;' and to that Almighty Protector we offer our fervent prayers that your Majesty may long be spared to witness the increasing prosperity of this institution, which, we trust, will for ages associate the memory of your Majesty's happy reign with the glory and patriotism of Wellington, and shew with what judicious liberality enduring honor was paid to the greatest man of his age by the gratitude of his Sovereign and his country."

To this address the Queen returned the following gracious reply, which Her Majesty received from the hands of Sir George Grey:—

"I have received with sincere gratification the address which you have this day presented to me.

"It affords me the greatest satisfaction to avail myself of this occasion to testify anew my warm and heartfelt participation in the general feeling of affection and veneration for the memory of the illustrious man whose name will be associated with the institution which we are met to inaugurate.

"That satisfaction is enhanced by the character of the monument which you propose to raise to the lasting memory of the Duke of Wellington, and also by the circumstances of the time selected for its erection.

"There could not be a more worthy record of a country's gratitude to its greatest soldier than a permanent endowment for the protection and education of the orphans of brave men whose lives have been laid down in the service of which he was the chief ornament and pride. Nor could there be a more appropriate time for raising such a monument to his memory.

"While gratefully admiring the gallantry and devotion which have been so conspicuously displayed by my army in the late war, I have deeply sympathized with the domestic sorrows and privations (the inevitable results of war) which have made so many mourners.

"I feel that we cannot better celebrate the re-establishment of peace than by laying the foundation of an institution, which, while it will tend to soothe those sorrows and to mitigate the severity of those privations, will

hold up to the imitation of all those who share its benefits the example of a disinterested patriotism, of an unceasing devotion to his country's service, of an honesty of purpose, and of a determination in the performance of his duty by which the long and brilliant career of the Duke of Wellington was so eminently distinguished.

"I can express no better wish for my own son, who bears the name of that great man, than that he should take as his guide through life the example of one with whom it will ever be his high distinction to have been connected.

"I heartily join with you in commending this infant institution to the Divine blessing, and in praying that, with its increasing prosperity, the benevolent intentions of its founders may be fully realized."

Her Majesty read this composition with a pathetic emphasis, the power of which was visible in all present. The Duchess of Wellington, in particular, was sensibly affected.

A brief prayer suitable to the occasion having been offered up by the Archbishop of Canterbury, a glass tube containing specimens of the current coins of the realm was deposited by the Queen in an aperture of the stone, and with them a piece of vellum, on which the following inscription was engrossed:—"The first stone of Wellington College, founded in honor of the memory of the Great Duke and for the education of the orphan sons of officers of the Royal army and of the army of the Honorable East India Company, was laid by Her Most Gracious Majesty Queen Victoria, June 1st, 1856." The massive block was then lowered gradually into its place, and, having performed the usual masonic operations, by means of a silver-gilt trowel, a mallet of ebony and ivory, and a plumb and square of ebony and silver, the Queen declared the foundation-stone to be "well and duly laid." The Earl of Derby gave the signal for three rounds of cheers, the people responding enthusiastically, and so the ceremony ended.

EDINBURGH UNIVERSITY.

There is a very keen contest going on for the Logic Chair in the Edinburgh University, left vacant by the lamented death of Professor Hamilton. Of the variety of candidates, Professors Fraser and Ferrier, it is said, stand the best chance of success. Neither of the Professors belongs to the Established Church; but both are attached to the principle of our Establishment. The mere circumstance, however, that Professor Fraser holds office in a Free Church College, while his rival is a Professor in the University of St. Andrews, may, the Scottish papers think, have some weight with such members of the Edinburgh Town Council as are ready to sacrifice important interests to mere sectarian feeling. Professor Fraser is a son-in-law of the late Professor Wilson, and is known in the literary world chiefly by his edition of the *Noctes* of his famous father-in-law, and by a philosophical work lately published, "The Institutes of Metaphysics: the Theory of Knowing and Being." Professor Fraser, a distinguished pupil of Hamilton, has been for about ten years Professor of Logic and Metaphysics in the New College, Edinburgh, and for nearly as long a period has edited the *North British Review*, to which he has contributed a number of profound articles on purely philosophical subjects. In several respects, the two candidates are nearly on a level. Both are men of high character and distinguished general ability. The one has taught philosophy at Edinburgh, and the other has taught philosophy at St. Andrews, with approbation and success. Both of them are Scottish metaphysicians of high pretensions, and likely to do something remarkable on the field of philosophy. But while Fraser holds by the great doctrines of the "Scottish School," as revived and fortified by Hamilton, Ferrier rejects these doctrines with contempt. The friends of Professor Fraser, therefore, contend that on philosophical grounds he has claims far superior to those of his principal opponent; and assert that to place Professor Ferrier, "a teacher of semi-Hegelian views," in the chair, would be "an act of national stultification."—*Globe Correspondence*.

THE FREE CHURCH OF SCOTLAND AND THE LORD ADVOCATE'S EDUCATION BILLS.

The General Assembly of the Free Church, now meeting in Edinburgh, had under discussion on Wednesday the bills before Parliament relating to education in Scotland. Several of the speakers expressed approval of the Lord Advocate's Parish Schools Bill as removing the test, while others objected to it, as providing no sufficient security for religious education. Eventually the following resolution, approving the bills of the Lord Advocate, was carried by a majority of 191 to 34:—"That the General Assembly, while adhering to the resolution of former assemblies as to the importance of securing the godly up-bringing of the young and providing full guarantees for the religious character of any national

system of education which may be introduced into the country, were of opinion that the bills now before the House of Commons on the one hand removed serious obstacles to the right settlement of the educational question, and on the other hand gave an opportunity for a movement in the direction of supplying the educational wants of burghs; and therefore that the assembly approve generally of both bills, and remit to a committee to set forth the views of the church in favor of a right national system, and to pray the House of Commons to pass the same with such amendments as to their wisdom might seem meet."

NATIONAL EDUCATION IN IRELAND.

The Irish Chief Secretary in resisting Mr. Walpole's motion to modify the Irish School system, remarked Mr. Horsman, that the change proposed would be highly detrimental to the national interests, to the cause of education, and to the public peace in Ireland. He agreed with Mr. Walpole that religion should be the basis of education in Ireland; he differed from him when he supposed that religion did not enter very largely into the instruction given in the national schools. Royal commissions and parliamentary committees had declared that no plan of education could be effectual in Ireland unless it was well and clearly understood that no attempt would be made to influence or disturb the peculiar religious tenets of any sect or denomination. Was the house now prepared to say, he asked, that a system of education which involved such interference would be successful? If not, they could not adopt this motion, which declared, in effect, that it was advisable to interfere with religious tenets, and violated the fundamental principle upon which the national system of education in Ireland was founded. This system was embraced by nine-tenths of the population, and was rejected by only a part of the clergy and laity of the Established Church, who thereby excluded themselves from the grant. Since 1833, when the National system commenced, the number of its schools and pupils had increased yearly, numbering in 1854, 5,178 schools and 551,000 scholars, comprehending children of all denominations, who associated in harmony as if they had been all of one creed; and although there were 20,000 teachers, there had been no religious squabbles, and it had not been alleged that there was a single case of proselytism. He contrasted the rules of the National Board with those of the Church Education Society with respect to religious instruction, and deduced from the falling off of the society's schools the conclusion that they were unpopular, because the society acted upon the false principle of endeavouring to make converts. He appealed to the testimony of eminent public men, who had been opponents of the National system, in commendation of its practical operation, and to the emphatic declarations of Lord Derby, when in power, and of Lord Eglintoun, against such a change as was now sought to be made in the system. He could not, he said, reconcile Mr. Walpole's conduct, in his present course, with his presumed opinions upon this question as a member of Lord Derby's Cabinet in 1852. He denied that the united system had failed; even supposing it had failed as a united system, the first object was to give a good secular education; but he adduced evidence showing that a very large proportion of the schools were united schools. The system had failed only in conciliating a part of the clergy in the Established Church of Ireland, who had set themselves in hostility to it and to the Legislature; and who, to the regret of many of their friends called for a relaxation of it by the adoption of a plan repeatedly condemned, and which was repugnant to the principle of perfect religious freedom.—*Speech in the House of Commons, 17th June.*

EDUCATION IN ENGLAND

The entire sum taken for this year is £451,213, which exceeds the vote of last Session by £54,292. An interesting Table of the progress of the operations of the Committee of the Privy Council was submitted to the House of Commons by Sir G. Grey, from which it appears that, six years ago, the number of certificated masters and mistresses of schools was 980, at present the number is 3,432; then, the number of schools under inspection was 3,098, now it is 6,966, exclusive of workhouse schools; the children present, at the Inspector's examination numbered, at the former period, 214,873, and on the last occasion 569,076. During these six years the annual quota of Queen's Scholars has increased from 39 to 972; of Trained Students, examined and passed, from 205 to 1,254; and of Pupil Teachers, from 4,660 to 8,524. Any one who looks at these figures will see that the existing system is working effectually, is expanding fast, and capable of further expansion to any desirable extent. The increase of the estimate for the present year by £54,292 is caused by several liberal regulations, but particularly by a new grant of £10,000 for industrial

Schools, and the extension to urban as well as rural districts of the Capitation Grants, the total amount of which is thereby increased from £12,000 to £40,000. Both these sums are intended especially for the benefit of poor and necessitous localities.—*Watchman.*

Departmental Notices.

To Municipal and School Corporations in Upper Canada.

PUBLIC SCHOOL LIBRARIES.

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be written on a distinct sheet of paper from the letter, attested by the corporate seal and signature of the Trustees; or by the corporate seal and signature of the Reeve or Clerk of the Municipalities applying for libraries. See accompanying Form.

SCHOOL MAPS AND APPARATUS.

The Legislature having granted annually, from the commencement of 1855, a sufficient sum of money to enable the Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities the Chief Superintendent of Education will be happy to add one hundred per cent. to any sum or sums, not less than five dollars transmitted to the Department; and to forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired.*

* *The Form of Application should be as follows:*

SIR,—The undersigned, Trustees [*Reeve, or Clerk*] of _____, being anxious to supply the Section (*or Township*) with suitable school requisites, [*or library books,*] hereby make application for the [*maps, books, &c.,*] enumerated in the accompanying list, in terms of the Departmental notice, relating to maps and apparatus, [*or library books.*] The [*maps or library books*] selected are, *bonâ fide*, for the use of the school [*or municipality:*] and they hereby pledge themselves and their successors in office, not to dispose of them, nor permit them to be disposed of to any private party or for any private purpose whatsoever; but that they shall be appropriated exclusively to the use of the school, [*or municipality,*] in terms of the Regulations granting one hundred per cent. on the present remittance.

In testimony whereof, the Trustees [*Reeve, or Clerk*] of the _____ above mentioned—hereto affix their names and seal of office this—day of—, 185—, at—.

[*Name.*] [*Seal.*]
We hereby authorise— to procure for us the _____ above mentioned, in terms of the foregoing application. [*Name of Trustees, &c.*]

TO THE CHIEF SUPERINTENDENT OF EDUCATION, TORONTO.

NOTE.—A Corporate Seal must be affixed to the foregoing application, otherwise it is of no legal value. Text-books cannot be furnished on the terms mentioned above. They

must be paid for in full at the net catalogue price. The 100 per cent. will not be allowed on any sum less than \$5, which must be remitted in one sum for either library or maps and apparatus.

SPECIAL NOTICE TO TEACHERS.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada, who may wish to avail themselves at any future time, of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, without delay, (if they have not already done so), their annual subscription of \$4, commencing with 1854. The law authorizing the establishment of this fund provides, "*that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" This proviso of the law will be strictly enforced in all cases; and intimation is thus early given to all Teachers, who have not yet sent in their subscriptions, to enable them to comply with the law, and so prevent future misunderstanding or disappointment, when application is made to be placed as a pensioner on the fund.

VICTORIA COLLEGE.

THE next Session will open on Thursday, the 21st of August, 1856. Gazette containing particulars may be had on application.
S. S. NELLES, M. A., President.

Cobourg, May 31, 1856.

Annual Examination of Common School Teachers, for the County of York.

NOTICE IS HEREBY GIVEN, that Adjourned Meetings of the Board of Public Instruction, for the County of York, will be held at the Court House, CITY OF TORONTO, on Monday, the 4th day of August, next; at RICHMOND HILL, on Tuesday, the 5th August; and at NEWMARKET, on Wednesday the 6th August, at 9 A. M., for the purpose of examining Common School Teachers, whose certificates will expire on the 30th September; when all teachers (excepting those holding first class certificates) are expected to attend.

JOHN JENNINGS, Chairman.
N. B.—Each Teacher is required to produce a certificate of good moral character, also a certificate from the Trustees of the School last engaged in.
Toronto, 24th June, 1856.

ADELAIDE ACADEMY, HAMILTON.

(Incorporated by Act of Parliament.)

FOR THE EDUCATION OF YOUNG LADIES,

THE NEXT ACADEMIC YEAR will commence on the first of September.

Reference is politely permitted to the following gentlemen, and to the numerous Patrons of the Academy:

The Hon. Sir J. B. Robinson, Chief Justice; The Hon. Robert Baldwin, C. B.; Rev. Matthew Richey, D.D.; Rev. E. Wood, President, W.M.C.; Rev. R. Burns, D.D.

J. B. HURLBURT, A.M., LL.D.

MRS. J. B. HURLBURT,

Hamilton, 19th July, 1856.

Principals.

HEAD MASTER WANTED

FOR the Grammar and Union School of the town of Peterborough. Salary £200. No one need apply unless fully and legally qualified. Letters not received unless pre-paid.

Immediate application to

IVAN O'BEIRNE,
Secretary to Board of Trustees.

Peterborough, July 8, 1856.

SITUATION AS SCHOOL MASTER WANTED.

A PERSON, a member of the Church of England, who has had considerable experience in Teaching, is anxious to obtain employment as a TEACHER in some Village or Town; would wish an engagement somewhat near a Church. Satisfactory testimonials can be furnished.
Address Mr. GRAHAM, Teacher, care of the Rev. H. J. Grasett, B.D., Rector of Toronto.

ADVERTISEMENTS inserted in the *Journal of Education* for one half-penny per word, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

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

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