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# JOURNAL OF EDUCATION

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## MODERN SYSTEMS OF EDUCATION AND THEIR FOUNDERS.

EMANUEL, COUNT DE FELLEBERG.—BORN 1874. DIED 1846,  
ÆTAS 72 YEARS.

No. IV.

The great educational establishment of M. de Fellenberg at Hofwyl, in the canton of Berne, has attracted more attention, and exerted a wider influence, than any one institution in Europe or America, during the present century. It originated in motives of patriotism and benevolence, about the year 1805, and was sustained for forty years by personal efforts and pecuniary sacrifices on the part of its founder, which have never been equalled among men of his wealth, and social position. Born to every advantage of education which wealth and rank could secure, advanced early to positions of trust and influence in public life, enjoying extensive opportunities of observation by travel in the most refined nations, thrown by the political convulsions of his country and of Europe, from 1790 to 1805, much among the people and their rulers, De Fellenberg became convinced that improvement in *early education* was the only resource for the permanent strength and elevation of the state of his own and other countries. To this object, at the age of thirty-one, he consecrated himself and his fortune. Being possessed of ample means, he resolved to form on his own estate, and on an independent basis, a model institution, in which it should be proved what education could accomplish for the benefit of humanity. Out of this determination arose the Institution at Hofwyl.

He commenced with two or three boys from abroad, with his own children, in his own house; and from time to time received others, but never more than two or three new pupils at once, that they might fall insensibly into the habits of the school, without producing any effect upon its general state. In 1807, the first building was erected for the "Literary Institution," and the number of pupils increased to eighty, mostly from patrician families. During this year he projected an institution for indigent children, and employed Vehrli, the son of a schoolmaster of Thurgovia, in the execution of the plan, after training him in his own family. The farm-house of the establishment was assigned for this school, and here Vehrli received the pupils taken from among the poorest families in the neighbourhood. He left the table of M. de Fellenberg, and shared their straw beds and vegetable diet, because their fellow-labourer on the farm, and companion in hours of relaxation, as well as their teacher, and thus laid the foundation of the "Agricultural Institution," or

"Poor School," in 1808. The principles on which this school was established, were to employ agriculture as the means of moral education for the poor, and to make their labours the means of defraying the expense of their education. In this institution, Vehrli attained that practical knowledge of teaching, which fitted him for his higher work in the Normal School at Krutzlingen.

About the same time, a school of "Theoretical and Practical Agriculture" for all classes, was formed and provided with professors. To this school several hundred students resorted annually. In the same year, Fellenberg commenced the formation of a Normal School, or seminary for teachers, at his own expense, inviting one of the most distinguished educators of the day to conduct it. Forty-two teachers, of the canton of Berne, came together the first year and received a course of instruction in the art of teaching. So great was the zeal inspired by the liberality of Fellenberg, and the course of instruction, that the teachers were content to prolong their stay beyond their first intention, and to lodge in tents, in lack of other accommodations on the premises. Owing to some jealousy and low party intrigue, the government of Berne interfered with his plan of bringing the teachers of the canton annually together for a similar course, and henceforth the benefits were open only to teachers from other cantons, and to such as belonged to the School of Agriculture. The teachers, after one of these annual courses, presented an address to de Fellenberg, from which the following is an extract. It is addressed to "the worthy Father and Friend of the People."

"When we reflect that without education no true happiness is to be attained, and that this can only be secured by means of well-taught and virtuous teachers; and when we recollect that you have devoted yourself to the object without regard to the sacrifice it may require,—we must rejoice that this age is favoured with such a friend of his country; and when we remember the kindness and friendship with which we have been treated at Hofwyl, we are compelled to give you our affection as well as our admiration, and which will not diminish as long as our hearts beat, and our children shall learn to say, 'So lived and laboured Father de Fellenberg.\*' We will not enter here into any particular statement of our views concerning the course of instruction we have received, which we shall in due time make known to the public: we will only say, for your own satisfaction, that this course has far exceeded our expectations, by its complete adaptation to practical life, by the skill and efforts of your assistants, and by the moral and religious spirit with which the whole has been animated. We have been led to enter with a fervent devotion into a sacred engagement, that we will live and labour in our calling in the spirit which you have exhibited, and thus prove to you that your noble sacrifices have not been vain. We are more deeply penetrated than ever before with a sense of the sacredness of our calling. We are resolved to conduct ourselves with prudence and caution, in affection and union, with unyielding and conscientious faithfulness, in the discharge of our duty, and thus to prove ourselves worthy of your Institution."

In continuation of our brief sketch of de Fellenberg's establishment at Hofwyl, we will add that, from 1810 to 1817, it attracted the attention of educators and statesmen in Switzerland and all parts of Europe. Pupils were sent from Russia, Germany, France, and England. Deputations from foreign governments visited it, to

\* This title was habitually given to De Fellenberg by the Swiss teachers and youth who appreciated his character, or who had experienced his kindness.

learn especially the organization of the School of Agriculture, and the Poor, or Rural School. In 1815, a new building was erected to accommodate the increasing number of the Agricultural School, the lower part of which was occupied as a riding-school and gymnasium. In 1818 another building became necessary for the residence of the professors, and the reception of the friends of the pupils; and soon after a large building, now the principal one of the establishment, with its two wings, was erected for the Literary Institution, which furnished every accommodation that could be desired for health or improvement. In 1823 another building was erected, in the garden of the mansion, for a school of poor girls, which was placed under the direction of the oldest daughter of Fellenberg; and in 1827 the Intermediate or Practical Institution was established.

The Practical Institution, or "Real School," was designed for the children of the middle classes of Switzerland, and not solely for the same class in the Canton of Berne, aiming thereby to assimilate the youth of the whole country into common feelings and principles of patriotism, by being educated together, and on one system. The course of instruction included all the branches which were deemed important in the education of youth not intended for the professions of law, medicine and theology. The pupils belonged to families of men of business, mechanics, professional men, and persons in public employment, whose means did not allow them to furnish their children an education of accomplishments, and who did not wish to have them estranged from the simplicity of the paternal mansion. In view of these circumstances, the buildings, the furniture, the table, and the dress of the pupils, were arranged in correspondence to the habits in these respects of their families at home. In addition to an ordinary scholastic course, the pupils were all employed two hours in manual labor on the farm, in a garden plot of their own, in the mechanic's shop, and in household offices, such as taking care of rooms, books and tools.

The following summary of the principles of education, as developed in the experience of Fellenberg, is gathered also from this work, and from a letter of his directed to Lady Byron, who has established and supports a *School of Industry* at Earling, after the model of the Rural School at Hofwyl:—

"The great object of education is to develop all the faculties of our nature, physical, intellectual, and moral, and to endeavour to train and unite them into one harmonious system, which shall form the most perfect character of which the individual is susceptible; and thus prepare him for every period, and every sphere of action to which he may be called. It is only by means of the harmonious development of every faculty of our nature, in one connected system, that we can hope to see complete men issue from our institutions—men who may become the saviors of their country, and the benefactors of mankind. To form such characters is more important than to produce mere scholars, however distinguished, and this is the object on which the eye of the educator should be fixed, and to which every part of his instruction and discipline should be directed, if he means to fill the exalted office of 'being a fellow-worker with God.'"

"On the reception of a new pupil, our first object is to obtain an accurate knowledge of his individual character, with all its resources and defects, in order to aid in its further development, according to the apparent intention of the Creator. To this end, the individual, independent activity of the pupil is of much greater importance than the ordinary, busy officiousness of many who assume the office of educators and teachers. They too often render the child a mere magazine of knowledge, collected by means purely mechanical, which furnishes him neither direction nor aid in the business of life. The more ill-digested knowledge a man thus collects, the more oppressive will be the burden to its possessor, and the more painful his helplessness. Instead of pursuing this course, we endeavor, by bestowing the utmost care upon the cultivation of the conscience, the understanding, and the judgment, to light up a torch in the mind of every pupil, which shall enable him to observe his own character, and shall set in the clearest light all the exterior objects which claim his attention.

All the various relations of space should be presented to the eye, to be observed and combined in the manner best adapted to form the coup d'œil. Instruction in design renders us important services in this respect—every one should thus attain the power of reproducing the forms he has observed, and of delineating them with

facility, and should learn to discover the beauty of forms, and to distinguish them from their contrasts. It is only where the talent is remarkable that the attempt should be made to render the pupil an artist.

The cultivation of the ear by means of vocal and instrumental music is not less important to complete the development of the human being. The organs of speech, the memory, the understanding, and the taste, should be formed in the same manner by instruction, and a great variety of exercises in language, vocal music, and declamation. The same means should also be employed to cultivate and confirm devotional feelings.

In the study of natural history the power of observation is developed in reference to natural objects. In the history of mankind the same faculty is employed upon the phenomena of human nature and human relations, and the moral taste is cultivated, at the same time the faculty of conceiving with correctness, and of employing and combining with readiness, the materials collected by the mind, and especially the reasoning faculty, should be brought into exercise, by means of forms and numbers, exhibited in their multiplied and varied relations.

The social life of our pupils contributes materially to the formation of their moral character. The principles developed in their experience of practical life among themselves, which gradually extends with their age and the progress of their minds, serves as the basis of this branch of education. It presents the examples and occasions necessary for exhibiting and illustrating the great principles of morals. According to the example of Divine Providence, we watch over this little world in which our pupils live and act, with an ever vigilant, but often invisible care, and constantly endeavor to render it more pure and noble.

At the same time that the various improvements of science and art are applied to the benefit of our pupils, their sound religious education should be constantly kept in view in every branch of study; this is also the object of a distinct series of lessons, which generally continue through the whole course of instruction, and whose influence is aided by the requisite exercises of devotion.

By the combination of means I have described, we succeed in directing our pupils to the best methods of pursuing their studies independently; we occupy their attention, according to their individual necessities and capacities, with philology, the ancient and modern languages, the mathematics, and their various modes of application, and a course of historical studies, comprising geography, statistics, and political economy.

*Moral Education.*—The example of the instructor is all important in moral education. The books which are put into the pupils' hands are of great influence. The pupil must be constantly surrounded with stimulants to good actions in order to form his habits. A new institution should be begun with so small a number of pupils, that no one of them can escape the observation of the educator and his moral influence. The general opinion of the pupils is of high importance, and hence should be carefully directed. Intimate intercourse between pupils and their educators begets confidence, and is the strongest means of moral education. The educator must be able to command himself—his conduct must be firm and just; frequent reproofs from such are more painful to the pupil than punishment of a momentary sort.

While influences tending directly to lead the pupil astray should be removed from the school, he must be left to the action of the ordinary circumstances of life, that his character may be developed accordingly. The pupil should be led as far as possible to correct his faults by perceiving the consequences of them; the good or bad opinion of his preceptor and comrades are important means of simulation. Exclusion from amusements, public notice of faults, and corporal punishment, are all admissible. Solitary confinement is efficacious as a punishment. Rewards and emulation are unnecessary as motives.

Religion and morality are too intimately connected to admit of separation in the courses inculcating them. The elementary part of such a course is equally applicable to all sects.

No good is to be derived from employing the pupils as judges or juries, or giving them a direct share in awarding punishment for offences. It is apt to elevate the youth in his own conceit.

Family life is better adapted, than any artificial state of society within an institution, to develop the moral sentiments and feelings of youth.

**Intellectual Education.**—A system of prizes, or emulation, and the fear of punishment, do not afford the strongest motives to intellectual exertion. Experience shows that places in a class may be dispensed with. It is possible to develop a taste for knowledge, a respect and attachment for teachers, and a sense of duty which will take the place of any lower motive in inducing the requisite amount of study.

In the higher departments of instruction it is better to confine the task of the teacher to giving instruction merely, placing the pupil under the charge of a special *director*, at times when he is not engaged in the class-room.

With the other, and more useful branches of instruction, correct ideas of natural history and phenomena should be communicated to children, and require, first, that they shall be duly trained to observation by calling the observing faculties into frequent exercise. Second, that they shall be made acquainted with the elements of natural history, especially in reference to familiar objects. Third, that the most familiar phenomena of nature, such as thunder and lightning, the rainbow, &c. ; and further, the most simple principles of the mechanic arts, trades, &c., should be explained to them. Fourth, they should be taught to draw, in connection with the other instruction. Accuracy of conception is favored by drawing, and it is a powerful aid to the memory. The most important principles of physiology, and their application to the preservation of health, should form a part of the instruction.

**Physical Education.**—Pure air, a suitable diet, regular exercise and repose, and a proper distribution of time, are the principal means of physical education. It is as essential that a pupil leave his studies during the time appropriated to relaxation, as that he study during the hours devoted to that purpose. Voluntary exercise is to be encouraged by providing suitable games, by affording opportunities for gardening, and by excursions, and by bathing. Regular gymnastic exercises should be insisted on as the means of developing the body; a healthy action of the bodily frame has an important influence on both mind and morals. Music is to be considered as a branch of physical education, having powerful moral influence. The succession of study, labor, musical instruction, or play, should be carefully attended to. The hours of sleep should be regulated by the age of the pupil. Experience has taught me that *indolence* in young persons is so directly opposite to their natural disposition to activity, that unless it is the consequence of bad education, it is almost invariably connected with some constitutional defect. The great art of education, therefore, consists in knowing how to occupy every moment of life in well-directed and useful activity of the youthful powers, in order that, as far as possible, nothing evil may find room to develop itself."

M. de Fellenberg died in 1846, and his family discontinued the educational establishments at Hofwyl, in 1848, except "the Poor School," which is now placed under a single teacher, and the pupils are employed in the extensive operations of the farm to acquire a practical knowledge of agriculture. But the principles developed by the distinguished philanthropist and educator, have become embodied in the educational institutions of his native country and of Europe. This is particularly true of the great aim of all his labors to develop all the faculties of our nature, physical, intellectual and moral, and to train and unite them into one harmonious system, which shall form the most perfect character of which the individual is susceptible, and thus prepare him for every period, and every sphere of action to which he may be called. — [Abridged from "Normal Schools, &c., by the Hon. H. Barnard, pp. 157-162.

**RELIGIOUS EDUCATION.**—As "the chief corner stone" of a religious education, the minds of the young should be very frequently directed towards our blessed Saviour. They may not be able to appreciate all his labours of love, to understand all his divine instructions, to comprehend all the gracious purposes of his death, and resurrection, and mediation; but I know that, at a very early age, they may become truly interested in his character and sufferings. I have seen the cheeks of an intelligent child suffused with tears whilst reading the indignities of the judgment-hall, and the awful sufferings of Calvary. And when the heart is thus impressed, every word from the lips of the gracious Being who has become such an object of affectionate interest, is received with reverence and respect.

For the Journal of Education.

### ON SOME OF THE COLLATERAL ADVANTAGES WHICH MAY BE DERIVED FROM A WELL ORGANIZED SYSTEM OF PUBLIC SCHOOLS.

(Continued from page 129.)

In the last number of this Journal we stated our intention of endeavouring to indicate what and how to observe in Canada. It is almost needless to remark, that in any attempt to deduce general laws from the results of simultaneous observations made at different posts, over a wide tract of country, it is of the utmost importance that there should exist no difference whatever in the mode of observing and recording the phenomena to which meteorologists attach importance. It is equally essential that the collator and theorist should be able to place implicit reliance on the truthfulness of the observations they may be engaged in arranging and interpreting. With regard then to observers, trustworthiness is the first quality to be asked for; indeed without this character, their observations are worse than useless, they are highly injurious.

The third class of observers recognized by the Smithsonian Institution is composed of those who observe without instruments the progress of vegetation, the course of the winds, the time of rain-fall, and the state and appearance of the sky and atmosphere.

Quetelet in his instructions for the observation of periodic phenomena, published by the authority of the Royal Academy of Brussels, lays much stress upon the progress of vegetation. He considers that it is especially by means of the simultaneousness of observations made at a great number of stations, that these researches are invested with a high degree of importance. A single plant studied with care presents us with the most interesting facts. We are enabled to trace on the surface of the globe, synchronitic lines for its leafing, its flowering, its fruiting, &c. The lilac, for instance, flowers in the neighbourhood of Brussels on the 5th of May; we can easily conceive a line traced on the surface of the earth, upon which the flowering of this shrub occurs at the same period of time, as well as the lines on which its flowering is advanced or retarded, ten, twenty or thirty days. Quetelet asks, are these lines equidistant from one another? Are they analogous to the isothermal lines, or lines of equal temperature? What are the relations which exist between them? Again, have the lines of simultaneous flowering a parallelism with the lines relating to simultaneous leafing, or to other distinguishing characteristics in the development of the vegetable in question. We may suppose that while the lilac begins to flower at Toronto on the 2nd of June, there exist a series of places towards the North where this shrub only begins to push forth its leaves at that date—but the line which we may conceive to intersect those localities has a certain connection with the line of simultaneous flowering and fruiting to the South. We are led to inquire whether those localities, where the leafing of certain shrubs or vegetables takes place on the same day, witness also their flowering and fruiting at the same relative epoch. If not, what effect has the difference in point of duration upon the flowers or fruits of vegetables? What effect has it upon the sample and yield of grain-producing crops? What on root crops? What on pasture and hay? These are important questions, in their bearings upon agriculture: these are also especially important in Canada West, where vegetation advances some degrees to the north of its corresponding curve to the east and west of the great Lakes which ameliorate the climate of the peninsula portion of the Province—and thus give it very marked advantages in many respects over other portions of this continent, lying between the same parallels of latitude. We thus see how the most simple phenomena may afford us many curious and interesting results, and establish in a manner most conclusive and satisfactory the character of our climate in favourable comparison with those of surrounding countries; besides exhibiting a distinct outline of those harmonious laws which govern the existence of every thing that has life in the vegetable and animal worlds.

For the phenomena relating to the animal kingdom, and especially those which concern the migration of birds of passage, afford results equally remarkable and interesting. To the honour of the Regents of the University of the State of New York be it spoken, that they are the only scientific body who have for a considerable period of time (26 years) given due attention to a system of simultaneous observations extending over a large extent of country, and have at the same time published collected results from year to year.

The subjoined table affords an illustration of the mode in which observations on the progress of vegetation may serve to indicate the character of the seasons at different localities.

*Flowering Seasons of the Peach, Cherry and Apple, for various localities*

Year 1844.	Latitude.	Peach.	Cherry.	Apple.
Madison, Wis.	43° 5'	April 15.	—	April 26.
Lambertville, N. J.	40° 23'	" 14.	April 17.	April 19.
Year 1845.				
Madison, - -	—	April 30.	May 1.	May 6.
Lambertville, -	—	April 3.	April 11.	April 19.
Year 1846.				
Madison, - -	—	May 2.	May 2.	May 8.
Lambertville, -	—	April 19.	April 19.	April 24.
Year 1847.				
Madison, - - -	43° 5'	May 5.	May 5.	May 10.
Lambertville, -	40° 23'	April 22.	April 26.	May 4.
Sandusky, Ohio, -	41° 30'	April 21.	April 25.	April 28.
Year 1850.				
Madison, - - -	—	—	May 15.	May 18.
Lambertville, -	—	April 24.	April 28.	May 1.
Sandusky - - -	—	May 1	May 4.	May 13.

From the foregoing table we should infer—if reliance could be placed upon its accuracy—that the differences between the times of the flowering of the Peach, Cherry and Apple, at Madison and Lambertville, are respectively 13, 15 and 17 days. In other words, we might suppose that the season at Lambertville was one fortnight earlier than at Madison in Wisconsin—and this will probably be very near the truth, though not sufficiently near for scientific purposes, in determining the lines of simultaneous flowering—and other characteristics of the climate of a country from allied data. It may be well to describe the reason why such observations are not strictly scientific. It is evident that in their present form they lose a portion of the interest with which they might be invested, if the time of leafing and fruiting were given; the observations are not complete—they do not comprehend the history of the annual progress of the vegetable from the formation to the fall of its leaves; then again, some varieties of peach, cherry and apple, flower and fruit long before other varieties. We do not know the particular varieties of trees on which the observations were made. These considerations diminish the value of what would be otherwise highly important and interesting records. The first object then, after engaging trustworthy associates in a comprehensive scheme, is to select for observation some kinds of common and hardy vegetables indigenous to the country. We must in fact reject from our list all which, upon cultivation, give rise to numerous varieties, such as roses, tulips, &c. We should also reject all those which show a disposition to put forth their leaves and flowers at different periods of time; finally, we must reject all wild annual plants. The only exceptions which are admissible among biennial plants are the winter grains, because the time of sowing and the variety cultivated, can be always determined. In naming the species of vegetables upon which observations may be made with every prospect of obtaining highly useful information, we shall adopt those which have been especially marked out by Quetelet, and the Regents of the University of the State of New York. It will perhaps be well to observe that observations in the vegetable kingdom are of two kinds:—1st. Those which relate to the annual period of a plant. 2nd. Those which relate to its diurnal period.

The annual period is the time which elapses between the successive returns of the leaves, flowers and fruit. The diurnal period comprises the time of the opening and shutting of the leaves of the flowers. The same kinds of plants, it is to be observed, open and shut their leaves at the same hours of the day, in the same locality.

(To be continued.)

**THE GOOD AND BEAUTIFUL.**—Man is so inclined to give himself up to common pursuits, the mind becomes so easily dulled to impressions of the beautiful and perfect, that one should take all possible means to awaken one's perspective faculty to such objects, or no one can entirely dispense with these pleasures; and it is only the being unaccustomed to the enjoyment of anything good that causes men to find pleasure in tasteless and trivial objects, which

have no recommendation but that of novelty. One ought every day to hear a little music, to read a little poetry, to see a good picture, and, if it were possible, to say a few reasonable words.—Goethe.

## YOUTH'S DEPARTMENT.

TO A CHILD.

BY T. K. HERVEY.

Just out of heaven!—grace from high  
And breezes not from Paradise  
Around thy forehead clings,  
Where hills that seem for ever near  
And fancy gazes till her eye  
Shall fade before thy cheated eyes,  
Can almost see thy wings,  
And shouts of laughter in thine ear,  
The world, as yet, hath laid no stain  
Sink, wailing, into sighs:—  
Upon thy spirit's light,  
Where thou shalt find hope's thou-  
Nor sorrow flung a single chain  
saud streams  
Upon its sunny flight.  
All flow to memory's gloomy river,  
The rose upon thy cheek still wears  
Whose waves are fed by perish'd  
The colour of its birth;  
dreams  
Its hues unwithered by the tears  
For ever and for ever;  
And breezes of the earth;  
Where guilt may stamp her burning  
And round the units of beauty, yet,  
brand  
The gleams of glory play,  
Upon thy soul's divinest part,  
As thou hast left the skies of late  
And grief must lay her icy hand  
And in their starry plains hadst met  
Upon thy shrinking heart:  
The rainbow on thy way;  
Till—like a wounded sinking bird  
And like the bird that pours its lay  
Joy's song may never more be heard,  
Its own bright paths along,  
And peace, that built within thy  
Thy foot-steps dance along thy way,  
breast,  
Unto thine own heart's song!  
May perish in its very nest;  
Oh! thus that it might ever be!  
And youth, within thy darkened eye  
But onward, onward, darkly driven,  
Grow old, and cease to prophecy;  
The world shall be too cold for thee;  
Till thou, amid thy soul's decline,  
Of such as thee is heaven.  
And o'er thy spirit's ruin'd shrine,  
That thou might'st ever be as now!  
And o'er the forms that haunt thy  
How brightly on thy childish brow  
sleep  
Is heaven's sign unfurld!  
To fade with night—may'st sit and  
Thou walk'st amid our darker day,  
weep:  
Like angels who have lost their way,  
Like me, may'st vainly weep and  
And wandered to the world.  
pray  
Oh! that thou might at once go back,  
To be the thing thou art to-day,  
Nor tempt the sad and onward track  
And wish the wish—as old as wild—  
Where lights that are not of the skies  
Thou were, again, a playful child.  
Shall lead thy wandering feet astray!

"FROM MY MOTHER, SIR."—A few days since a case came up in the U. S. District Court in Philadelphia, in which a captain of a vessel was charged with some offence on shipboard by his crew. An incident occurred in the hearing of the case, which excited a deep feeling in court and in all present.

A small lad was called to the witness's stand. He had been a hand on board the barque at Pernambuco, and was present during the controversy between the captain and the crew. The shaggy appearance of his head, and the bronzed character of his face and neck, from the exposure of a Southern sun, at first sight, would seem to indicate carelessness and neglect; but underneath that long and matted hair, the fire of intelligence gleamed from a pair of small and restless eyes, which could not be mistaken. The counsel for the captain, from the extreme youth of the lad, doubted whether he understood the obligation of an oath he was about to take, and with a view to test his knowledge, asked leave to interrogate him. This was granted, and the following colloquy took place:

Counsel—"My lad, do you understand the obligation of an oath?"

Boy—"Yes, sir, I do."

Counsel—"What is the obligation?"

Boy—"To speak the truth, and keep nothing hid."

Counsel—"Where did you learn this, my lad?"

Boy—"From my mother, sir," replied the lad, with a look of pride, which showed how much he esteemed the early moral principles implanted in his breast by her to whom was committed his physical and moral existence.

For a moment there was a deep silence in the court room, and then, eye met eye, and face gleamed to face with the recognition of a mother's love and moral principle which has made their fixed expression upon this boy, it seemed as if the spectators would forget the decorum due to the place, and give audible expression to their emotions. The lad was instantly admitted to testify.

Behold the mother's power! Often had evil influence and corrupt example assailed this boy. Time and care, and exposure to the battling elements had worn away the lineaments of the infant face, and bronzed his once fair exterior, but deeply nestled in his bosom still the lessons of a mother's love, which taught him to love and speak the truth.

ARE YOU KIND TO YOUR MOTHER?—Come, my little boy, and you, my little girl, what answer can you give me to this question? Who was it that watched over you when you were a helpless baby? Who nursed and fondled you, and never grew weary in her love? Who kept you from the cold by night, and the heat by day? Who guarded you in health, and comforted you when you were ill? Who was it that wept when the fever made your skin feel hot, and your pulse beat quick and hard? Who hung over your little bed when you were fretful, and put the cooling drink to your parched lips? Who sang the pretty hymn to please you as you lay, or knelt down by the side of the bed in prayer? Who was glad when you began to get well, and who carried you into the fresh air, to help your recovery? Who taught you how to pray, and gently helped you to learn to read? Who has borne with your faults, and been kind and patient with your childish ways? Who loves you still, and contrives, and works, and prays for you every day you live? Is it not your mother, your own dear mother? Now, then, let me ask you, Are you kind to your mother? There are many ways in which children show whether they are kind or not. Do you always obey her, and try to please her? When she speaks, are you ready to attend to her voice? or do you neglect what she wishes you to do? Do you love to make her heart feel glad?

**PERSEVERANCE.**—Let not the failure of your first efforts deter you. Alexander Bethune's first effort for print was a contribution to the "Amethyst;" but the lady at whose request he wrote it, advised him not to send it. He wrote an article for "Blackwood," and it was declined. A host of others have tried, and they have failed; but where there has been a firm and settled purpose to succeed, they have tried, and tried and tried again, and in the end they have been successful.

Let not the unfavourable opinion of others deter you. Xenocrates was a disciple of Plato, and a fellow student with Aristotle. Plato used to call Xenocrates "a dull ass that needed the spur," and Aristotle "a mettlesome horse that needed the curb." When, after the death of Plato, the Chair of Instruction in the Academy was vacant, the choice of a successor lay between Aristotle and Xenocrates; the honour was conferred upon Xenocrates.

"If it should please God," said a father once, "to take away one of my children, I hope it will be my son Isaac" as he looked upon him as the most unpromising. That child became the truly eminent Dr. Isaac Barrow. Such was the character of Sheridan, in his earliest days, that his mother regarded him as "the dullest and most hopeless of her sons." In spite of the unfavourable opinion which others had formed of these men, they rose, and so may you. Be as resolute, be as diligent, be as patient, be as persevering as they were, and success will as certainly put its seal upon your efforts as upon theirs.

### Miscellaneous.

#### JOHN MILTON—INCIDENT IN HIS LIFE.

It is said that "every man has his price." The implication is, that every man can be bought from one party to another; or that no one is so firm in adherence to principle, that he cannot be induced to sacrifice it by the proffer of some very attractive reward, in the form of wealth or honour. The great weakness often betrayed by men, in the facility with which they change their principles, has furnished occasion for the maxim.

But, thanks to the Great Author of all truth and goodness; there have been exceptions—noble exceptions to the maxim. It relieves the humiliating picture of human weakness and cupidity to contemplate the image of a man whom gold could not bribe, or honours seduce. Such a man was John Milton, the great Puritan Poet of the seventeenth century—an excellent name, second to no other "in the radiant list of which England has reason to be proud." On the restoration of Charles II. in 1660, Milton of course was immediately dismissed from office, as Latin Secretary. Poor, hated, persecuted, and fined, his work in defence of the great principles of liberty publicly burnt as a mark of indignity, he retired to his lowly dwelling, blind and in want, for he had been reduced to humble circumstances. Instead of committing suicide, or dying of a broken heart, as politicians in our times might have done, he applied his mind to his work, and wrote his immortal poem, "*The Paradise*

*Lost*," exalting his name among the stars, to illumine the sons of light for ages to come. As neglect, and scorn, and persecution, and poverty did not kill the blind old man, the heart of Charles seems to have relented, or rather, perhaps, he resolved to buy him—for who ever heard of a Stuart with heart enough to relent? For this purpose the King offered him the office of Latin Secretary, from which he was removed a few years before, at the restoration. Contemplate the nobly endowed old man, at this critical moment of his history. On the one side was royal favour, honourable office under the crown, with his ample rewards, and all the attentions and blandishments of a rich and titled nobility. By holding on to his principles, he could not hope to change the government. What use then in adhering to them? On the other side was neglect, poverty and want, and contumely, and the scorn and derision of the aspirants of the day. Milton was unmoved by the bribe. He promptly declined the office and the honour which his sovereign tendered, and passing his remaining days in the quietness of obscurity. And when the angel of death came to release his celestial spirit, he fulfilled his mission so gently, that even his attendants did not observe the moment of his departure.—*Southern Presbyterian.*

#### DR. JOHN LEYDEN.

It is long since Dr. Leyden died, and the record of his life may be considered old; yet it really is not so, for the example of his energy and the greatness of his genius are too precious to humanity to be allowed to wane into the shades of forgetfulness. Besides, his eccentricities and enthusiasm invest his personal history with an interest that is always new.

He was born one of the poorest of Scotland's poor peasantry, and his early life was passed in superlative indigence, yet the vigour of his fame, and the majesty of his intellect, lifted him triumphantly above the depressions of his condition, and eventually placed him amongst the chiefs in the republic of letters. Leyden attended the parish school, where he obtained the rudiments of his education, with uncovered feet; and he took his position on the forms of the University of Edinburgh in the coarsest of homespun. Yet the aristocratic alumni did not dare to laugh twice at his uncouth pronunciation of Greek, or the unwonted poverty of his attire, for he was as proud as the proudest of them, and his right arm was strong. This poor youth, who supported himself by teaching, and who faithfully prosecuted his studies as a student to theology, contrived in the course of his probation to acquire the mastery over eleven languages.

It was Bishop Heber that first stumbled on him, in an old bookstore in Edinburgh, and led him from his modest obscurity. An introduction to Sir Walter Scott was his admission into the highest literary circles of the Scottish metropolis. It was Leyden who assisted Scott in the collection of the materials for the "Minstrelsy of the Scottish Border," and the following anecdote shows his enthusiasm in the work. Scott had obtained the fragments of a rare old ballad, but had despaired of completely restoring it, when it was discovered that an aged couple in the solitudes of one of the rural districts were in possession of the precious lay. A party was one day convened at 39 Castle-street to dinner. The genial smiles and inspiring conversation of the host had illumined every face with pleasure, when suddenly the wild tones of a voice were heard echoing along the corridors, the dining-room door was thrown open, and John Leyden, with his fair hair matted with sweat, his blue eyes gleaming with inspiration, his unfashionable attire covered with dust, and his shoes white with travel, was seen brandishing his arms wildly aloft, and chanting the disordered passages of the old ballad. He had travelled about fifty miles to consummate his purpose.

Leyden had a most unbounded contempt for anything which he conceived to be effeminacy, and this sentiment, together with his national prejudice against Englishmen, conduced to render Ritson, the author of the "Percy Anecdotes," particularly obnoxious to him, and the feeling was heartily reciprocated. Leyden looked upon Ritson as he would upon a dainty little English poodle dog; Ritson had about as high an opinion of a bear as of John Leyden. This antipathy manifested itself upon one occasion in a manner not very pleasing to Ritson, who was a most fastidious epicure, and who above all things hated half-cooked meat. Leyden stumbled upon Ritson in Scott's parlour one day, at Lasswade, when the great novelist, himself, was engaged with visitors in viewing the beauties of the river Esk. A grunt and stiff bow were the only marks of

recognition interchanged by these two eminent personages. Leyden turning to Mrs. Scott, asked if the sheriff was at home; his question being answered, and the offer of refreshment made, he solicited, as a favour, a plate of raw beefsteak and condiments, which he despatched in Abyssinian fashion, to the horror of his foe.

The eccentricities of Leyden were very marked, and sometimes most disagreeable, but his noble independence, his spotless virtues, his kindness of disposition, and his remarkable genius, rendered him an especial favourite with all who knew him. When about thirty years of age, and after he had received his license as a preacher of the Gospel, he formed the determination of proceeding to India for the purpose of studying its languages and dialects, and of presenting a rescript of its literature to the West. No arguments could shake this resolution, and at last his reluctant friends applied to the Government for an Indian appointment for him. Lord Melville had none at his disposal but that of assistant surgeon, and of course, it was supposed, that Leyden could not avail himself of this. But what are circumstances before an ardent genius? It was six months before the appointment should be made, and six months to Leyden were worth six years to an ordinary man.

You do not mean to stand an examination, said a friend to him one night at a party, when the time drew near. I do, in faith, was Leyden's reply; and taking a skeleton hand from his pocket he demonstrated the closeness and constancy of his study. Examined before a board of surgeons, he triumphantly obtained a diploma; and with his appointment, as surgeon's mate, set out to explore the unknown world of Indian literature, in the wake of Sir William Jones. The fervour of Leyden's genius drank up the springs of his life. Unable to refrain from study, he bent over his books for ten hours a day, while the Indian fever was praying on his life. He died, after giving promise of far out-rivaling Sir William Jones in the extent and amount of his Oriental learning and knowledge. The story of the triumphs of his energy, talent, genius, and will, over the most depressing circumstances, should be told in every lonely home as an inspiration and example to the young.—*Worcester Spy*.

**A CONNECTICUT PARISH—PRESIDENT DAY.**—The following extract from the Rev. Dr. Bushnell's "Speech for Connecticut" possesses much interest.

This little parish is made up of the corners of three townships, and the ragged ends and corners of twice as many mountains and stony-sided hills. But this rough, wild region, bears a race of healthy minded, healthy bodied, industrious and religious people. They love to educate their sons, and God gives them their reward. Out of this little obscure nook among the mountains, have come forth two presidents of colleges, the two that a few years ago presided at the same time, over the two institutions, Yale and Washington, or Trinity. Besides these they have furnished a Secretary of State for the commonwealth, during a quarter of a century or more. Also a member of Congress. Also a distinguished professor. And besides these a great number of lawyers, physicians, preachers and teachers, both male and female, more than I am now able to enumerate. Probably some of you have never so much as heard of the name of this by-place on the map of Connecticut; generally it is not on the maps at all, but how many cities are there of 20,000 inhabitants in our country, that have not exerted one half the influence on mankind. The power of this little parish, it is not too much to say, is felt in every part of our great nation. Recognized, of course, it is not, but still it is felt.

The above is from the Hartford Courant. The Secretary of State referred to is the Hon. Thomas Day, who since the year 1805 has been the reporter of the Supreme Court of Connecticut, and whose reports are known to every lawyer in the country. His elder brother, the Rev. Jeremiah Day, presided over the college 29 years, and is now one of the corporation or governors of the institution. He has been connected with the college as student, tutor, professor, president, or governor since 1790, with scarcely an interval. A few years since he visited Washington city, and was introduced into the Senate chamber by our representative, the Hon. S. J. Andrews, who had been a member of the New Haven Law School, and an associate of Prof. Silliman in the chemical department. The business of the Senate was suspended. Mr. Day found himself in the midst of his pupils who clustered around him with affectionate attachment.

Among others were Mr. Calhoun, of S. C.; Gov. John Davis,

of Mass.; Mr. Clayton, of Delaware; Mr. Badger, of N. C.; Mr. Huntington, of Conn., and Mr. Phelps, of Vermont, together with some twenty or more of the House of Representatives from Maine to Missouri. There is probably no individual in the United States who has had an efficient agency in the instruction of so many persons, and especially of so many of decided influence in every department of life as president Day. And it may be safely affirmed that of the thousands who have been under his care, there is not one who does not remember him with esteem and affection. His mathematical works have been studied by thousands also.

**RECENT ASCENT OF MONT BLANC.**—An ascent of this perilous mount is of so rare occurrence, that a graphic sketch of its exciting dangers like the following will prove interesting. One of the party writes:—Onward we toiled (for it really became toil, and I must honestly confess that neither the labour nor the danger of mounting Mont Blanc has been overrated,) till we came to the grand plateau, the only flat path over which our ascent lay. (To give you an idea of the steepness of the ascent, I will tell you that I threw a bottle down, which went at such a rate as it cleared two "crevasses" one after the other, each of which was at least fifty or sixty feet across.) At the grand plateau we saw the first streaks of morning reddening the East, while the moon began to pale her ineffectual fire. Here I began to feel a most oppressive tightness in the head; it, however, went quite off before I reached the top. Much has been said of the rarity of the air, and of course there must be a great deal in it, for the barometer differs thirteen inches at the top of Mont Blanc, so that a common one cannot be used for an experiment, and I can answer for its being uncommonly dry. I saw one man much affected by nausea in consequence, but it is my firm opinion that one gains more than one loses by the lightness of the atmosphere; and I doubt whether in common air the same labour could be undergone. We still pursued our zigzag course, which I again repeat I cannot attempt to describe. The sun was now risen, and glad I was to see his light on the height above. The party now assumed their blue and green spectacles to protect their eyes, and on we went till we reached the Route Rouge; where we rested a few minutes in the sun. Here I became completely myself again, having really suffered considerably. Mr. Albert Smith was completely exhausted, and had to be dragged the rest of the way. His courage was such as I have never yet seen. It was curious to look at each other; every one was perfectly black in the face; of course I could see my own, but once when I took off my lined fur gloves my hands were as black as ink, though the curious effect was unattended with pain, the real difficulty being to resist sleep, to which if you yielded you would never awake. Passing round the Route Rouge, the dome of Mont Blanc, which is as regular as St. Paul's, came in sight, and I felt as if I could have climbed it were it twice as far off. The whole of our steps were now cut with a hatchet in the ice, and the being tied together was of the greatest use, having saved each of our lives about three times, for if you slipped you were immediately held up and saved from going down in some yawning crevice. At 9 o'clock in the morning we stepped on the top, and you must endeavour to conceive the thrill of delight—shaking hands all round, congratulating each other, and all the effects of the wildest transport. Having partly recovered from the excitement I proceeded to examine the view, of which I shall only say it had the appearance of a large sea, each mountain like a small wave, and yet each mountain one of the highest in Europe.

**THE GARDEN OF EDEN—A SKETCH.**—In this sacred spot you have the happy and beautiful garden, of which the vale of Tempe or the garden of the Hesperides are but poor and imperfect copies. Its elevated situation and balmy climate will suggest a not unworthy or unnatural origin for hill and pyramid worship. Its inhabitants, happy in their primeval innocence, are the prototype of the dwellers in Elysium and the Blessed Isles. Its sacred trees of knowledge and of life may be thought to have assisted in suggesting that reverence for trees, and that ascription of immortality and wisdom to these beautiful objects, which we find so generally prevailing. The fountains and rivers in whose waters Naiads bathed, and by whose side the Dryads sported, murmured, however indistinctly, of "the brook which flowed fast by the oracles of God." The serpents, dragons, pythons, so marvellously incorporated with every known form of idolatrous worship, and almost always as the genius

of evil and misery, are but hideous copies of the hideous original in Eden. The oracles, whispered from among the boughs of trees, or muttered from central altars, are but dim and distorted echoes of the voice of the Lord walking at eventide among the trees of the garden. The cherubic symbol and the fierce revolving fire of Eden, whatever may have been the objects indicated in the symbol, are but the noble and holy reality of which the "gorgons, hydras, and chimæras dire," the sphinxes, dragons, and other monsters of heathendom, and the ever-burning fires and lamps on heathen altars are the grim and sin-defaced caricatures. The Apollo, Hercules, Orpheus, and other demi-gods of antiquity, are but the satanic perversions of that Seed of the Woman that was to bruise the serpent's head. The sacrifices which so uniformly prevailed, in which blood for ages, and in all countries, was poured out like water; aye, and especially, the horrible human sacrifices that have ensanguined the insatiate altars of superstition, are the remnants of that first libation of blood which, at the gate of Eden, Abel poured forth, in obedience to the Divine command; wailings wrung from the universal heart of man, over the sin that defaced the primeval Paradise; and mute and bloody prophecies of Him, THE WOMAN-BORN, who was "to put away sin by the sacrifice of himself."—*Rev. J. H. James.*

#### THE FRENCHMAN AT HIS ENGLISH STUDIES.

Frenchman. Ha, my good friend, I have met with one difficulty—one very strange word. How you call H-o-u-g-h?

Tutor. Huff.

Fr. Tres bien, *Huff*; and *Snuff* you spell S-n-o-u-g-h, ha!

Tutor. O, no, no, *Snuff* is S-n-u-double-f. The fact is, words ending in *ough* are a little irregular.

Fr. Ah, very good. 'Tis beautiful language. H-o-u-g-h is *Huff*, I will remember; and C-o-u-g-h is *Cuff*. I have one bad *Cuff*, ha!

Tutor. No, that is wrong. We say *Kauf*, not *Cuff*.

Fr. *Kauf*, eh bien. *Huff* and *Kauf*, and pardon-nez moi, how you call D-o-u-g-h—*Duff*, ha?

Tutor. No, not *Duff*.

Fr. Not *Duff*? Ah! oui; I understand—is *Dauf*, hey?

Tutor. No, D-o-u-g-h spells *Doe*.

Fr. *Doe*! It is very fine; wonderful language, it is *Doe*; and T-o-u-g-h is *Toe*, certainment. My beefsteak was very *Toe*.

Tutor. O, no, no; you should say *Tuff*.

Fr. *Tuff*? And the thing the farmer uses; how you call him P-l-o-u-g-h, *Pluff*? ha! you smile; I see I am wrong, it is *Plauf*? No! ah, then it is *Ploe*, like *Doe*; it is beautiful language, ver' fine—*Ploe*?

Tutor. You are still wrong, my friend. It is *Plow*.

Fr. *Plow*! Wonderful language. I shall understand ver' soon. *Plow*, *Doe*, *Kauf*; and one more—R-o-u-g-h, what you call General Taylor; *Rauf* and Ready? No! certainment it is *Row* and Ready?

Tutor. No! R-o-u-g-h spells *Ruff*.

Fr. *Ruff*, ha! Let me not forget. R-o-u-g-h is *Ruff*, and B-o-u-g-h is *Buff*, ha!

Tutor. No, *Bow*.

Fr. Ah! 'tis very simple, wonderful language; but I have had what you call E-n-o-u-g-h! ha! what you call him?—*N. Y. Home Journal*

LAMERTINE'S PORTRAIT OF MADAME DE STAEL.—She was then as happy in her heart as she was glorious in her genius. She had two children: a son, who did not display the *eclat* of his mother, but who promised to have all the solid and modest qualities of a patriot and a good man; and also a daughter, since married to the Duke of Broglie, who resembled the purest and most beautiful thought of her mother, incarnate in an angelic form, to elevate the mind to heaven, and to represent holiness in beauty. While scarcely yet in the middle age of life, and blooming with that second youth which renews the imagination, that essence of love, Madame de Stael had married the dearest idol of her sensibility. She loved, and she was beloved. She prepared herself to publish her "Considerations on the Revolution;" and the personal and impassioned narrative of her "Ten Years of Exile." Finally, a book on the genius of Germany (in which she had poured out, and, as it were, filtered drop by drop all the springs of her soul, of her imagination,

and of her religion,) appeared at the same time in France and England, and excited the attention of all Europe. Her style, especially in the work on Germany, without lacking the splendour of her youth, seemed to be imbued with lights more lofty and more eternal, in approaching the evening of life and the mysterious shrine of thought. It was no longer painting, nor merely poetry: it was perfect adoration; the incense of a soul was inhaled from its pages: it was Corinne become a priestess, and, catching a glimpse from the verge of life of the unknown Deity, in the remotest horizon of humanity. About this period she died in Paris, leaving a bright resplendence in the heart of age. She was in reality the Jean Jacques Rousseau of woman, but more tender, more sensitive, and more capable of great actions than he was—a genius of two sexes, one for thought, and one for love;—the most impassioned of women and the masculine of writers in the same being. Her name will live as long as the literature and history of her country.—*Lamartine's History of the Restoration.*

NOBLE SENTIMENT.—I envy no quality of mind or intellect in others—not genius, power, wit, or fancy: but if I could choose what would be most delightful, and I believe most useful to me, I should prefer a firm religious belief to every other blessing, for it makes life a discipline of goodness, creates new hopes when all earthly hopes vanish, and throws over the decay, the destruction of existence, the most gorgeous of all lights; awakes life even in death, and from corruption and decay calls up beauty and divinity; makes an instrument of torture and of shame, the ladder of ascent to paradise; and far above all combinations of earthly hopes, calls up the most delightful visions, palms, and amaranths, the gardens of the blessed; the security of everlasting joys, where the sensualist and sceptic view only gloom, decay, and annihilation.—*Sir Humphrey Davy.*

GOOD NATURE.—One cannot imagine any quality of the human mind whence greater advantages can arise to society than good nature, seeing that man is a social being, not made for solitude, but conversation. Good nature not only lessens the sorrows of life, but increases its comforts. It is more agreeable than beauty or even wit. It gives a pleasing expression to the countenance, and induces a multitude of the most amiable observations. It is, indeed, the origin of all society. Were it not for good nature, men could not exist together, nor hold intercourse with one another.

NAPOLÉON'S SOLDIERS.—Seventeen of the private soldiers of Napoleon rose to extraordinary pre-eminence. Two were kings, two were princes, nine were created dukes, two field marshals, and two generals. This is true. The two kings were Bernadotte, of Sweden, the late reigning monarch, and Murat, king of the Two Sicilies, who was shot at Naples, before the battle of Waterloo. Ney was the son of a green grocer, and Murat the son of a pastry cook. It was talent, not birth, that caused the elevation of Napoleon's soldiers.

TEACHING.—To learn anything thoroughly is no easy task; to communicate it a still more difficult one. To be able to find out the peculiar constitution of each child's mind, so as to bring what you would teach, down to the level of its understanding, and yet to make it work in such a way, as to seize upon, and comprehend the subject, and re-produce it; this is teaching, and nothing else deserves the name.

A human soul without education is like marble in a quarry which shows nothing of its inherent beauties until the skill of the polisher fetches out the colours, makes the surface shine, and discovers every ornamental cloud, spot, and vein that runs through the body of it.—*Addison.*

FAME.—Among the writers of all ages, some deserve fame, and have it; others neither have nor deserve it; some have it, not deserving; others, though deserving, yet totally miss it, or have it not equal to their deserts.—*Milton.*

Strength of resolution is, in itself, dominion and ability; and there is a seed of sovereignty in the bareness of unflinching determination,



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## RIGHTS, POWERS AND DUTIES OF SCHOOL TRUSTEES AND MUNICIPAL COUNCILS IN TOWNSHIPS.

In the August number of this *Journal*, we explained at some length the powers and duties of School Trustees, especially in reference to cities, towns, and villages. Since then several questions have arisen, and inquiries have been made, relative to the powers and duties of Trustees in country school sections, and their relations to Township Councils.

1. In some instances, it has been maintained that Trustees have no right to levy a rate upon the taxable property of the householders and landholders of their section, without the consent of their Township Council; whereas the Trustees have authority to act without the consent of any Council or other body, high or low, in levying and collecting whatever may be necessary to provide for all the expenses of their School. One leading feature and primary object of the school law is, to make each section a school municipality, with power to provide for the furnishing and support of its school, in every respect, in its own way, and to settle all its differences and difficulties by local arbitration. It is not, therefore, for the Chief Superintendent of Schools, or for any Council whatever, to decide in what manner, or in what amount, moneys shall be raised for school purposes in any School Section. The elected Trustees in each School Section are alone authorised by law to consider and determine from time to time the sums required for their school purposes; and a majority of electors at an annual School Section meeting, or special meeting, decide upon the *manner* (not the amount) in which such sums shall be provided.

2. Again, in some instances, Township Councils have refused to levy the sums applied for according to law by School Trustees. In all such cases the Councils concerned have violated the law; and they might be compelled to do their duty by a mandamus from the Court of Queen's Bench, should the Trustees concerned think proper to procure one. The object of this provision of the School Act (sec. 18, clause 4) is to relieve Trustees of part of the burthens imposed upon them by their office, and to save expense and time in the collection of school rates, which can in general be levied and collected more cheaply under the authority of the Township Council than under that of School Trustees: for the Council has a Collector and Rolls already provided; and the Collector must collect rates on all the taxable property within his jurisdiction each year for other than school purposes. For him, therefore, to have the school rates, in any or all the School Sections, within the limits of his collectorship, added to the other rates, and collect them at the same time, will involve but little additional trouble and expense; and the rates on the property of absentees can be collected in the same manner as other rates on the same property. But when Trustees themselves levy school rates on property, they must appoint a special collector, and pay him a higher per centage for such special service than would be paid to an ordinary collector: must procure an extract from the Assessment Roll, and sue each defaulting non-resident. Nor do Trustees receive any pecuniary remuneration for their much trouble and loss of time in the performance of their duties,—which is otherwise with Township Councillors. It was therefore thought just and economical, (as provided in the 9th clause of the 12th section of the School Act,) that Trustees should have the option of levying and collecting school rates on property themselves, or transfer, by request, the duty of doing so to the Township

Council, the members of which are paid for their time and services. And to prevent any unnecessary discussion or loss of time in doing their duty, the Council is not authorised to judge of or vary the amount required to be assessed, but simply to give legal effect to the will of a portion of the school electors of the Township in respect to their own school municipality, as decided by them at a public meeting, and as communicated and attested by their chosen Trustees. In some cases, Township Councils have assumed the right which belongs exclusively to Trustees, of judging as to the amount and even property of such assessments of School Sections—a right which does not appertain to any Council, either in city or country, but is in all cases confided to School Trustees, who are specially elected for such purposes. The High Sheriff of a county is the executor, not the judge, of the law in the matters placed in his hands; so, in this case, the duty of a Township Council is simply to execute the wish of certain School Sections in regard to taxing themselves for their own purposes. There will, of course, always be individuals in such sections opposed to rates for any school purposes; but with such individuals a Township Council has nothing to do—the Trustees, or a majority of them, being the elected and responsible exponents of the wants of their own school municipality.

3. Another question has then arisen, as to what Trustees should do in the event of a Township Council refusing to levy a school rate, as authorised and required by the 1st clause of the 18th section of the School Act. In every such case, the Trustees of a School Section can do, as have the Trustees of one or two towns and villages, apply to the Court of Queen's Bench for a mandamus, and compel an anti-school Council to do its duty, and the opposing members of such Council would be justly responsible for the expenses and consequences of such a proceeding. Trustees, though unpaid for their services, are liable to a penalty if they refuse or neglect to do their duty, after having accepted office; and it would be only equal if Township Councillors, who are paid for their services, should be made responsible for refusing or neglecting to do their duty in school matters. But thus far, in such cases, Trustees have been recommended to exercise their own corporate powers to levy and collect the amount of rates required for their school purposes. Where Trustees provide for the salary of their Teacher by rate-bills on parents sending children to the school, and not rate on property, of course they alone can impose and collect such rate-bills. It is, however, gratifying to know that, in the very great majority of instances, the Township Councils sympathise with Trustees in their efforts to improve and furnish school houses, and to establish free schools—the cases to which we have referred being exceptions to the general rule. In some instances, Township Councils would be glad to provide forthwith for making all the schools free within their municipalities.

4. Inquiry has also been made, as to what property in a School Section is liable to be taxed for School purposes? The terms employed by the Act are "taxable property, as expressed in the Assessor or Collector's Roll," and "the freeholders and householders of such section." It will therefore be observed, that all descriptions of "freeholders and householders," are included, whether resident or non-resident,—there being no exception. All "taxable property" is also included, whether wild lands or cultivated lands, or personal property; or whether the property of absentees or residents—all is made tributary to the great interests of education. In collecting school-rates from *resident* freeholders and householders making default of payment, the 2nd, 8th and 9th clauses of the 12th Section of the School Act authorise Trustees to proceed by *warrant*; but the 11th clause of the same section authorises them "to *sue* for and recover by their name of office the amounts of school-rates or subscriptions due from persons *residing without the limits of their Section*, and making default of payment."

## PRACTICAL LESSONS ON EDUCATION FROM BOSTON.

In another part of this number will be found the impressions received by the managers of two of the Toronto City papers, at the late Railroad celebration in Boston, in regard to public schools in the metropolis of the New England States. Boston can indeed boast of being the focus of more railroads than any other city in America, and that chiefly through enterprise of its citizens—thus more than counterbalancing the disadvantages of geographical position by the appliances of intelligence, skill, and energy. But Boston has higher claims to distinction than those founded in railway and manufacturing enterprise, or military prowess. It is the birth-place of FREE SCHOOLS. If here the right of self-government was first asserted in the western hemisphere, it was also here, more than a century before, the right of every child to be educated, and the corresponding duty of the State to secure the enjoyment of that right, was first propounded and proclaimed as a fundamental principle of government. Hence Boston as she is—the acknowledged Athens of America, and the radiating centre of an enterprise which clothes half the new world, makes highways of commerce through mountains, navigates every ocean, and trades with every trading country. We will set down a few impressions which a few days' stay in Boston makes on the mind of a Canadian visitor in regard to popular education and schools.

1. The respect in which Teachers of youth are held, and the value attached to their labours. The teachers of the public schools in Boston rank with the members of the Legal and Medical professions; and several of those teachers receive larger salaries than the Governor of the State. The Boston City Superintendent of Schools (having the oversight of 219 schools) receives a salary of \$2,500, or £625 per annum. The Secretary of the State Board of Education receives a salary of \$2,000, besides his travelling expenses. The salary of the Governor is only \$2,500; and that of the Secretary of State, \$1,600. To no offices or departments in the State is higher importance and value attached than to those connected with public common school education. The daughter of the present President of the United States was two or three years since a Normal School Student at Albany, and since then a Teacher at a public school in Buffalo. Governor SEWARD, of New York, was once a common School Teacher; and so was Dr. JARED SPARKS, present President of Harvard College or Cambridge University; and so was the great DANIEL WEBSTER, who was so remarkable for the accuracy and precision of his language when a teacher, that certain young ladies gave him the cognomen of "Mr. Set-speech." These distinguished men exerted themselves as much by their industry and character to honor and make honorable the position of common school teacher as they have since to do honor to the more prominent, though not more honorable, positions to which they have been called by the voice of their fellow citizens.

2. The interest and affection with which every man of every profession, pursuit, and condition, regards the common schools, is another circumstance which must impress the mind of the observing visitor at Boston. In his conversation and inquiries, he will find there no class of literary, professional or public men who look upon the common schools as no concern of theirs, as a matter beneath their attention, if not as an innovating nuisance. From the Governor downwards, every man with whom you meet and converse on the subject, refers to the common schools as the glory of the city, the first and most vital interest of the State—that to which all other interests are quite secondary—the first and most potent lever of civilization, and the palladium of public liberty.—You will find no difference of sentiment on this subject, and little

diversity of feeling. Every man feels himself as much obligated and concerned to support the public schools, as to support public order and liberty. Such a feeling is the soul of enlightened patriotism, and is the great desideratum in our country. Its prevalence and predominance would produce an amazing revolution in the public press, and elevate and expand the entire public heart to the generous and noblest impulses of an intelligent, industrious and free people.

3. A third circumstance, impressive and suggestive to the Canadian visitor in Boston, is, the system of police in respect to juvenile offenders. They are sent to school and set at work, under a system of oversight and discipline, parental, judicial and christian. Truancy at school and vagrancy in the streets are legal offences, and are sure to place the young offenders in a corrective school of instruction and employment adapted to weaken every vicious propensity, and develop and strengthen virtuous principles and habits. Some most respectable citizens commenced their career of virtue and successful industry in these schools of correction and reformation. Thus is vice nipt in the bud, the number of criminals reduced by scores, the number of useful citizens proportionably increased, the prevalence and influence of crime and the expenses of criminal jurisprudence vastly reduced. Political economy, no less than Christian philanthropy and benevolence, requires something of the same kind to be done, to prevent the multitudes of idle and vicious youths in our cities, towns and villages from becoming a numerous and giant race of criminals, expensive, miserable, and dangerous, instead of being made intelligent, happy and useful citizens.

4. Another circumstance which both attracts the eye and arrests the attention of the visitor in Boston, is, the economy and taste evinced in public *school architecture*. The school-houses are not indeed the most expensive, but they are among the most beautifully situated and the finest buildings in the city—removed from the noise of the streets, central in the districts for which they have been erected,—plain but elegant without, admirably arranged, completely furnished, and perfectly clean within—each costing about \$40,000, besides the grounds, and each accommodating from 800 to 1,000 pupils—each having a head master with several assistants, mostly females—each including a primary, intermediate, and grammar (or English high) school—the premises throughout neat, and the pupils cleanly and orderly. It is the result of long experience in this model city for schools, that it is much cheaper to build one large house for the accommodation of 1,000 children, than to build ten houses for the accommodation of one hundred each, or five houses for 200 each; that it is much cheaper to warm and furnish one such large house than ten small ones; that it is much cheaper to employ one able head master, with several assistants, for one large school, than to employ ten head masters for ten small schools; that 1,000 pupils can be much more advantageously classified, according to age and attainments, taught and advanced from division to division, from class to class, and from school to school, when collected in one large house, and under one master and system, than when divided in ten buildings, under as many different masters, if not systems. Upon the ground, therefore, of economy as well as of efficiency, the system of having large school-houses has become the practice not only in Boston, but in most of the cities and towns of the New England States. We are happy to observe that the Boards of Trustees in several of our Canadian towns and villages are pursuing the same course, though, we regret to say, in some instances, in the face of most misguided opposition. It is held by men of property in Boston, and other towns in New England, as a good speculation to build large and fine school-houses, from the

ascertained and established fact that such buildings more than pay for themselves, by the additional value which they give to property and rents in the towns, or school wards of cities, within which they are situated. We were therefore assured, that no complaint is ever made against paying any amount of taxes whatever for school purposes.

5. Should a Canadian visitor, who is familiar with the methods of teaching pursued in our Normal and Model Schools, enter one of the spacious school-houses in Boston, and witness the exercises and examination of the pupils, he would be struck with the similarity of the methods of teaching adopted in Boston and being introduced into Canadian schools,—the method of teaching to observe, investigate, and think, and not merely to remember—the method of teaching principles and things, and not merely rules and words, of exercising all the faculties, rather than loading the memory, of drawing out and developing the powers of the mind, rather than of cramming it. There are also two other features of the Boston schools worthy of note and imitation—namely, the prominence given to *vocal music and linear drawing*; both taught to an extent truly creditable and really surprising, and that without the least interference with other studies—thus familiarising the eye and the hand with the handy work of nature and art, and attuning the heart and voice to the praise of nature's God.

#### EDUCATIONAL FEATURES OF THE BOSTON RAIL-ROAD CELEBRATION.

One kind of manufacture received full honor here, however, viz., the manufacture of educated, intelligent, and useful men and women. The far-famed Common Schools of Boston were represented with the pupils seated each at his or her neat desk, just as they appear at school, only better dressed, and when the long procession reached the Common, it passed between school boys and school girls, marshalled by their teachers, and ranged under the trees on each side of the road, to the number, we understood, of 7000. This was a sublime spectacle, and no language can express the impression it made on the mind. Our French Canadians especially appeared delighted with it, appreciating as they evidently did its importance, as an element of the general prosperity which was exhibited around. The leading characteristics of this great exhibition, as indeed of New England generally, may be summed up in two short phrases, which it would be well for every nation to engrave upon its public sentiment, viz: "The dignity of labor," and "The necessity of education." The dignity of labor was every where manifested by the respect paid to it, and to the men and women engaged in it, as well as by the self respect which they evidently cherished. George IV. called the Scotch a nation of gentlemen, and this might emphatically be repeated concerning the hundreds of thousands engaged in the Boston Celebration, all of whom, so far as we saw, were well dressed, orderly, and courteous. The arrangement of such a procession must have been no ordinary task, even in Boston, and did great credit to the Marshals, but in a drinking and uneducated city, it would have been impracticable—*Correspondent of the Montreal Witness.*

Our first visit was to the House of Correction, an institution for the reformation of offenders, in some respects similar to our own Provincial Penitentiary, but much smaller. It is exclusively under the controul and for the use of the city, and is in a great measure self-supporting, the prisoners being hired out to contractors, who are provided with men and workshops within the premises, but find their own materials and machinery. I noticed among other things, the manufacture of buttons, combs, brass fittings for carriages, and japanned work by the men—shirts and other needle work by the women. The number of prisoners is about 500; the males and females being confined in separate wings of the building; the cost of maintenance is \$30,000, of which \$20,000 is repaid to the Corporation for prisoners' work. We next visited the Lunatic Asylum for incurable patients—a class of people hitherto most shamefully neglected in Canada. This is an old building, and deficient in many modern improvements; but the patients are carefully kept, and not subjected to any violent restraints. Even the worst cases

are open for inspection; and however revolting it may be to our feelings, to see the unhappy condition of these poor creatures, I cannot but think it a wise precaution, to dispense with all secret imprisonment. It is but right to add, that they are incessantly attended, and that there was in no case, any want of cleanliness visible. From this melancholy place, we drove to the House of Reformation for juvenile offenders, delightfully situated on the brow of a steep bank overlooking the harbour—indeed, all these institutions are located in South Boston, four or five miles from the centre of the city, and in a very lovely and salubrious position, with extensive grounds attached to each. The House of Reformation afforded us great pleasure; here are educated, not only juvenile offenders generally, *including truants from the free schools*, but the whole pauper children of the city. A separate wing is devoted to each class. Those not confined for offences, are educated in the same manner as at the free schools, and fed and clothed at the public expense. In the opposite wing, the convict children are taught precisely the same course of instruction as the pauper boys, except that half their time is devoted to hard-work, which consists partly in farming labour out of doors, and partly in making shoes within. There are separate girls' schools, which we did not see. The whole of these boys appeared to be perfectly happy, whether at work or in school; and their food, which we inspected, is of the best kind, as indeed is the case at all the before mentioned establishments. There is an alms-house for paupers, and the Corporation are now erecting a new and very large building for pauper immigrants, on the opposite side of the bay, but it is unfinished, and we did not visit it. If I remember rightly, the cost was estimated at \$100,000.

Having expressed a good deal of curiosity, which the sight of the school-children on the previous day was well calculated to sharpen, respecting the details of their school system, we were finally escorted to the "Bigelow School House," an immense brick building of four or five stories. These schools are all named after various distinguished Bostonians—this being so styled in honour of the present Mayor—not because of any endowment bestowed upon them, but by way of distinction merely. There are, I think, 180 of them in all, but the Bigelow School is the latest erected, and possesses therefore the most recent improvements. I am not sufficiently conversant with such matters to express an opinion as to the relative merits of school systems, and can only say, that the Bigelow School appeared to possess every requisite for the instruction of the pupils, and many more contrivances for their personal comfort than I remember to have seen in any similar institution, collegiate or otherwise. The ground on which the building stands cost the city \$10,000; the building itself \$40,000 more, or over £20,000 currency. Each room is appropriated to a class, restricted to 56 or 60 pupils; there may be twenty or thirty such rooms in this school, with a large and lofty hall above for special occasions. In every school in Boston, including the House of Reformation, there is provided a piano forte, and singing is regularly taught. I have already mentioned, that the children of all classes are associated together in these free schools, excepting a very few whose parents are wealthy enough to provide private instruction, or who prefer boarding schools, mostly under the care of Clergymen of various denominations. Every man is *compelled* to cause his children to be instructed, under the penalty of fine and imprisonment; every child is *compelled* to attend school, on pain of being sent to hard work at the House of Reformation. If he prefer the hard work, he stays there; if he promises to attend school regularly, he is released from confinement; if he transgresses again, he is sent back to confinement and hard labour until he submits to *his fate*. Without expressing any opinion as to the merits of this seemingly despotic system, I cannot in fairness avoid saying, that its results appear to be highly conducive to the objects of its projectors—viz: to secure uniform good conduct among the poorer citizens, and to enable every child to start fairly in the unceasing contest for wealth which appears to be going on in Boston, and every where else in the United States.

In regard to the dinner, to my mind, decidedly the finest speech of the day was that made by the Hon. Edward Everett, late Ambassador at the Court of St. James, to describe which, I will again borrow from the correspondent of a New York paper. "When the first note of Edward Everett's voice was heard, the chord of the master-hand was revealed. That sweet and strong enunciation—

those finely sculptured sentences—that wealth of imagery—those pleasant and fitting illustrations—these went to the heart of the audience.” Nothing can be more true than these remarks. Yet it appeared to me, that Lord Elgin’s style pleased the Yankees best, while Edward Everett’s was most highly appreciated by the Englishmen and Canadians present.

One of the most dramatic incidents I ever witnessed, took place while the Hon. Mr. Winthrop was speaking on the subject of railroads. “There was no necessity,” he said, “to speak for them—they could speak for themselves.” Before the words were fairly uttered, the speaker was interrupted by the distant whooping of a railroad signal, from some train entering the city by one of the seven or eight lines which centre in Boston—a sound which indeed, may be heard every few minutes throughout the day. Every body seemed to be completely electrified by the singular aptitude of the coincidence.—*Correspondent of the Daily Patriot.*

The display made by the children of the public schools as they were ranked up under their respective teachers in a line extending from the foot of Park street along Beacon to Charles street, was one of the most imposing and interesting spectacles in the whole celebration. Their neat attire, the perfect order they observed, their intelligent countenances beaming with joy, and the enthusiastic cheers with which they greeted the procession as it entered the Park Street Hall, sent a thrill of gladness into the heart of every patriot and philanthropist who beheld in these young marshalled thousands the future leaders, politicians, statesmen, and rulers of their country. It was truly a grand spectacle, particularly when considered in connection with the fact, that none but such children are to be found in Boston. We met no ragged urchins squalid with misery, filth, and crime, accompanied by parents perhaps more wretched, begging their daily bread from door to door or from the passer by on the streets. Not one beggar, man, woman or child, was encountered during the whole of that three days’ celebration. Such a fact speaks for itself and shows how far the Bostonians are in advance of us in the management and care of their poor, in their public school system, and in fact in every institution which has in view the religious, moral and intellectual elevation of the whole people.

A stranger could not but be forcibly struck with the prominent and conspicuous place the young men’s mercantile library association of Boston occupied in the procession. Next to the children of the public schools it was a most gratifying spectacle. They number about 1000 members between the ages of 12 and 20 or 25 years. They are the merchant’s clerks of the city. They have an extensive library, lecture rooms, &c., and, during the winter months, maintain a series of public lectures on literary and scientific subjects, conducted by men of the first attainments and of distinguished ability. Ex-Governor Everett, the brightest ornament of the scholastic literary circles of the commonwealth, at one time delivered a series of lectures before this association. They were ranked in the procession four deep and wore a white silk badge with the letters Y. M. L. A. on the lapels of their coats, and it was remarked that when the part of the procession they occupied passed the ladies, who thronged the windows of the houses and the shops of the streets along the entire route, they cheered the young men and waved their handkerchiefs with marked feelings of respect and admiration. It is thus the rising genius of the country is fostered and encouraged, and talent is developed and matured. The young men returned the cheers with an enthusiasm which showed that they appreciated these smiles of approval from the ladies of New England’s metropolis, distinguished not less for their beauty and their accomplishments, than for their intelligence and virtue. With their children educated—their young men associated together for advancement in intelligence and virtue, is it to be wondered at that the national character should be distinguished by unexampled enterprise in every noble or beneficent work tending to elevate, enoble, and bless mankind.—*Correspondent of the Examiner.*

#### POPULAR EDUCATION AMONG THE ANCIENT HEBREWS.

In the New York Methodist Quarterly Review for the present month, we observe, amongst other elaborate papers, an able review of a course of Lectures on the Bible and Civil Government, by J. M. MATTHEWS, D.D., late President of the New York University.

The fourth Lecture discusses the subject of the necessity of general and sound education to civil freedom, and the provisions of the Hebrew code in relation thereto. The Reviewer’s analysis and epitome of this lecture cannot fail to interest our readers. It is as follows:—

A commonwealth has been aptly compared to a pyramid, whose base is the common people. Unless the base is strong and well fitted to its place, the edifice will be weak and tottering. Hence the importance of rendering a free people an intelligent people. The duties of government demand inquiry, thought, judgment, firmness. These are qualities which must be developed and perfected by culture and discipline. Under a popular constitution, power belongs to the people, and the duties connected with the exercise of it devolve upon them. Hence they must be trained up, educated, to understand their privileges, to appreciate their responsibilities, and to discharge their trusts. Let us see then, what, in our author’s estimation, God ordained on this point for the nation of the Hebrews, when he organized them into a commonwealth.

He thinks that there has hardly ever been a nation, in which the rudiments of learning were so universally taught. It is evident that the ability to read was very general among the people in the time of our Saviour. This appears from his frequent appeals to the common people in such words as these: “Have ye not read what Moses saith? Have ye not read in the Scriptures?” The same thing appears from the fact, stated by the evangelical historians, that the title placed over the head of the Redeemer was “read by many of the Jews.” This, however, only shows how the express law of the Hebrew code was carried out. It was an explicit injunction of that code upon parents, that they should teach their children the statutes and ordinances that God had revealed. Now how was this instruction to be given? The law says: “Thou shalt talk of them when thou sittest in thy house, and when thou walkest by the way; when thou liest down, and when thou risest up.” “But,” inquires our author, “was this oral instruction all they were bound to give? Was there no other mode of teaching enjoined?” The law adds: “Thou shalt bind them for a sign upon thy hand, and they shall be as frontlets between thine eyes; and thou shalt write them upon the posts of thy house, and on thy gates.” Here parents are enjoined to instruct their children in God’s law by writing it for them. Must they not, then, have been required to teach them to read it when written? This seems a just inference, for otherwise the writing would have been comparatively useless. Here we see the importance which the Most High attributed to the ability to read, as a means of preparing a free people for the discharge of their various duties as men and citizens. Accordingly, Jewish writers testify that the school was to be found in every district throughout the nation, and under the care of teachers who were honoured alike for their character and their station. Josephus affirms, that if any one asked any of his countrymen about their laws, they would as readily tell them all as they would tell their own names. But more than this: the law rendered it obligatory on parents to see that their children were suitably educated, especially in the knowledge of the constitution, laws, and history of their own country.

Schools, designed to impart the rudiments of knowledge to the masses of the people, were not the only institutions of learning among the Hebrews. There were higher seminaries among them, known as the “Schools of the Prophets.” It must not be inferred from the name of these institutions, that prophecy was taught among the Hebrews as the mechanic arts among us are. The schools of the prophets were, in all likelihood, primarily designed for the study of the Jewish law; but they included also, in their plan of instruction, other branches of knowledge, which were reckoned among the pursuits of learning in that day. These schools were under the care of men distinguished for their attainments, standing, and ability. Samuel is commonly regarded as the founder of them; and he took a part, notwithstanding the abundance of his other public cares, in teaching the young scholars of the nation, who were afterwards to be its leading men, in both Church and State.

The result of such a wise attention to learning was seen in what may be called the golden age of Hebrew genius and literature. Solomon and his court were, in their day, the centre of attraction for the admirers and lovers of knowledge in all nations, and Jerusalem was more than the Athens of that age. “The wisdom of Solomon excelled all the wisdom of the children of the East country, and

all the wisdom of Egypt. He spoke of trees, from the cedar in Lebanon even unto the hyssop that springeth out of the wall. He spake also of beasts, and of fowl, and of creeping things, and of fishes. His songs were a thousand and five, and his proverbs three thousand." Thus it appears that the royal scholar was a voluminous writer on scientific, literary, and ethical subjects. And while he excelled in these departments, his temple reared its magnificent proportions before the world, a monument of architectural skill and taste, which rendered it in after ages the model of grace, majesty, and grandeur.

Such gifted luminaries in the intellectual world, our author well remarks, do not shine alone. They usually belong to a constellation; and the king who sets such an example is not likely to be without followers. There was, indeed, one cardinal feature in the Hebrew polity which was pre-eminently favourable, at all times, to the cultivation of knowledge. The whole tribe of Levi were set apart for the service of religion and letters. While many were employed in the temple, many others were devoted to study. Of these, not a few reached a high name for their attainments in the science of their age, and the fidelity with which they made their knowledge available for the benefit of the people. Among the Hebrews there was no monopoly of knowledge among a favoured few. Intelligence was general, in the degree and of the kind adapted to the various duties and pursuits of those among whom it was spread. The tongue and the pen of even learned royalty were industriously employed in giving to knowledge that condensed and practical form, which might bring it within the reach, and make it available for the advantage of all—of the shepherd and the vine-dresser, as well as of the sons of the prophets. When the learned act with this generous and dutiful spirit, they are always sure to reap as they sow. The minds of those who receive instruction will react upon the minds of those who give it, imparting to them higher aspirations, and leading them to greater acquisitions.

These provisions of the Hebrew code for the perpetuation and diffusion of knowledge, cannot be regarded otherwise than as excellent and admirable enactments. They have, as our author truly says, been sanctioned by universal history as inseparably interwoven with national prosperity. No people can rise from civil or social degradation without education; and no ruler deserves the reputation of a public benefactor, who would not give his unremitting care to this object, as of paramount importance.

#### PROGRESS OF THE COMMON SCHOOLS IN UPPER CANADA, FROM AN AMERICAN POINT OF VIEW.

The following interesting letter has been received from the Rev. D. HINMAN, who has recently been actively engaged in promoting the introduction of HOLBROOK'S Scientific Apparatus into the schools of Upper Canada. Mr. HINMAN remarks:—

"It is now more than a year since I commenced, under your sanction, the introduction of Holbrook's common school Apparatus into the schools of Upper Canada. During that time, many things have come under my notice, of an interesting character, connected with schools and the state of education in general. It had occurred to me that such an opportunity might be improved, so as to glean intelligence of a practical nature not within the convenient reach of other parties. From the liability of premature conclusions on a subject of so much importance, I have deferred addressing any communications to the Education Office until now, excepting a brief sketch addressed to Mr. Hodgins, last winter—the receipt of which he kindly acknowledged, and also requested the result of my further observations.

"My travels, during the first eight or nine months, were from the Niagara River, between the two lakes, westward, as far as Port Stanley and London. I have since been in the vicinity of Brockville, and in the interior, as far down as Cornwall, on the St. Lawrence. I am at present, and will probably remain a few weeks longer, in the vicinity of the Bay of Quinte. My business has been to introduce Mr. Holbrook's Apparatus, in complete sets, to the attention of teachers and trustees of schools, and the friends of education in general. I have everywhere had the pleasure of finding a cordial reception, and a high appreciation of the Apparatus, as being well calculated to illustrate the branches of science to which they are adapted; but more especially are they appreciated when examined

by persons of general intelligence. I have now, with the assistance of Mr. W. A. Pringle, disposed of nearly four hundred sets of the Apparatus in this province. Upon revisiting the schools, where they have been in use for some months, a marked proficiency was visible amongst the scholars, and an increased interest and pleasure manifested by them in their studies. I believe the love of study is always induced in proportion to the clearness of the pupil's comprehension of any branch of science engaging his attention. The Apparatus have not always been patronized by the more wealthy sections, but in proportion to the interest taken by the inhabitants of a section in the education of their youth; and that interest varies materially in different parts of the province. A serious difficulty of a practical nature still exists, which prevents the furnishing of school houses with Apparatus, &c., arising from the hesitancy of trustees to avail themselves of the provision of the present school law, for this purpose, lest some not very favourable to their prosperity might be displeased. The universal taxation of property for the support of schools is not generally objected to by freeholders, especially the more intelligent part. Strange as it may seem, the poorer classes often oppose it most. As far as my observation extends, the attendance of scholars has been greatly increased in all those sections adopting it. The present school law is considered a great improvement on its predecessor, and will, I have no doubt, be better appreciated by all as it is more fully understood and applied in practice.

"I have recommended the *Journal of Education* generally to the patronage of trustees and others; and I regret to find, in some places, so few copies of it in circulation, believing it would greatly subserve the interests of the cause to which it is devoted, were it more generally read. I find the prosperity of the schools depends much upon the efficiency of township superintendents—a class of officers which, in some instances, the people acknowledge they regard as secondary to other matters. Where this is the case, a languishing condition of the schools is visible.

"From what I can learn, however, there is an increasing interest being felt in the cause of education throughout the province, and a more general concurrence in the adoption of means for its improvement and furtherance in every department—such as the erection of good school houses, the employment of a better class of teachers than heretofore, and a greater willingness on the part of patrons to compensate them in proportion to their qualifications. In recommending a more liberal appropriation of means, I often intimate, that education pays five hundred per cent. on its cost; in proof of which, I proposed the question—would a premium of five hundred per cent. induce its relinquishment? Surely not is the reply.

"It is due to the people amongst whom I have travelled, to acknowledge their hospitality and kindness in furthering the objects I have had in view. I shall not soon forget the many warm expressions of friendship which I have experienced towards a stranger, who ardently wishes the highest prosperity of the common schools in Canada."

#### PROMOTION OF EDUCATION IN ENGLAND.

Nothing short, indeed, of a public grant for the establishment of training schools, fully equal in extent to that given for the emancipation of the West India slaves, will ever emancipate the mass of the town population of Great Britain from the operative causes of their present and progressive moral degradation. Jails, bridewells, penitentiaries, and houses of refuge, are all very useful in their way, and absolutely necessary in present circumstances; but they go not to the root of the evil—they are at best restoratives, not preventatives. Training schools alone, on Christian principles, and commencing early, by the blessing of God, can accomplish the work. Taking the lowest estimate of the advantage to be gained, twenty millions advanced by the State would be amply repaid by the reduction of crime, and the additional peace and security of the whole community.

This amount would certainly be required for the mere purchase of training grounds in suitable situations, the erection of buildings, and a partial endowment, so as to bring the fees within the reach of the poor and working classes.

This sum may startle those who are unaccustomed to view education in its real character and bearings, and the opposing principles of apathy and vice it has to contend with in the wide-spread rural districts of our country, but especially in large towns, which are at

present the hot-beds of crime, ignorance, and insubordination. And to those who have formed their notions from the aspect of calm seclusion in the parlour or in the nursery, such necessity for so mighty an expenditure, in providing moral machinery, may appear strange. But to those who have been accustomed for twenty or thirty years to visit the abodes of wretchedness, and crime, and ungodliness, so fearfully general in our city lanes, such a sum, and such a sacrifice, on the part of the country for its moral renovation, will appear small indeed. Did we say *sacrifice*? We ought not. Twenty millions sterling, thus expended, would prove an incalculable blessing to the working classes themselves, and would be thrice repaid to Government in their superior industry, sobriety, and good order.

We will venture to predict, that not many years will elapse ere the present calculation will be considered quite too low. Our legislators propose thousands, when millions are needed, as if a city on fire could be extinguished by a few buckets of water.

Early school training, on correct principles might be the means, in one generation, of altering the face of society. Let parents train their own children: we affirm the statement with this addition, *at all times and on all occasions when they can, i. e., when they are with them*; but if we hope to have parents capable of morally training their offspring, we must train the *whole youth of the present day*, who will become the parents of a future generation.

## Educational Intelligence.

### CANADA.

**Schools in Bowmanville.**—The *Messenger*, of the 15th instant, contains an extended account of the examination of Messrs. Rogerson and Moorcroft's Schools, in that village. He remarks: "We never observed better order among children than was manifested on that occasion, as the dropping of a pin might have been heard during the whole entire proceedings—a rare circumstance in a school of upwards of 70 small children." In the afternoon, the township Superintendent delivered an interesting lecture upon Free Schools. In regard to this educational question, the Editor observes: "The free school system is the best, take it as a whole, that has yet been adopted in Canada, and all it wants is a fair trial to convince the most stubborn opponents of the principle of its general utility and applicability to a country like this. We know that in some instances the system bears heavily on certain individuals, but that is no reason why it should be abandoned; besides, those individuals on whom the system bears heaviest are, in every respect, the best able to bear it. It is impossible to frame a law that will exactly meet the wishes of all parties, and consequently we must endeavour to secure and carry out such laws as will confer the greatest amount of good to the greatest number—and the law in regard to free schools is certainly of that description. It is the duty of the rich to assist the poor to educate their children, and if they will not do so by voluntary contributions, it then becomes the duty of Government to take the matter in hand and adopt such measures as will secure to every child in the country a good English education." The *Messenger* also announces that the "Darlington Grammar School is now in operation, under the superintendence of Mr. King, whose reputation as a teacher is excellent, and who, no doubt, will make this grammar school equal to any in the province."

**Victoria College.**—We learn from the *Guardian* of the 29th instant, that the recent effort to endow Victoria College has been thus far highly successful, and that "already a considerable number of Scholarships have been disposed of." The value of a Scholarship is £25, tenable for 25 years, and entitles the holder to free tuition for that period for one pupil. This is a near approach to the adoption of the free School principle by the authorities of the College.

**Knox's College.**—The session of 1851-'52 was opened on Thursday last the 16th instant. The number of students who were present was not quite so large as on previous occasions. Several ministers and a considerable number of ladies and gentlemen who take an interest in the Institution, met to witness the interesting services. After singing and prayer, Dr. Willis, the talented head of the College, addressed the Students in an impressive, vigorous, and appropriate style.

**King's College, Nova Scotia.**—The Act for repealing the Grant to King's College, passed in the last session, has been disallowed by the Colonial Secretary.—[Halifax Sun.

## BRITISH AND FOREIGN.

**Items.**—Mr. Birch has resigned the situation of preceptor to the Prince of Wales. He is to be succeeded in his office by Mr. Gibbs, barrister-at-law, and fellow of Trinity College, Cambridge. Her Majesty has granted a pension of £100 a year out of the civil list to the widow and family of the late Dr. Reid, of Glasgow University. The Bombay Board of Education have offered a gold medal, of the value of 200 rupees, for the best essay on the following subject:—"On the advantages which would result to India by the establishment of a serai, or public bungalow, in London, with compound, wells, &c., suitable for native travellers." This is evidently intended to draw out native ideas upon the subject of a visit to England. The Clergy of St. Barnabas, London, propose to establish a college in connection with their church, for the reception of young men living apart from their parents, as students, apprentices, or clerks. Each young man is to pay, for board and lodging, a sum not exceeding from 25s. to 30s. a week. As soon as a sufficient number of young men shall have been applied for admission, suitable premises will be engaged, and the college opened under the superintendence of the Rev. J. Skinner, M. A., late Fellow of University College, Durham, and the Hon. and Rev. R. Liddell, M. A., Incumbent of St. Paul's, Knightsbridge.

**Proposed New Educational Franchise in England.**—At the present moment—and we believe no alteration will be conceded in this particular—it is contemplated to recognize a certain educational test, apart from occupancy of houses, as conferring a right to vote. Clergymen, lawyers, merchants, literary men, clerks, the higher orders of mechanics, &c., will, we believe, although non-householders, be invested, under certain conditions, with the privilege of voting. These conditions will suggest themselves to our readers without explanation. As respects the franchise and householders, as the law at present stands, very considerable alterations, we believe, will be made. The £10 qualification in boroughs will be reduced in amount, while a variety of other popular concessions will be made, which will increase the constituency of this country at least one-fourth. We have no doubt that the great difficulty encountered by Ministers relates to the counties; but we believe that those difficulties will be overcome, and that the various county constituencies will be popularised to a greater extent than at present anticipated.

**Insanity in the Pentonville Prison.**—Insanity increases in the solitary cells of Pentonville Model Prison. Such is the dreadful fact conveyed in the appendix to the last report of the commissioners, to whose control this model gaol of model gaols is confided. The tendency to cause insanity has ever been urged, and unfortunately with reason, against the separate system of imprisonment. Experience has however raised a hope that by judicious treatment, this tendency may be neutralised, or at least lessened. Every report, therefore, from our model gaols is looked for with deep interest by all who have the courage to think on that most difficult of social subjects—the punishment of our criminals. During the past year the cases of insanity in Pentonville prison have risen seven per cent. Thirty-five cases of insanity out of an average daily number of 500 prisoners. Of these, one resulted in suicide, five in confirmed mania, 13 in delusion, and 16 in such a disturbed state of mental health as to necessitate the removal of the sufferers from the prison. In the seven years that ended 1849, the cases of severe mental delusion were under 40; in the one year 1850, they had risen to 18.

**Universal Education in Ireland—A new Advocate.**—His Excellency, Abbot Lawrence, the American Minister at the Court of St. James, in reply to one of the numerous addresses presented to him during his recent tour in Ireland, remarks:—"I am one of those that believe that all that nations require to be friends with each other is intercourse. (Hear, hear.) Let us come together—let us be one family, one nation; let us maintain peace and good-will among each other, for I believe it is the interest of all to maintain peace. (Hear, hear.) I do not believe in war or 'rumours of war.' I believe the true interest of mankind rests on giving the greatest amount of employment to the greatest number of people. I believe in the utility of universal education. (Great cheering.) And I would teach every man, woman, and child in Ireland to read and write if possible. (Hear, hear.) Give the people universal education—and I beg to be understood on this point—living in a country, as I do, that is ruled by self-government—(hear, hear)—a government of the people, and from the people our only security lies in universal education founded on religion. (Loud cheers).

**Queen's College, Ireland.**—The second report of the Queen's Colleges in Ireland, just issued, gives a most satisfactory account of the progress of these institutions for the education of the middle classes. Sir Robert Kane congratulates the friends of liberal education, that, notwithstanding the exertions made to prevent students from availing themselves of the advantages of the Cork College, the number of the matriculated students is almost double that exhibited in the reports submitted at the end of last year.

## UNITED STATES.

*Items.*—Mr. Theron Fisk, of Warsaw, Wyoming County, N. Y., has subscribed two thousand dollars, to constitute two scholarships in the Theological Seminary connected with the University of Rochester. .... The University of Albany has decided to establish a department of Scientific Agriculture. Professor John P. Norton, of Yale College, will lecture on the science, and Professor James K. Hall, on geology. There will be lectures likewise on chemistry and entomology, as connected with agriculture. .... The Rev. D. C. Vannorman, A. M., late Principal of the Burlington Ladies' Academy, Hamilton, has been inaugurated Principal of the Rutgers' Female Institute, New York, with appropriate ceremonies.

*Regents of the University, New York.*—At a meeting of the regents of the University, held in Albany, on the 14th instant, the sum of \$22,000 was appropriated to academies for the instruction of common school teachers. The sum allowed is \$12,50 for each teacher instructed, and no academy is allowed to draw for more than twenty. The amount of the appropriation is fixed upon the estimate that two academies in each county may avail themselves of the premium. The fact is, however, that from nine counties no applications have been made, and from fourteen other counties only one academy in each has applied, so that the sum expended cannot exceed \$21,500, and will not probably exceed \$18,000, as it is not likely that every academy selected will have the complement of twenty teachers under instruction. The term of instruction fixed by the statute is four full calendar months in each of two successive years.—[New York Commercial Advertiser.

*Wesleyan University, Middletown, Connecticut.*—The joint board of trustees and visitors of the Wesleyan University, Middletown, Ct., yesterday with great unanimity elected the Rev. Dr. M'Clintock to the presidency of that institution. Ever since the death of the late incumbent, the truly great and good Dr. Olin, the friends of the University have felt that much of its prosperity depended upon the selection of a competent successor, and with remarkable unanimity their attention seems to have been directed to the reverend gentleman upon whom the choice of the board has fallen, and who is at present editor of the Quarterly Review, published by the Methodist Church. A better selection could not have been made. Dr. M'Clintock is a thorough and profound scholar, possessing great strength and vigor of mind, an independent and original thinker, quick to perceive and skilful to analyse, and has a native force of character which will make its impression in whatever sphere the Doctor moves. He shares largely also in that spirit which shed so beneficial an influence around the character of his predecessor,—an enlightened and genial, but practical piety, which will season all his instructions to the students, while his intercourse with them will always be that of the true Christian gentleman. As well wishers to the University, we shall be glad to learn that Dr. M'Clintock has accepted the presidency thus cordially tendered to him.—[Ibid.

*Common School System of New York.*—The first report to the Legislature, showing the number and condition of the Schools in the State, was made in 1793, when the number of Schools in 16 out of 23 counties then organized, was 1352 and the number of pupils 59,660. The first appropriation for common schools was made in 1795, and was on a scale of liberality, which shows the just appreciation of the importance of this fundamental interest in the infancy of our state. The sum appropriated was \$50,000 annually for five years. In 1805, our permanent school fund was founded, by the appropriation of 500,000 acres of the vacant lands of the State. The returns from the school districts were incomplete each year, till after 1816. In that year 2,631 districts made reports, in which the number of pupils was 140,106. In 1817, there were 5,000 Schools, and over 200,000 pupils, exclusive of the city and county of New York. In 1820, the number of districts was 3,113, in which 271,877 children were instructed. In 1821, the Districts were 5,439, and the pupils, 305,549. Since that period, the system having become regular in its operations, the increase in the number of Schools and of children instructed in them, has borne a near proportion to the increase of population, till, by the last report of the Superintendent, the number of Districts is shown to be 11,367, and the children instructed, 794,500. The annual appropriation from the income of the permanent fund, is now \$300,000, and from taxes 300,000, of which \$1,045,000 is applicable exclusively to the payment of teachers' wages, and the support of schools, and the remaining \$55,000 to the purchase of school libraries and apparatus. Since their foundation in 1835, the District Libraries have grown to the amount of 1,500,000 volumes.—[Christian Adv. and Journal.

*Evening Schools in the City of New York.*—Evening schools, for the gratuitous instruction of apprentices, and other persons, unable to avail themselves of the free public day schools, were opened at twelve different points in the city, on the 13th ult., under the direction of the Board of Education. From the terms of the notice published at the time, we are

unable to say whether more than one school is held in the same building, but we presume that there are now only twelve of these schools. In the winter of 1847-8, when the experiment was first made as an auxiliary to the day schools, six evening schools were opened, and there was an average attendance of 1,224 pupils. The following season the number of these schools was increased to fifteen, and 2,490 pupils attended; and last winter, we believe, there were twenty schools, with an average attendance of 2,945 pupils. With the rapid increase of our population, it is not likely that the demand for evening tuition can be diminished; and it is therefore possible that if there are only twelve schools open now, their number will be augmented when the winter sets in and the nights become longer. The number of pupils who registered their names each season was much larger than the regular attendance, many merely visiting the school occasionally, being, perhaps, unable from the nature of their avocations, to give constant attention. Of the number registered last winter, we are informed that 4,912 were entirely ignorant of arithmetic, and 1,321 were unable to read. A great portion of these illiterate persons were adults. Many of the pupils are Germans, who seek to acquire a knowledge of the English language; and in one school, where nearly a hundred of this class of persons resorted, a German teacher was employed as an interpreter. In this respect the schools are valuable, as tending to render our diversified population more homogenous. Much as these evening schools have been frequented, there is still room for an extension of usefulness. There are thousands of persons, youths and adults, who might profitably avail themselves of the privilege of acquiring the rudiments of a good education, who now waste their evenings in vicious pleasures, and trifling amusements. Ignorance is too often the handmaid of idleness and crime, and the further we can banish her from our midst, the better for the highest interests of society. We consider these evening schools a most powerful agency for good, and hope to see them increased and improved so as to draw within the circle of their influence the greatest possible number of uneducated persons. "Never too old to learn," is an admirable motto to encourage aspirations for advancement.—[N. Y. Commercial Advertiser.

## Literary and Scientific Intelligence.

*Items.*—A model of the Crystal Palace is exhibited at Munich, by M. Lipp, an artist. Its length is thirty feet: its breadth seven feet, and the height of transept two feet. The number of metal columns is 3,842, and that of the smaller supports 2,141. .... The Right Hon. T. B. Macaulay has at length completed two more volumes of his "History of England," and they will be published during the autumn. .... It is said that Prince Metternich is writing his biography, and a history of the Austrian Court, which is not to be opened until sixty years after his death. .... A new archaeological museum is about to be established in the Lateran at Rome, in addition to that existing in the Vatican library. .... The coal area in the British Islands, amounts to 12,000 square miles, or about one-tenth of the entire area of the country. The annual product is estimated at 32,000 tons. .... The cable telegraph wire, between Dover and Calais, was laid on the 23rd ult. .... The statue of an idol in stone, coarsely executed, but supposed to date from the period of the Phœnicians or Carthaginians, was found about a fortnight since among the ruins of the town of the old Arzew, Algeria. .... A very fine Roman mosaic has been discovered at Aumale in Algiers. A discovery has also been made in the Roman ruins of ancient Arzew, of a large stone idol and five large tumular stones. They are Phœnician and Carthaginian antiquities. .... The Tuscan journals announce the death of the celebrated mathematician and astronomer, Giovanni Inghirami. .... We learn from Hanover that in the course of a revision of the archives of Celli, a box has been found, containing a collection of important documents from the thirty years war, namely, part of the private correspondence of Duke George, of Brunswick-Luneburg, with drafts of his own epistles, and original letters from Pappenheim, Gustavus Adolphus, and Piccolomini. .... Baron Liebig is now making a tour in Ireland, in company with Mr. James Muspratt, Mr. Samuel Lover, Mr. Truchman, and other gentlemen. .... Professor Kiss, the sculptor, whose "Amazon" has attracted so much notice at the Exhibition, has received from the King of Prussia the order of the Red Eagle of the 3rd class. .... The Master of the Rolls has given an answer to a memorial presented to him by Lord Mahon and various literary men, praying for the admission of historical writers to the free use of the records. It is an extremely important answer, and is highly favourable. .... The great lunatic asylum which has just been erected at Colney Hatch, Middlesex, is said to have 1,045 rooms, 7,845 windows, and 1,470 doors.

*An Emerald Mine.*—The *Overland Chronicle* contains the following interesting account of an emerald mine in Egypt:—It appears that the existence of an emerald mine on Mount Zabarah, situated on an isle in the Red Sea, has long been known. It had been worked by the Pacha of Egypt, but the operations had been stopped in the latter years of the reign

of Mehemet Ali. A short time ago, an English company obtained permission to carry on the digging, which promised to yield them immense wealth. Recently their engineer, Mr. R. Allan, discovered, at a great depth, traces of a great gallery, bearing about it evidence of extreme antiquity. Here he found ancient instruments and utensils, and a stone with a hieroglyphic inscription on it, in a great measure destroyed. It appears, that in this time, Belzoni, to whom the world is so much indebted for its knowledge of the wonders of Egypt, had given it as his opinion, that this mine had been worked by the ancient Egyptians, and this discovery establishes the soundness of his remark. The configuration of the gallery, and the nature and shape of the tools found in it, it is said, exhibit great skill in the art of engineering. From the inscription on the stone, so far as it can be read, it is believed that the labouring in the mine of Zabarah, had commenced in the reign of the great Sesostris, (living about 1650 before Christ) whom antiquity describes as combining the character of a conqueror with that of a prince of vast enterprise in the arts of peace.

*Death of Mr. Richardson, the African Traveller.*—It is with deep regret that we have to announce the death of Mr. James Richardson, the enterprising African traveller. This melancholy event took place on the 4th of March last, at a small village called Ungurutua, six days distant from Kouka, the capital of Bornou. Early in January, he and the companions of his mission, Drs. Barth and Overweg, arrived at the immense plain of Damerkou, when, after remaining a few days, they separated. Dr. Barth proceeding to Kanu, Dr. Overweg to Guber, and Mr. Richardson taking the direct route to Kouka, by Zinde. There it would seem his strength began to give way, and before he had arrived twelve days' distant from Kouka, he became seriously ill, suffering much from the oppressive heat of the sun. Having reached a large town, called Kangarrua, he halted for three days, and feeling himself rather refreshed, he renewed his journey. After two days more travelling, during which his weakness greatly increased, they arrived at the Waddy Mellaha. Leaving this place on the 3rd of March, they reached in two hours the village of Ungurutua, when Mr. Richardson became so weak that he was unable to proceed. In the evening he took a little food and tried to speak—but became very restless, and left his tent, supported by his servant. He then took some tea, and threw himself again on his bed, but did not sleep. His attendants having made some coffee, he asked for a cup, but had no strength to hold it. He repeated several times, "I have no strength," and after having pronounced the name of his wife, expired, without a struggle, about two hours after midnight. Early in the morning, the body, wrapped in linen, and covered with a carpet, was borne to a grave, which was dug four feet deep, under the shade of a large tree, close to the village, followed by all the principal Sheichs and people of the district. The Sultan of Bornou has given orders that all respect and honour shall be paid to the grave of the ill-fated British traveller.—[Malta Times.

*Eastern Method of Measuring Time.*—The people of the East measure time by the length of their shadow. Hence, if you ask a man what o'clock it is, he immediately goes into the sun, stands erect, then, looking where his shadow terminates, he measures his length with his feet, and tells you nearly the time. Thus, the workmen earnestly desire the shadow which indicates the time for leaving their work. A person wishing to leave his toil says, "How long my shadow is in coming." "Why did you not come sooner?" "Because I waited for my shadow." In the seventh chapter of Job we find it written, "As a servant earnestly desireth his shadow."—[Roberts' Illustrations.

*Cleopatra's Needle.*—The removal to England of one of the obelisks, called Cleopatra's Needle, seems to those who see it in its present state to be scarcely worth the trouble and expense of the undertaking. It is interesting from the associations attached to it, but it will cause disappointment if it is expected to prove an ornament, as it is in a very mutilated state, the edges being broken off, and the hieroglyphics much defaced. The length at present uncovered by the sand is about 35 feet from the apex, with from three to four feet down the sides, and the whole of what is visible is in the same dilapidated condition. It must also be said, that the longer it is left in its present position, the worse it will become from the anxiety of all travellers to possess pieces of it, which the native boys knock off largely to sell. The base of the obelisk is about twenty feet distant from the sea, and the city wall will have to be broken through to remove it. The water is only two feet deep at the distance of 15 feet from the shore, nine feet deep at 20 fathoms, 13 feet at 150 fathoms, 19 at 200 fathoms, and 20 feet deep at 260 fathoms distance. Within 10 or 12 feet of the beach, there are broken rocks and remains of ancient buildings; beyond that, the bottom is sandy.—[London Times.

*The Cambridge Observatory Boston.*—The Observatory is situated on a commanding eminence, called Summer House Hill, the summit of which is about fifty feet above the plain on which are erected the buildings of the University. This height is found to give from the dome an horizon almost uninterrupted to within two or three degrees of altitude.

The grounds appropriated to the use of the Observatory comprise about six and a half acres. It is distant nearly three-fourths of a mile Northwest from University Hall, and three miles and a half in the same direction from the State House in Boston. The wonder and admiration caused by the unexpected appearance of the great Comet in March, 1845, was a great incentive to and, indirectly, one of the principal causes of the erection of this new celebrated Observatory, although for many years before it had been a favourite project with John Q. Adams, Nathaniel Bowditch, and other distinguished advocates of astronomical science. But few decisive steps were taken, however, until the sudden appearance of this brilliant Comet, in 1843, when it was found that the instruments in Cambridge were entirely inadequate to make accurate observations on such a body. This roused the public spirited Bostonians to a sense of the importance of an Astronomical Observatory, with instruments of sufficient accuracy to make the necessary observations on the heavenly bodies. Mr. David Sears, of Boston, headed the list by a donation of five hundred dollars for this object, besides giving five thousand dollars for the erection of a suitable tower to contain this instrument. Another gentleman of Boston subscribed one thousand dollars towards the telescope; eight others contributed five hundred dollars each, for the same object; eighteen gentlemen gave two hundred each, and thirty others gave the sum of one hundred dollars each. The American Academy of Arts and Sciences made a donation of three thousand dollars, and the Society for the Diffusion of Useful Knowledge gave one thousand. Besides these, the principal Insurance Companies of Boston contributed largely; the American, Merchants', and National Insurance offices, and the Humane Society, gave five hundred each; two other Companies subscribed three hundred; and two others gave, respectively, two hundred and fifty, and two hundred. Thus in a short time an amount was subscribed sufficient for procuring the instrument which has contributed so much to the advancement of astronomy generally, besides reflecting so much honour on the country at large. The site of the Observatory was purchased by the Corporation of Harvard University. The Sears Tower, so called in honor of David Sears, whose generous donation we have already mentioned, is built of brick, on a foundation of granite, laid with cement. It is thirty-two feet square on the outside, while on the inside the corners are gradually brought to a circular form for the better support of the dome, forming a massive arch. This dome, covering the grand equatorial, is a hemisphere of thirty-two feet interior diameter, formed with stout ribs of plank, and covered externally with copper. There is an opening five feet wide, and extending a few degrees beyond the zenith; which is closed by means of weather-proof shutters, and worked by means of an endless chain and toothed wheels. On the lower side of this dome is affixed a grooved iron rail, and on the granite cap of the wall is placed a similar rail; between these grooves are placed eight iron spheres, accurately turned, on which the dome is revolved. The apparatus for moving the wheel consists of toothed wheels, geared to a series of toothed iron plates, fastened to its lower section. By means of this the whole dome, weighing about fourteen tons, can be turned through a whole revolution, by a single person, in *thirty-five seconds*. In this dome are placed the "Grand Refractor," and one or two smaller instruments. The Comet Seeker, a small instrument of four inches aperture, by Merz, is used from the balconies of the dome. This is the instrument with which the younger Bond has discovered no less than eleven telescopic comets, before intelligence had reached him of their having been seen by any other observer. From these balconies a most extensive and beautiful view meets the eye of the neighboring towns, their numerous hills, spires, &c. On either side of the tower are two wings. Of these, the Eastern is used as a dwelling for the Observer; the Western, on which is placed the smaller dome, is used for magnetic and meteorological observations. This wing was erected in the year 1850-1, and adds greatly to the architectural beauty of the Observatory. In this dome is placed the smaller Equatorial, of five feet focal length, and an object glass of four and one-eighth inches, made by Merz, which is a remarkably fine instrument. The "Grand Refractor," justly considered second to none in the world, and is far superior to anyone in this country, has already become celebrated in the hands of the skillful and scientific director and his assistant, from the many brilliant discoveries which have been made. Among these we may particularly mention the new ring and satellite of the planet Saturn. It has also enabled the observers to resolve the principal nebulae, particularly those in the Constellations Orion and Andromeda. The object glass was made at the celebrated manufactory of Merz and Mahler, in Munich, Bavaria, who also were the makers of the celebrated telescope at the Pulkova Observatory, which is of the same size and mounting as that in Cambridge. The same artists made the Washington and Cincinnati Equatorials, besides many others of a smaller size in the United States. The extreme diameter of this object glass is fifteen and a half inches, although the effective diameter is only fourteen and ninety-five hundredths inches: the focal length is twenty-two feet six inches; the total weight nearly three tons; yet the friction is so successfully relieved by the judicious arrangement of wheels and counterpoises, that it could be pointed to any quarter of the heavens



by the finger of a child. A sidereal motion is communicated to the telescope by clock work, by which means an object may be constantly kept in the field of view, which essentially aids the observer in delicate examinations of celestial objects. The right ascension is read off by means of an hour circle, eighteen inches diameter, reading to one second of time by a vernier, while the declination circle is twenty six inches in diameter, reading also to one second of time or four seconds of arc. The total cost of the instrument was \$19,842. The object glass arrived in Cambridge on the 4th of Dec., 1846, but the tube and mounting did not arrive until the 11th of June following. The instrument was mounted on the 23rd of June, 1847, and on the evening of the same day was first pointed to the heavens. The transit circle is by Sims, of London. The object glass by Merz, is four and one-eighth inches aperture, and sixty-five inches focal length.—Besides these, the observatory is furnished with many smaller instruments, and a complete set of meteorological instruments, an astronomical clock, and sidereal chronometers. One of the most ingenious contrivances connected with the Observatory is, the "observer's chair," invented by the Director. By means of this chair, the observer can transport himself to any part of the dome without moving from his seat.—Boston Traveller.

**Reward of Genius.**—A late London publisher of high standing and intimate acquaintance with British authors of the past and present generation, gives the remunerative payments which the most distinguished of them received for certain of their works; and he was at pains to verify the terms:—Fragments of History, by Charles Fox, sold by Lord Holland for \$30,000. Fragments of History, by Sir James Macintosh, for \$2,500.—Lingard's History of England \$23,415. Sir Walter Scott's life of Bonaparte was sold, with printed books for \$90,000, the net receipts of the first two editions only being not less than \$50,000. The life of Wilberforce, by his sons, \$20,000. Life of Sheridan, by Moore, \$10,000. Life of Hannah More \$10,000. Life of Cowper, by Southey, \$5,000. Life and times of George IV., by Lady C. Bury, \$5,000. Byron's Works \$100,000. Lord of the Isles, half share, \$7,500. Lalla Rookh, by Moore, \$15,000. Rejected Addresses by Mr. Smith, \$5,000. Crabbe's Works, republication of them by Murray, \$15,000. Wordsworth's Works, republication, \$5,250. Bulwer's Rienzi, \$3,000. Marryat's Novels from \$2,500 to \$5,000 each. Trollope's Factory Boy \$9,000. Hannah More derived \$150,000 annually for her copy rights during the latter years of her life. Roundell's Domestic Cookery, \$10,000. Nicholas Nickleby, \$15,000. Eustace's Classical Tour, \$10,000. Sir Robert Inglis obtained for the widow of Bishop Heber, by the sale of his journal only, \$25,000. With such facts before us, it is idle to complain that literary talent goes unrewarded. Nor is such ample remuneration confined to the other side of the Atlantic. Irving and Prescott have been rewarded with princely affluence, and a man of Christian moderation would not wish for an income more ample than what would be furnished by the sale of Barnes' notes on the New Testament, to say nothing of other authors equally successful.

**Harpers' Large Book Concern.**—The book concern, on Pearl street, (connecting in the rear with the principal in Cliff street,) is 45 by 100 feet, and five stories high. Among other improvements to be introduced, will be an apparatus for drying paper by steam, a process hitherto used, we believe, in but one establishment, in Edinburgh, Scotland. There are employed in the establishment about 400 hands, whose wages exceed \$10,000 per month. In the composing rooms are forty hands, who are frequently engaged upon 18 or 20 works at a time. In the stereotype foundry 13 hands are employed, turning out 7000 plates per week. Between 50,000 and 60,000 lbs. of metal are consumed yearly in this establishment. In the copper steel-plate printing-room are 6 hands and 8 presses—each of the latter averaging 700 impressions per day. The press room contains 20 Adams' power presses, and 2 hand presses, which are kept constantly running. Each power press averages 5000 impressions per day, 45 hands are employed in working them. Eight new presses are to be put up in the new building. Fifty girls are employed in the sewing rooms, and 100 girls are folding, pressing and drying the sheets.—[N. Y. Jour. of Com.

**Artificial Lapis Lazuli.**—Of all the achievements of inorganic chemistry, the artificial formation of *lapis lazuli* was the most brilliant and most conclusive. This mineral, as represented to us by nature, is calculated powerfully to arrest our attention by its beautiful azure-blue colour, its remaining unchanged by exposure to air or to fire, and furnishing us with a most valuable pigment (ultra-marine), more precious than gold! Analysis represented it to be composed of silica, alumina, and soda (three colourless bodies), with sulphur, and a trace of iron. Nothing could be discovered in it of the nature of a pigment, nothing to which its blue colour could be referred, the cause of which was searched for in vain. It might, therefore, have been supposed that the analyst was here altogether at fault, and that, at any rate, its artificial production must be impossible. Nevertheless, this has been accomplished; and simply by combining, in the proper proportions, as determined by analysis, silica, soda, alumina,

iron, and sulphur. Thousands of pounds weight are now manufactured from these ingredients, and this artificial ultra-marine is as beautiful as the natural, while for the price of a single ounce of the latter we may obtain many pounds of the former.—[Liebig.

### Editorial and Official Notices, &c.

**IRREGULARITY IN THE DELIVERY OF THE JOURNAL.**—Repeated complaints having reached us of irregularity in the receipt of the *Journal of Education*, at various post offices, we beg to assure our correspondents, that every precaution is taken at the office of the publisher of the *Journal* to ensure correctness in mailing the numbers to subscribers. Since the new postage law came into operation, we have received a few numbers of the *Journal* from some of the post offices, marked, "not called for," "refused," &c. It is possible the irregularities complained of may have been increased of late by reason of the operation of this more prompt and exact system in the post office department. We shall be happy, however, to furnish any missing numbers of the present Volume to any of the subscribers to the *Journal* who may not have received it regularly. Single numbers of previous Volumes can also be obtained by parties wishing to keep their files complete.

**THE ANNUAL SCHOOL REPORT**, for 1850, ordered by the House of Assembly to be furnished to each School Corporation, local Superintendent, and Municipality, is nearly printed, and will be dispatched to the county clerks in the course of the ensuing month (November.) Those for distribution among the school sections will be addressed to the local Superintendents. The blank forms of School Reports for trustees and local Superintendents, will also be dispatched in the same parcels. Local Superintendents will therefore please apply to the county clerks for the blank reports for themselves, and for the schools under their charge, about the 15th or 20th of next month.

**EDUCATIONAL DEPOSITORY.**—As the maps, prints and other School requisites recently procured in England, &c. have arrived at the Educational Depository, the various articles ordered by Trustees, Superintendents and others, will be despatched to them without delay, in accordance with the directions received in each instance at the Education Office.

### WILLIAM HODGINS, ARCHITECT AND CIVIL ENGINEER,

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