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## SHORT MEMOIRS OF EMINENT MEN.

### No. 1. HOMER.

Poetry is of a very remote origin. The solemn offices of piety, the first lessons of wisdom with which mankind were acquainted, the earliest annals of history, and even the laws of nations in their infancy, were presented to the world in a poetic dress. But it is as devoted to the service of religion, that it seems arrayed in all its native splendor and charms. "Certainly," to use the language of Bishop Lowth, "nothing can be conceived by the human mind as more elevated, more beautiful, or more elegant, than the poetry which is to be found in the sacred writings; in which the almost ineffable sublimity of the subject is fully equalled by the energy of the language, and the dignity of the style.\* And it is worthy of observation, that, as some of these writings exceed in antiquity the fabulous ages of Greece; in sublimity they are superior to the most finished productions of that polished people. It would not be easy, indeed, to assign a reason, why the writings of Homer, of Pindar, and of Horace, should engross our attention, and monopolize our praise, while those of Moses, of David, and Isaiah, pass totally disregarded.†

To the same purpose, Mr. Addison remarks, "There is a certain coldness and indifference in the phrases of our European languages when they are compared with the oriental forms of speech; and it

\* See Job, chap. xl., from the beginning.  
† Lowth's Prefect.

happens very luckily that the Hebrew idioms run into the English tongue with a particular grace and beauty. Our language has received innumerable elegancies and improvements, from that infusion of Hebraisms, which are derived to it out of the poetical passages in holy writ. They give a force and energy to our expression, warm and animate our language, and convey our thoughts in more ardent and intense phrases than any that are to be met with in our tongue. There is something so pathetic in this kind of diction, that it often sets the mind in a flame, and makes our heart burn within us.

"If any one would judge of the beauties of poetry that are to be met with in the divine writings, and examine how kindly the Hebrew manners of speech mix and incorporate with the English language; after having perused the book of Psalms, let him read a literal translation of Horace or Pindar. He will find in these two last such an absurdity and confusion of style, with such a comparative poverty of imagination, as will make him very sensible of the truth of these remarks."

Though it is not intended to examine and narrate the lives of the sacred poets and their incomparable productions, yet we shall present our youthful readers with a single specimen of divine poetry; we need not say, that it is a performance at once perfect and beautiful, since it is Mr. Addison's paraphrase on part of the 19th Psalm.

"The spacious firmament on high,  
With all the blue ethereal sky,  
And spangled heavens, a shining frame,  
Their great Original proclaim:  
Th' unwearied sun, from day to day,  
Does his Creator's pow'r display;  
And publishes to every land,  
The work of an Almighty hand.

"Soon as the evening shades prevail,  
The moon takes up the wondrous tale,  
And nightly to the list'ning earth,  
Repeats the story of her birth;  
While all the stars that round her burn,  
And all the planets in their turn,  
Confirm their tidings as they roll,  
And spread the truth from pole to pole.

"What tho' in solemn silence, all  
Move round this dark terrestrial ball;  
What tho' no real voice, nor sound,  
Amidst their radiant orbs be found;  
In reason's ear they all rejoice,  
And utter forth a glorious voice;  
For ever singing as they shine,  
'The hand that made us is divine.'"

Of all the ancient poets, the first name that will occur to any mind is that of Homer. From an inscription on one of the celebrated marbles presented to the University of Oxford by the Earl of Arundel, there is reason to conclude, that he lived about nine hundred and seven years before the Christian era. His writings are unquestionably of very high antiquity. The honour of having given birth to this great poet, has been claimed by no less than seven of

the principal cities of Greece, as is intimated in the well known lines,

"Seven cities contend for Homer dead,  
Through which the living Homer begg'd his bread."\*

It is affirmed, that through a considerable part of his life he kept a school in Chios; and modern travellers assure us, that the inhabitants pretend to point out the very seats on the rocks which were occupied by this distinguished master and his pupils. It is indeed certain, that the people of this island have ever held him in the greatest veneration; this appears from the fact, that they struck medals, on which they depicted the poet seated on a throne, and holding in his hand the Iliad and the Odyssey; and for many ages, from motives of esteem for his memory, they celebrated festivals every fifth year to his honour.

But the genius of Homer was so extraordinary, that his fame could not be confined to Greece, or to any single nation in the world. Ptolemy Philopater, as an expression of admiration of his writings, built a magnificent temple, in the midst of which he placed a fine statue of the poet, and around it beautiful models of the cities which contended for the enviable distinction of his birth. Alexander was so delighted with the poems of Homer, that he usually placed them under his pillow when he slept. The Iliad he is said to have deposited in one of the richest caskets of Darius; intimating that there was no other cabinet worthy to contain so vast a treasure. The poet is said to have been blind during a great part of the decline of life; it is also affirmed, that his ashes repose in the small island of Cos. But this is uncertain; indeed, the age in which he lived is so remote, that the authentic particulars of his life and death are involved in very great obscurity.

The Athenian magistrate, Pisistratus, collected his poems, and placed them in the order in which they have come down to our hands.

However uncertain the biographical accounts of this great poet may be, it is unquestionable that he has immortalized his name by the originality, energy, beauty, and sublimity of his writings. The stern anger of Achilles, with its fatal results to the Grecian army, is the principal subject of the Iliad. His other great poem, the Odyssey, narrates the history of the adventures of Ulysses on his return to Ithica, after the destruction of Troy. It is evident, even to a superficial reader, that the Iliad is written in a far higher strain of poetry than the Odyssey. Longinus compares the Iliad to the mid-day, and the Odyssey to the setting sun; and remarks, that the latter still presents much of its original splendour and majesty, though deprived of its meridian heat.

In ancient times, no man was thought to have been well educated, who could not readily quote from memory large portions of these truly astonishing productions.

The justly celebrated traveller, Dr. Clarke, bears ample testimony to the accuracy of Homer's geographical allusions and narrations. And very many learned persons who have visited Greece, have particularly noticed, that the several countries and objects described by the poet several thousand years since, present, even at the present day, the same general appearances.

It is impossible, that a person of any feeling or taste can read Homer without a full conviction that he possessed a sublime and an original genius. His verse, indeed is music. As his lines are recited which refer to the ocean, who does not hear the resounding of the waves and the tempests? Who does not feel, on this, and on a multitude of other subjects, that the very language beautifully harmonizes with the sense? The scenes described by the vivid fancy of the poet, actually rise in succession before the delighted or terrified imagination of the reader.

It would be an endless task to point out all the beauties of this distinguished writer. A few of them, however, cannot fail highly to gratify the youthful reader. The description of the shield of Achilles, formed of five massy plates of silver, is a beautiful creation of this sublime poet. How admirable and how varied are its ornaments! On it shine the moon, the sun, and the principal of the constellations of heaven. Next, there are two cities, one in a state of profound peace; banquets and music, youthful mirth and

gaiety, with the assembled senate, calmly deliberating on its affairs, are presented to the eye. The other town is besieged by its foes; hosts of warriors are in array around it; on this side the citizens form the secret ambush. Yonder, on the turrets of the towers, stand the trembling mothers, with their children, while the contest rages beneath them.

In the next compartment of the shield are the labours of agriculture; the plowmen, with the shining share, turn up the furrowed field; they take the full goblet from their master's hand, and with new energy resume their labours. A field immediately succeeds, where the golden grain waves in its beauty; there are the reapers with their sickles. Some are cutting down the yellow treasure,—others are binding it up,—and there are children who are carrying away the sheaves. There, too, the owner of the crop looks on and smiles; he has spread the banquet on the cool turf, beneath the ample shade of the fine spreading oak.

Beyond the field of ripe grain is a fine vineyard. The large clusters seem to hang on props of silver; blooming youth, and fair maidens, gather, and bear homeward on their heads the purple harvest.

Then, herds of oxen meet the eye, with the herdsmen and their dogs. Two lions rush from the woods,—they seize the noblest of the cattle, while the dogs bay at a distance, and refuse to attack them.

Thick forests and verdant meadows; bleating flocks and folds; stalls for cattle, and scattered cottages and rustic revelry, then burst on the view, and decorate the shield. As a finish to this noble work, the artist poured around its extremity the waters of the ocean; the waves seem to roll in "living silver."

The poet's description of Juno's chariot, which he calls "a blazing car," is very beautiful:

"The bossy naves of solid silver shone,  
Braces of gold suspend the moving throne;  
The car, behind, an arching figure bore;  
The bending concave form'd an arch before;  
Silver the beam, th' extended yoke was gold,  
And golden reigns the immortal coursers hold."

The course of her chariot through the ethereal way, is, perhaps, one of the sublimest passages in Homer:

"Swift down the steep of heav'n the chariot rolls,  
Between th' expanded earth and stary poles:  
Far, as a shepherd from some point on high,  
O'er the wide main extends his boundless eye;  
Thro' such a space of air, with thund'ring sound,  
At every leap th' immortal coursers bound."

The parting of Andromache and Hector, is a scene full of tenderness and beauty. The hero had put on his armour, and was just issuing through the gate of Troy to combat the foe,—when, mindful of the uncertainty of his return, he pauses, and comes back to bid his wife and little boy farewell. The nurse brought the dear babe; when, as the poet tells us,

"Silent the warrior smil'd, and pleas'd resign'd  
To tender passions all his mighty mind."

As the father stretched out his arms to clasp the infant in his embrace,—frightened at his dazzling helmet, and nodding plumes, the little boy clung more closely to the bosom of his nurse,—

"With secret pleasure each fond parent smil'd;  
And Hector hastened to relieve his child;  
The glittering terrors from his brows unbound,  
And plac'd the beaming helmet on the ground;  
Then kiss'd the child,"—

And lifting him on high, affectionately commended him to the care of heaven.

Full of apprehension for her husband's welfare, Andromache entreats him not to go forth to meet the foe; she points him to a tower, near some wild fig trees, where he may effectually, and with more security to himself, serve his country; she enforces her counsel by reminding him of the greatness of his danger, since her father, and her seven brothers, and many of her kindred had fallen by the hand of Achilles. With great tenderness and beauty she adds—

"Yet while my Hector still survives I see  
My father, mother, brethren, all, in thee;  
Alas! my parents, brothers, kindred, all,  
Once more will perish, if my Hector fall;  
Thy wife, thy infant, in thy danger share;  
O prove a husband's and a father's care!"

\* "Smyrna, Chios, Colophon, Salamis, Rhodes, Argos, Athens,  
Orbis de patria certat, Homere, tuâ."

The following lines, Mr. Pope remarks, present the finest night piece which is to be found in the descriptions of any poet :—

“ As when the moon, refulgent lamp of night,  
O'er heaven's clear azure spreads her sacred light ;  
When not a breath disturbs the deep serene,  
And not a cloud o'ercasts the solemn scene ;  
Around her throne the vivid planets roll,  
And stars unnumber'd gild the glowing pole ;  
O'er the dark trees a yellow verdure shed,  
And tip with silver every mountain's head ;  
Then shines the vales, the rocks in prospect lies,  
A flood of glory bursts from all the skies ;  
The conscious swains rejoicing in the sight,  
Eye the blue vault, and bless the useful light.”

But Homer especially excels in striking and beautiful comparisons. Thus he likens the different generations of men to the leaves of a forest,—flourishing and fading, and dying in succession. The following, by which the poet illustrates the courage, strength, and success of Hector, is admirably expressive :—

“ As from the mountain's craggy forehead torn,  
A rock's round fragment flies, with fury borne,  
Which from the stubborn stone a torrent rends,  
Precipitate the pond'rous mass descends ;  
From steep to steep the rolling ruin bounds ;  
At every shock the crackling wood resounds ;  
Still gathering force, it smokes ; and urg'd amain,  
Whirls, leaps, and thunders down, impetuous to the plain ;  
There stops,—So Hector.”

There is a very pretty simile by which the poet represents the ease with which Apollo overturned the fortifications of the Greeks,—

“ Then with his hand he shook the mighty wall,  
And lo ! the turrets nod, the bulwarks fall ;  
Easy, as when ashore an infant stands,  
And draws imagined houses in the sands ;  
The sportive wanton, pleased with some new play,  
Sweeps the slight works, and fashioned domes away ;  
Thus vanished at thy touch, the tow'rs and walls ;  
The toil of thousands in a moment falls.”

We will only add two more, by which the poet describes the fall of warriors in the bloom of youth :—

“ So falls a poplar, that in wat'ry ground,  
Rais'd high the head, with stately branches crown'd ;  
Cut down it lies, tall, smooth, and largely spread,  
With all its beauteous honours on its head ;  
There left a subject to the wind and rain,  
And scorched by suns, it withers on the plain.”

Again, on the same subject, in his eighth Iliad, he says,—

“ As fall blown poppies, overcharg'd with rain,  
Decline the head, and drooping kiss the plain ;  
So sinks the youth ; his beauteous head deprest,  
Beneath his helmet, drops upon his breast.”

### Youths' Department.

#### CRADLE AND COFFIN.

Two receptacles awaiting,  
Meet the needs of human kind ;  
Each with its appropriate freighting,  
Each with garlands intertwined ;  
Cradle, where the child reposes—  
Coffin, which the dead encloses.

Cradle, placed in marriage chamber,  
Swaying, swaying to and fro ;  
Up its sides the children clamber,  
Toiling in a rosy glow ;  
Whispering angels oft descending,  
Sweetest dreams the child are lending.

Coffin, midway placed, and dreary,  
Cold, funereal draped, and still ;  
And its tenant resting weary,  
With the death-damp stealing chill  
Shrinking shapes, grief-struck and weeping,  
Round the couch are vigils keeping.

Cradle—coffin—intervening,  
O, the long and aching years !  
Soul, slow learning time's dark meaning,  
Eyes out-looking through their tears :  
Kindly, seems the death cold stillness,  
Genial, seems the rest and chillness.

All the nooks where self hath hidden,  
Memory searches to the core ;  
Till dark spectres come unbidden  
Through the lattice and the door ;  
Come, upraising our omissions—  
Self-convicting our commissions.

Love deeply, fondly, truly,  
We infinite demand ;  
Yielding up, spontaneous, duly,  
Free-will offerings, heart and hand ;  
Thence this anguish is but telling  
Of the depth whence love was swelling.

### PHYSICAL TRAINING IN SCHOOLS.

#### GYMNASTIC EXERCISES.

CONTINUED.

No. II.



Fig. 16.

**Action 25.** The feet being placed close, the hands fixed on the hips, rise on the toes, then bend the knees, and lower the body gradually till the thighs touch the heels (see action 17): extend the arms in front, and fall forwards, so that the body forms a straight line from the head to the heels, and rests on the hands and the toes.



Fig. 17.

**Action 26.** The feet being placed close, the hands open, the arms straight upward, the palms in front, bend the body forward, and touch the ground with the points of the fingers. The knees are to be kept straight (fig. 17).

**Action 27.** This is the same as action 25, only springing up and clapping the hands.

**Action 28.** This action is performed by two, standing opposite to or facing each other. The left hand on hip, the right foot forward, the right arm in front ; then grasp each other's hands, and try to bring the arm down to the right or left.



Fig. 18.

**Action 29.** The feet close, the hands on the hips : cross the legs, bend the knees gradually, sit down, and rise again (fig. 18).



Fig. 19.

**Action 30.** The reverse of action 29, viz., with the left arm, &c.

**Action 31.** The feet close, the arms extended in front, raise the left leg in front, bend the right knee gradually, and sit down on the ground, then get up again in the same position.



Fig. 20.

**Action 32.** This is performed by two persons facing each other. The left hand on the hip, the right foot in front, lock the middle finger on each other's right hand, and pull back (fig. 20).

**Action 33.** As action 31, performed with left leg.

**Action 34.** As action 32, with left hand.

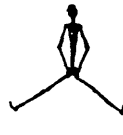


Fig. 21.

**Action 35.** The feet close, the hands on the hips, jump up, at the same time spreading out the legs (fig. 21).

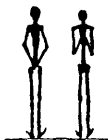


Fig. 22.

**Action 36.** Let the palms of the hands touch behind, fingers pointing downwards, turn the fingers inward, and bring the hands as high as possible up the back, taking care to keep the palms of the hands close together (fig. 22).



Fig. 23.

**Action 37.** The feet close, the hands on hips, jump up and spread out the legs, and cross them alternately (fig. 23).

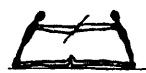


Fig. 24.

**Action 38.** This is performed by two sitting on the ground, who face each other, the soles of the feet touching, then grasping a stick, and pulling against each other, first, with knees straight ; secondly, bent ; and third, with legs open.



Fig. 25.

**Action 39.** The hands on hips, the right foot in front, the toe pointing downwards, spring or jump twice on the right toe, and twice on the left, alternately, the knees being kept straight.



Fig. 26.

**Action 40.** Hook each other's hands, the toes opposite; then lean back, and go round quickly (fig. 26).

**Action 41.** As action 39, left foot in front.

**Action 42.** The feet close, the hands on the hips, rise on the toes, and jump forward with straight knees.



Fig. 27.

**Action 43.** Grasp the left hand with the right, bring the arms behind the head, and move them from one side to the other (fig. 27).

**Action 44.** Action 42 backwards.

**Action 45.** Bring the right arm round the neck and chin, and try to catch the right ear with the right hand.

**Action 46.** The feet close, the hands on the hips, run forward and kick the thighs alternately.

**Action 47.** Action 45 with the left arm.

**Action 48.** The feet close, the hands on the hips, jump forward and kick both thighs with both heels at once.



Fig. 28.

**Action 49.** See action 17, fig. 12: then extend the arms in front, and fall down on the hands, the arms being straight, the body being brought so as to form a straight line from head to heel, as in action 25. Remain in this position a short time; then bring the feet, by a jump, between the hands, and rise (fig. 28).



Fig. 29.

**Action 50.** The hands on the hips, the left leg in front, toe towards the ground; then jump forward on the right toe, both legs quite straight (fig. 29).

**Action 51.** See action 49, then spring up from the ground and clap the hands; rise as in action 50.

**Action 52.** The same as action 50, only with the left toe.



Fig. 30.

**Action 53.** The feet close, the hands on the hips, then spread the legs gradually as far as you can, and then try to put the palms of the hands on the ground, the middle between the legs (with great care), (fig. 30). This action cannot well

be performed until the others, previously described, have been performed with diligence, so as to be performed with ease. Then this action can be performed, and that without much difficulty.

**Action 54.** The hands on the hips; then run forward on the toes, the knees being kept straight.



Fig. 31.

**Action 55.** Fold the hands behind, put the right foot to the right side forward as far as you can, then bend the right knee, and try to touch the ground with the forehead (fig. 31).

**Action 56.** The feet close, the hands on the hips, then rise on the toes, and jump to the right or left side quite round (fig. 32).

**Action 57.** The same as action 55, only with the left leg.



Fig. 32.

**Action 58.** Lift the left foot behind, bend the right knee, lower the body gradually, touch the ground with the left knee, and rise again (fig. 33).

Fig. 33.

**Action 59.** This action is performed by two facing each other; each party is to fold the arms, the elbows being kept close to the body, raise the left leg behind, hop on the right leg against one another, and try to bring the other out of his position by a blow with the shoulder, against his shoulder (fig. 34).



Fig. 34.

**Action 60.** This is the same as action 51, on the left foot.

**Action 61.** This is the same as action 59, only that the left foot is used to hop upon; the blow is given with the left shoulder.

Having thus noticed the actions to be performed by the individual, unaided by any machine, the next branch of gymnastic exercises

will introduce the reader into exercises in which the gymnast performs certain evolutions by means of a POLE, placed in a horizontal position.

In the first exercises the thumbs are to be on the same side of the pole as the fingers, that is, not grasping the pole as one would a roll of paper; arms straight in a line with the body, so that the power may be more effectually applied to move its weight; the knees are to be kept straight and stiff, unless otherwise expressed.

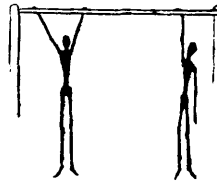


Fig. 35.

**Action 62.** The gymnast is to hang from the pole by one hand; first, by the right, then by the left, six times alternately (fig. 35).

(TO BE CONTINUED.)

### COUNSELS FOR THE YOUNG.

Never be cast down by trifles. If a spider break his thread twenty times, twenty times will he mend it again. Make up your mind to do a thing, and you will do it. Fear not, if trouble come upon you; keep up your spirit, though the day be a dark one.

Troubles never last for ever;  
The darkest day will pass away.

If the sun is going down, look up at the stars; if the earth is dark, keep your eyes on heaven. With God's presence and God's promises, a man or a child may be cheerful.

Never despair when fog's in the air,  
A sunshiny morning comes without warning.

Mind what you run after. Never be content with a bubble that will burst, or a fire-work that will end in smoke and darkness. Get that which you can keep, and which is worth keeping.

Something sterling, that will stay  
When gold and silver pass away.

Fight hard against a hasty temper. Anger will come, but resist it stoutly. A spark may set a house on fire. A fit of passion may give you cause to mourn all the days of your life.

He that revenges knows no rest,  
The meek possess a peaceful breast.

If you have an enemy, act kindly to him, and make him your friend. You may not win him over at once, but try again. Let one kindness be followed by another, till you have accomplished your end. By little and little, great things are completed.

Waterfalling day by day,  
Wears the hardest rock away.

And so repeated kindness will soften a heart of stone.

Whatever you do, do it willingly. A boy that is whipped to school never learns his lesson well. A man that is compelled to work, cares not how badly it is performed. He that pulls off his coat cheerfully, strips up his sleeves in earnest, and sings while he works, is the man for me.

A cheerful spirit gets on quick;  
A grumbler in the mud will stick.

Evil thoughts are worse enemies than lions and tigers; for we can keep out of the way of wild beasts, but bad thoughts win their way everywhere. The cup that is full will hold no more. Keep your head and heart full of good thoughts, that bad thoughts may find no room to enter.

Be on your guard, and strive, and pray,  
To drive all evil thoughts away.

### THE BEST WAY IS TO CONFESS YOUR FAULTS.

Ellen and Elizabeth were sisters, and both attended school. One day they started homeward together, at the close of school, both rejoicing that they had not been kept among the delinquents to finish their recitations.

"I am so glad," said Elizabeth, "that I have not missed to-day, and so do not have to stay and get my lessons over."

"So am I, too," exclaimed Ellen, "I did not miss to-day."

"Yes, you missed once in your Geography lesson, for I heard you," said Elizabeth.

"So I did," replied Ellen; "I had forgotten it, and I told the teacher that I had not missed. But it was not right, and I will tell him of my mistake, to-morrow."

True to her promise, Ellen informed her teacher on the next morning of the mistake she had made, and expressed her sorrow for it.

The teacher was pleased with the confession, and commended her much for her frankness; and he not only did this, but forgave her entirely. Then Ellen was made happy, not only by the consciousness of having done right, but by the forgiveness and increased esteem of her kind teacher.

Now, my young friends, can you not learn a good lesson from the conduct of Ellen? Yes, I know you can, and I hope that like her you will frankly acknowledge when you find you have done wrong.

### PISCILLANEOUS.

#### POWER AND GENTLENESS; OR, THE CATARACT AND THE STREAMLET.

BY BERNARD BARTON.

Noble the Mountain Stream,  
Bursting in grandeur from its vantage-ground;  
Glory is in its gleam  
Of brightness;—thunder in its deafening sound!

Mark, how its foamy spray,  
Tinged by the sunbeams with reflected dyes,  
Mimics the bow of day  
Arching in majesty the vaulted skies:—

Thence, in a summer-shower,  
Steeping the rocks around;—O! tell me where  
Could majesty and power  
Be clothed in forms more beautifully fair?

Yet lovelier, in my view,  
The Streamlet, flowing silently serene;  
Traced by the brighter hue,  
And livelier growth it gives;—itself unseen!

It flows through flowery meads,  
Gladdening the herds which on its margin browse;  
Its quiet beauty feeds  
The alders that o'er shade it with their boughs.

Gently it murmurs by  
The village churchyard:—its low plaintive tone  
A dirge-like melody  
For worth and beauty modest as its own.

More gaily now it sweeps  
By the small school-house, in the sunshine bright;  
And o'er the pebbles leaps,  
Like happy hearts by holiday made light.

May not its course express,  
In characters which they who run may read,  
The charms of gentleness,  
Were but its still small voice allowed to plead?

What are the trophies gained  
By power, alone, with all its noise and strife,  
To that meek wreath, unstained,  
Won by the charities that gladden life?

Niagara's streams might fail,  
And human happiness be undisturbed:  
But Egypt would turn pale,  
Were here still Nile's o'erflowing bounty curbed.

#### LITERATURE AND GENERAL EDUCATION AMONG THE CHINESE.

From an interesting series of original papers on "China and the Chinese," published in the Toronto *Daily Patriot*, we select No. 4 on "the subject of General Education of the Chinese Empire." The writer states that his information is drawn from the most authentic sources.

"Among the Chinese, there is a great readiness to admire every thing of a literary character, and to honor all who possess attainments in letters, whether natives or foreigners. It has been remarked by a modern writer, when speaking of China, that "in attempting to convey a correct idea of its people, we must assign to letters a more prominent place, than if we were treating of any other nation. Literature, which elsewhere only forms a brilliant ornament at the

summit of the social edifice, is here the foundation on which the fabric rests, and the whole system of the Empire, is regarded in accordance with the books and maxims of its ancient sages." Knowledge is the only road to power, to wealth, and to greatness. Letters take the place of hereditary rank, aristocracy of wealth, and political compact. All distinction is in the gift of learning, and without it, no eminence can be attained, whatever other facilities may be possessed.

"Their Literature is arranged under three heads. *First*, that which treats of Heaven. *Second*, of the Earth. *Third*, of Man. The first is restricted to Astronomy. The second to Geographical descriptions and delineations. The third is more extensive, including history, architecture, various arts, husbandry, manufacturing, physic, botany and natural history, games, the art of composition, religion, and whatever in their estimation affects the condition of man.

"They profess to set no value upon abstract science, apart from obvious and immediate utility. Their estimate of all subjects of learning, is determined by their universal application of the principle, to know for what useful purpose the knowledge is to be imparted.

"This peculiar sentiment has greatly lessened the amount of benefit, that their respect for letters might have been expected to confer. Qualifications for degrees and other honours, are considered to consist in the candidate being well versed in what is already known, rather than in discovering any thing new upon the subject; or striking out any new paths in science. Hence while learning is patronized in China, to an extent no where else equalled in the world, in the more vigorous developments of genius and profound acquirements in science, they are left infinitely behind by the more modern nations of Europe and America. It is related by Lord Amherst, who went out to China as British Ambassador in 1815, that "in every village, however small, there was a school, where both reading and writing were taught. Upon entering one of them, the master begged him to sit down. Every thing was remarkably neat and clean, and the room was well ventilated. The day being hot, one of the company was cooling himself with his hat, upon perceiving which, one of the children immediately advanced and presented him with a fan." Such is the considerate and unaffected politeness taught and observed among Chinese children. The education of girls, does not engage the same amount of attention that is given to the other sex. This however, is not entirely neglected. Embroidery, painting and music, are favorite accomplishments in a lady's education; and to compose, or write down one's thoughts, in a graceful and perspicuous style, is deemed the highest of all accomplishments, either for a lady or for a gentleman.

"For attaining this accomplishment, their copious language abounds in imagery gathered from the loveliest stores of nature; and striking apothegms furnish the most ample facilities. Perfection in this art they seek to give, by requiring the young student to study carefully the style of the best authors—they are taught by memory and reflection, to make their words, ideas, and pithy sayings their own. In order to this, the habit of *attention* is insisted upon as of primary importance. One of their maxims warns students against "repeating with the mouth, while the mind is thinking of something else." They are required never to be satisfied with a confused or indistinct understanding of what they learn, but to ask explanations, and incorporate with their own thinkings the sentiments, and apply to their own practice the precepts in which they are instructed. Every other study is merged into that of tasteful composition, and in this they are said to excel all other nations. Even the grace and sweetness of Grecian Literature, are surpassed in the beauties which the Chinese impart to their composition.

"Upon the language of China, the most diverse sentiments have obtained. There is no question that the language of this people is perfectly unique. In the words of Mr. Barrow, "It has no resemblance whatever to any other language living or dead, ancient or modern. It has neither borrowed nor lent any thing to any other nation or people, excepting those who are unquestionably of Chinese origin. The written character is now just as distinct from our Alphabetical arrangement, as it was some thousand of years ago, and the spoken language has not proceeded one step beyond the original, meagre and inflexible monosyllable."

"Every term may be said to be utterly *indeclinable*—case, gender, number, mood or tense, is unknown in the language. Those

inflections which, to the classic reader, seem essential to the existence of human speech, are, by the genius of their language, entirely dispensed with. Every idea has a distinct character, or a separate sound. There can be no doubt that the written language originated in hieroglyphic representations. This can still be very distinctly traced in the characters which they employ, though they have evidently undergone very considerable modifications, by which their imitative qualities have somewhat disappeared.

"From the earliest times of the Empire, this art has been an object of earnest and anxious study, and their most illustrious Princes have rested their fame upon the post they adorn in its invention and improvement. Their written characters do not express sounds like our own, but objects or ideas. The number of those characters have been variously rated from 54,000 to nearly 300,000. These have been again reduced, by cutting off those that were obsolete and incorrect, to 30,000. This vast number of symbols are not however, as might at first seem a confused and undistinguishable mass, amid which the student is bewildered and lost, but all form one compound of 214 original or simple characters. These *keys*, (as they may fairly be called,) represent the grandest and simplest objects of sense; the Sun, Moon, Trees, Man, &c. &c. When complex ideas quality actions, &c., they are expressed by two or more of these characters united, so as to have the appearance of a simple character.

"By acquiring these original elements, knowledge of the language is obtained with very little more labour than is necessary to become acquainted with any other foreign tongue. In a very few years, several Europeans have become profound Chinese scholars.

"Their spoken language is much more defective than their written, furnishing very few facilities for oratory or eloquence. It also varies very much throughout the several Provinces of the Empire. Their chief dependence is upon their written characters. A man of business, instead of announcing the object of his visit, will present a note communicating it. The commands of men in power are conveyed in written placards, borne by the officers charged with their execution. The Counsels of Ministers to the Sovereign, are submitted in written documents. There is little of what is called society, in which men meet to enjoy themselves in familiar intercourse. The most important part of their visits consists in the interchange of cards announcing, accepting, and returning compliments. Speech is considered altogether a secondary and subordinate mode of communication."

#### OXFORD UNIVERSITY COMMISSION.

The public have been presented with a folio Blue-book of 770 pages, affording a curious insight into the working of our academical system of education at Oxford. Considerable pains have been taken to give an account of the customs and laws introduced by Archbishop Laud, when Chancellor of the University in 1630, as it is owing mainly to the more or less rigid observance of these, without regard to the necessities of the times, that a reform is needed. It might have been all very proper in the time of the Charleses that the curator of the University Museum should "neither be a clergyman nor a married man, nor a Fellow of the Royal Society nor of the Society of Antiquaries, nor possess a higher degree than that of M.A. or B.C.L.," when the natural and physical sciences were looked upon with suspicion or incredulity, and a Professorship of Alchemy would have been more tolerated than one of Geology. Why all members of the University that come under this category should in the present day be excluded from the curatorship of the Ashmolean Museum, it would be idle to argue.

The chief points to which the attention of the Commission has been directed, are the State, Discipline, and Studies of the University, and the plan adopted for obtaining evidence has not been by oral examination, but by the issue of printed questions. The great majority of the Professors have responded to these with zeal and ability, but the Governing Body, headed by the Vice-Chancellor, withheld the information sought from them, for the sake of disputing the legality of the Commission.

We shall advert in the present article merely to the studies of the University, as concerns the Professoriate, the Libraries, and Museums. A number of Professorships existed in the time of Laud. There were chairs of Divinity, Hebrew, Greek, Medicine,

Civil Law, Astronomy, Geometry, Moral Philosophy, Ancient History, Music, and Arabic; and to these have been added from time to time Professorships of Poetry, Modern History, Botany and Rural Economy, and others; but in many instances the lectures have been delivered almost in dumb show, for want of sufficient inducement or coercion for the students to attend them.

The greatest neglect has occurred in the natural and physical sciences. "The students," says the report, "have no motive whatever supplied by the University to induce them to study physiology, chemistry, and the other natural sciences, and under such circumstances the teaching of the ablest Professors would be unable to secure a permanent audience." In consequence of the lamented indisposition of Dr. Buckland, Professor of Geology, Mr. Strickland was deputed by the Vice-Chancellor and Rectors in 1850 to deliver the usual course of fourteen lectures. The number of pupils who attended was *seven*! "Having occasionally been present," says Mr. Strickland in his evidence, "at the lectures delivered by Dr. Buckland himself between 1845 and 1848, I have reason to believe that the attendance during those years did not usually exceed *six* or *seven* pupils." Of the importance of the studies of natural and physical science there is ample evidence to show. "I have seen," says Mr. Lowe, "in Australia, Oxford men placed in positions in which they had reason bitterly to regret that their costly education, while making them intimately acquainted with remote events and distant nations, had left them in utter ignorance of the laws of nature, and placed them under immense disadvantages in that struggle with her which they had to maintain." The following is the Commissioners' proposal for a new arrangement of the Professoriate:—

#### NEW ARRANGEMENT OF THE PROFESSORIAL STAFF.

"The number of new Professorships required, and the increase needed in each department, may best be considered in relation to the several Schools into which it has been proposed to divide the higher Studies of the University. The Professors in each of these Schools may, for this purpose, be conveniently distributed into distinct Boards, called by the same name.

"1. *Theology*.—The Board of Theology, consists of six Professors, including the Chair of Hebrew, is sufficiently provided for in numbers, in distribution, and, it may be added, in endowment.

"2. *Philosophy and Philology*.—The Board of Mental Philosophy and Philology may best be considered in reference to the two departments into which we have recommended that it should be divided. (1.) The School of Mental Philosophy is at present 'very inadequately represented by a Professor of Moral Philosophy (elected for five years only), a Professor of Aristotelian Logic, and a Professor of Poetry' (also elected for a term of five years.) One or more additional Professorships are needed to carry on the researches of Moral and Mental Science, in a manner worthy of the University of Locke and Butler. (2.) The School of Philology would include Classical, Oriental, and Modern languages, and would be represented by the existing Chairs of Greek, of Sanscrit, of Arabic, and of 'the European Languages.' None of these Professorships (with the exception of the Sanscrit) are adequately endowed.

"3. *Jurisprudence and History*.—The Board of Jurisprudence and History would comprise the Regius Professor of Civil Law and the Vinerian Professor of Common Law, together with the Camden Professor of Ancient History, the Regius Professor of Modern History, and the Professor of Political Economy. It is most desirable that there should be, at least, two Professors in the wide field of Modern History, one for the History of England only. The creation of a second Chair might, however, be postponed till it was seen whether there was sufficient demand for the teaching to justify the outlay. Provision should also be made for Lectures on International Law. None of the existing Professorships are properly endowed, except perhaps that of Civil Law.

"4. *Mathematical and Physical Science*.—The Board of Mathematical and Physical Science must be considered, like the Second Board, in reference to its two departments. (1.) The School of Mathematical Science would be under the charge of two Savilian Professors of Geometry and Astronomy. That these two Chairs are inadequately endowed, and that lapse of time and change of circumstances, have set the letter and the spirit of the Founder's

will completely at variance. Of this we shall say more presently. To these Professors should be added a Teacher of the Mathematical Laws which regulate the phenomena of external Nature, commonly called Mixed or Applied Mathematics. This department might be assigned to the Sedleian Professorship of Natural Philosophy, which is also very insufficiently endowed. (2.) For the School of Physical Science there are already a large number of Professors; but almost all of them are inadequately endowed, considering the work which will be required of them, if these Studies are (as we expect they will be) extensively pursued. The present Professors are: the Regius Professor of Medicine, who, by the will of the Founders, also holds the two Lectureships of Anatomy; two other Professors of Medicine, the Professors of Experimental Philosophy, Chemistry, Botany, Geology, and Mineralogy."

#### THE LIBRARIES.

The University is rich in Libraries, but they are falling much into disuse for want of new publications. In March, 1845, a strong official appeal, signed by the Vice-Chancellor, Professors, and Heads of Colleges, was made to the Trustees of the Radcliffe Library for the addition of some much-needed works on Medicine, Zoology, and Botany. The Trustees briefly answered that they could not comply with the request contained in the memorial.

"Amongst the incentives and means of Study at Oxford must be mentioned the Libraries and Museums connected with the University. We will first consider the Libraries.

"1. The most important Library in Oxford is that founded by Sir Thomas Bodley in 1600. The Statutes which regulate this great institution are printed at length in the Appendix to the Statutes of the University: their substance is given in the Oxford Calendar. It is therefore sufficient here to observe, that the Library is entirely under the control of the University, which can, by an express provision of the Statutes, alter the original regulations to any extent.

"2. The Radcliffe Library was founded by Dr. Radcliffe in 1718, and opened publicly in 1749. It does not, strictly speaking, belong to the University, as it is under the control of the Trustees of Dr. Radcliffe's estate. But if we are to judge from his other acts of munificence to the University, and from the site which Dr. Radcliffe selected in the midst of University buildings, there can be little doubt that he contemplated his Library as a bequest to the University of Oxford. This was the view taken by his Trustees on the completion of the Library, on which occasion 'the Duke of Beaufort, on behalf of himself and the other Trustees, formally delivered the key to the Vice-Chancellor for the use of the University;' and in this light it has virtually been considered ever since. It has been appropriated to the reception of books on Medicine and Natural History.

"The remaining public Libraries in Oxford are of less importance, and of some even the existence is not generally known. They are:—

"1. The Ashmolean Library, including the collections of Ashmole, Wood, and Lister. Of this collection an excellent catalogue, prepared by Mr. Kirtland, has laid in manuscript for some years.

"2. A small collection of Books on Natural History, presented by Mr. P. B. Duncan and others to the Ashmolean Museum.

"3. The Library of the Taylor Institution, for Foreign Literature.

"4. The Library of Natural History, recently presented by the Rev. F. W. Hope.

"5. A small collection of books, chiefly presented by the Rev. J. J. Conybeare, attached to the Geological Museum.

"6. The Sibthorpean Library, attached to the Botanic Garden.

"7. The Savilian Library, which chiefly consists of books left by Sir Henry Savile, Dr. Wallis, and Sir Christopher Wren.

"To these may be added (though properly speaking they are Private Libraries):—

"8. The Library attached to the Anatomy School at Christchurch.

"9. The Library of the Radcliffe Observatory.

"Mention must also be made of the Libraries attached to each College. These Libraries vary exceedingly in value. Some are of great extent. Amongst the most important may be named those

of Christchurch, Queen's, All Souls, and Exeter. They are usually confined to members of the College to which they belong. But, in some instances, the Fellows of the College, with great liberality, allow the members of other Colleges not only to have access to the Libraries, but to take the books out. Such is the case, especially with Exeter College. There are also two Libraries which, though not strictly belonging to the University, belong to Societies connected with it. These are the Library of the Union Debating Society, which is in extensive use amongst the senior as well as the junior members of the University, and a small scientific Library of reference attached to the Ashmolean Society."

The Bodleian Library, like the University typically, is strikingly deficient in works on natural and physical science. Out of 2,419 zoological publications enumerated in Mr. Strickland's own private manuscript list, the Radcliffe Library possesses 954, the Bodleian possesses only 478, and yet there are 202 of those in the Bodleian not in the Radcliffe.

#### MUSEUMS.

The restriction existing in the election of a curator to the Ashmolean Museum, already quoted as a curious instance of the tenacity with which time-honoured laws and statutes are adhered to, will of itself account in great measure for the inefficiency of the University Museum.

"The Museums of Oxford are far inferior to its Libraries. They are:—

"1. *The Ashmolean Museum*, built by the University, in 1679-83. 'It is,' says Mr. Maskelyne, 'rendered classical by the circumstance that it is a standing monument of the vigour of the Students of natural knowledge, who then held their meetings in Oxford, under the name of the Philosophical Society, the embryo of the Royal Society.' It consists of a laboratory, of apartments for the keeper, now occupied by the Deputy-Reader in Mineralogy, and of a small Museum 'of natural and artificial Curiosities,' bequeathed to Ashmole.

"2. *Geological and Mineralogical Collections* begun by Dr. Lloyd, from 1690 to 1709, and increased in later years by Dr. Simons, Dr. Conybeare, but, above all, Dr. Buckland. 'Two rooms in the Clarendon building, with two attics above, are assigned for the Geological Museum—a space wholly inadequate to do justice to the splendid collection amassed by the zeal and liberality of Dr. Buckland.

"3. *The Botanic Garden*, established by the Earl of Danby in 1632. The endowment for keeping up the gardens and conservatories, owing principally to the neglected state in which the garden was when it came into the hands of the present liberal Professor (Dr. Daubeny) has never yet proved adequate to meet the expenses.

"4. *The Anatomical School* attached to Dr. Lee's Readership in Christchurch. It is therefore more a Collegiate than a University collection.

"5. *The Radcliffe's Observatory*. This is entirely under the control of the Radcliffe Trustees, and therefore not a University institution.

"6. *Savilian Observatory*, for the purposes of instruction, has, at the request of the present Savilian Professor of Astronomy, been fitted up at the expense of the University in a small room erected on the roof of his house.

"7. *The Laboratory* is fitted up in a part of the Ashmolean Museum.

"8. *The University Galleries*, for works of Art, built lately at the expense of the University, with the aid of a small bequest from Dr. Randolph.

"*Lecture Rooms*.—It may here be added that the Lecture-rooms belonging to the University are few in number, that they are not provided with desks and other requisites for Students, and that only two are capable of holding more than one hundred persons. When the audiences are larger than these rooms can accommodate, the Lectures are given either in the Theatre, or the Hall of the College to which the Professor happens to belong.

"*Proposed Museum*.—In consequence of the confessed deficiency in these respects the governing body of the University have for some time past meditated the building of a Museum on a large scale for the increased accommodation of the specimens and other



objects of interest connected with Physical Science, which the University at present possesses or may hereafter possess, as well as for Lecture-rooms in this and other departments of knowledge. A grant of £30,000 was proposed for this purpose in 1851 from the funds of the University Press, but it did not pass Convocation.

"The following Letter from Professor Liebig has been put into our hands. It will show the opinion of that eminent person on two points, which we have discussed in the former pages, namely, on the use of certain of the Physical Sciences as branches of Elementary Education, and on the necessity of good Examinations for giving effect to academical instruction:—

"GIESSEN, 2nd December, 1851.

"It is not possible for me at this moment to give you an explicit answer to the question you propose, and to give full reasons for my opinion. That it is a requirement of our times to incorporate the Natural Sciences, as means of Education, into the University Course, is not, perhaps, doubted anywhere except in England; but there is only one way to promote the effectual study of the Natural Sciences, and that is to introduce them as subjects of University Examination. Without Examination, all efforts are useless, and no scheme of instruction has any perceptible effect.

"I am supported in my assertion by an experience of twenty-seven years, and I can assure you that, even among our Medical Students, the study of Natural Philosophy, of Chemistry, of Zoology, was utterly neglected, until we determined to divide the Examination of these Students into two, namely, a previous Examination in the Natural Sciences, and a second Examination in them, proper to the Medical department. When I assure you that for twenty years no Medical Student at Giessen visited the Laboratory, this is a full and sufficient proof of what I say. But immediately after the Examination was introduced . . . the Students pursued their studies with zeal and ardour. I repeat it—if no Examination is introduced, the best schemes will fail, and will produce no effect; introduce the Examination, and all the rest follows of itself."

The Commissioners recommend that a Great Museum should be built for all departments of Physical Science, with proper Lecture Rooms, Laboratories, and apparatus for Lectures, and that the Curators of the Museum should be Professors of Physical Science.  
—*London Literary Gazette.*

#### ERRORS IN RESPECT TO SCHOOLS CORRECTED.

NO. 3.

(By the REV. DR. SEARS, Secretary of the Massachusetts Board of Education, in his last Annual Report.)

Another very general defect in the teaching given in our Public Schools is that of treating the mind of a child too much like that of an adult. Those powers which are but just beginning to manifest themselves, and which are of course in a state of infantile weakness, are overtasked, while others, which are comparatively mature and require activity, are neglected. The faculties of the mind ought to be developed according to organic laws. The process best fitted to accomplish that object is of so delicate a nature, and is so dependent on a knowledge of the juvenile mind and the laws of its growth, that few teachers know how to conduct it skilfully. Though the mind exists as a whole, and is consequently to be treated as such in education, and not as a mechanism which can be construed or altered part by part, there are certain periods in the history of each when it undergoes important changes, and in the successive changes through which it passes, different faculties or powers of the mind, as they are commonly termed, are more or less in the ascendancy. During several of the earliest years of childhood, the animal nature so predominates over the rational, that the understanding acts mainly in connection with the senses and animal passions. The child is then without fixed principles or settled habits. It has not thought connectedly enough, nor sufficiently compared its ideas, to generalize its knowledge; nor has it performed or repeated similar acts in sufficient number to form permanent habits. Its preceptions and thoughts stand in a great measure apart from each other, and are designed chiefly as a collection of materials for future use. Individual preceptions of various character, with slight, brief and desultory exercises of the understanding, characterize the intellectual activity of this period. The mind is, at the same time, more highly sensitive and more susceptible of impressions than at any other age. These facts would seem to indicate the kind of

training it then needs. Education in its widest sense commences as soon as one is born. From that time till the school-going age, which with most children does not properly begin till they are six years old, the freedom and activity natural to childhood may better be accorded to it than denied. The physical constitution, whose vigor is so intimately connected with that of the mind, and which comes first in the order of nature, requires a great amount of unrestricted exercise in the open air. The confinement of the school-room not only preys upon the animal life and spirits of the child, but interrupts that inquisitive notice of external objects to which nature prompts it. The free exercise of the perceptive faculties at this period does more to produce strength and individuality of character than all the set lessons which could be given in the schools. The truth of the remark now made is confirmed by the early history of distinguished men as given by their biographers. Disinclined to school exercises, but admirers of nature, they have been known to stroll through the fields and woods, often lying upon the grass and gazing upon some beautiful landscape, while others were sitting on the bench waiting by the hour to say their alphabet. Almost every line in our best writers shows that their childhood was spent in studying nature's golden alphabet, written in the sky, in the flowery field, in the grove, and in the plumage of its gay songsters. The wants of the mind, as felt by a young child, are a much safer guide to knowledge than any artificial system of mental exercise devised by the teacher. Providence has cared for that better than we can do. Such a knowledge of the objects of nature as the curiosity of a child prompts him to seek, and the mental activity produced by the companionship of other children, together with the influences of home, furnish the best kind of education for the young. The joyfulness of a life thus spent when all the instincts of nature have free play, and evil only is restrained, contributes much to that sprightliness, elasticity and vigor which ought to characterize the young. No period of life is more prolific than this in useful knowledge, if it be not unduly curtailed by injudicious parents and teachers. That course which has here been vindicated for the period of early childhood ought to be gradually changed, so that it may continue in part to later years. Indeed, a school education begins long before the above named propensities sensibly abate, and for this reason the transition from one mode of mental activity to another, entirely diverse in its character, should not be sudden. But to this topic I shall have occasion to recur in another connection.

Next comes the period for acquiring elementary knowledge, when the imagination and memory are to be exercised vigorously, and the understanding in that moderate degree which its powers admit. It is here that the greatest error is committed in regard to the mode of instruction. It consists in the neglect of the imagination, which is the chief faculty to be employed in the earlier processes of education, and in the overworking of the understanding by forcing upon it exercises altogether above its strength. Of the exclusive use of verbal memory, and its evil consequences, I have already spoken. By means of the imagination a middle ground can be occupied between the perception of objects through the senses, and the contemplation of abstract principles. Such an intermediate process is necessary to the most perfect development of the mind. In the common District School, it is the most important feature to be given to education. The real objects which have been formerly observed are no longer present. They must be brought before the mind, if brought at all, by the imagination. Other objects there are, which have never been observed. These must be presented to the mind by pictorial representation, or description, so that a distinct conception can be formed of them. The language of books, as used in the school, is designed to call forth images of things, of their qualities and their relations. It is only by the effort of the mind that these can be conceived, when the words by which they are designated are addressed to the eye or to the ear. Facts, and their relations and connections, constitute the greater part of what is communicated by instruction in the elementary schools. They cannot be vividly and truly apprehended but by the aid of the imagination. The time has not yet come, when the reasoning powers of the pupil can be employed in a very high degree. At some future time the great principles illustrated by these facts may be eliminated, and the facts themselves dismissed and forgotten. But at the time now contemplated, the knowledge of the facts, and the ability to classify and remember them as materials for future reflection, are the immediate object of pursuit.

Things may now be arranged in the mind according to the order in which they actually exist. The imagination is to associate and organize them. The stricter classifications of science, founded on analysis, must be reserved for a more advanced stage of study. What is here contended for, is not the exclusive use of any one faculty during a particular period, but the exercise of each in proportion to its degree of development. They may all begin to act nearly at the same time, but they do not all advance with equal pace. They may all need to be employed whenever any one of them is employed, but not in the same degree. The understanding is slow in its growth, and is the latest of the faculties in reaching its maturity. Its exercises are therefore to be more nicely graduated through the whole period of study. It is first a small rill, and gradually expands till it becomes a broad stream. It is to be incorporated more and more with the acts of the memory and imagination till it shall become the ruling faculty.

#### THE SWEET INFLUENCES OF A GARDEN.

The following beautiful passage, says the *Western Recorder*, we copy from an Agricultural address, recently delivered before the Lewis County (N. Y.) Agricultural Society, by Caleb Lyon the poet. "Permit me," said the speaker, "to call your attention to a subject intimately connected with the comfort of your own home. I would ask in what manner an acre of ground in the common course of cultivation, can so well be employed as in a garden, or who deserves to have life's path strewn with fruits and flowers more than the farmer? All our vegetables were originally acclimated here, and Homer, who composed his great poem the *Iliad*, five hundred years before Cadmus brought letters into Greece, making Laertes describe, in glowing colours, the bright associations that are clustered about this truest cradle of agriculture. Here it was that Plato discussed, eve sinned, Jesus prayed. The Chinese have floating gardens, the Persians hanging gardens, the Arabians fountain gardens, but ours are household gardens—and often life's happiest moments may be in the memory of the flower plucked from thence to adorn a bridal, or grace a bier." \* \* \*

Adam was a farmer, while yet in Paradise, and after his fall, was commanded to earn his bread by the sweat of his brow. Job, the honest, upright, and patient, was a farmer, and his stern education has passed into a proverb. Socrates was a farmer, and wedded to his calling the glory of his immortal philosophy. St. Luke was a farmer, and divides with Prometheus the honour of subjecting the ox for the use of man. Cincinnatus was a farmer, and the noblest Roman of them all. Burns was a farmer, and the muse found him at his plough, and filled his soul with poetry. Washington was a farmer, and retired, from the highest earthly station to enjoy the quiet of rural life, and present to the world its sublimest spectacle of human greatness. To these names may be added a host of others who sought peace and repose in the cultivation of their mother earth. The enthusiastic Lafayette, the steadfast Pickering, the scholastic Jefferson, the fiery Randolph—all found an Eldorado of consolation from life's cares and troubles in the green fields and verdant lawns that surrounded their homestead."

#### IDEAS OF FEMALE BEAUTY.

The ladies of Arabia stain their fingers and toes red, their eyebrows black, and their lips blue. In Persia, they paint a black streak around the eyes, and ornament their faces with various figures. The Japanese women gild their teeth, and those of the Indies paint them red. The row of teeth must be dyed black to be beautiful in Guzerat. The Hottentot women paint the entire body in compartments of red and black. In Greenland, the women colour their faces with blue and yellow, and they frequently tattoo their bodies by saturating threads in soot, inserting them beneath the skin, and then drawing them through. Hindoo females, when they wish to appear particularly lovely, smear themselves with a mixture of saffron, turmeric and grease. In nearly all the islands of the Pacific and Indian Oceans, the women, as well as the men, tattoo a great variety of figures on the face, the lips, the tongue, and the whole body. In New Holland they cut themselves with shells, and by keeping open the wounds a long time, form deep scars in the flesh, which they deem highly ornamental. And another singular addition is made to their beauty by taking off in infancy, the little finger of the left hand, at the second joint. In Persia, an aquiline nose was often thought worthy of the crown; but the Sumatran mother

carefully flattened the nose of her daughter. Among some of the savage tribes of Oregon, and also in Sumatra and Arracan, continual pressure is applied to the skull, in order to flatten it, and thus give it a new beauty. The modern Persians have a strong aversion to red hair; the Turks, on the contrary are warm admirers of it. In China, small round eyes are liked; and the girls are continually plucking their eyebrows, that they may be thin and long. But the great beauty of a Chinese lady is her feet, which, in childhood are so compressed by bandages, as effectually to prevent any further increase in size. The four smaller toes are turned under the foot, to the sole of which they firmly adhere; and the poor girl not only endures much pain, but becomes a cripple for life. Another mark of beauty, consists in finger nails so long, that casings of bamboo are necessary to preserve them from injury. An African beauty must have small eyes, thick lips, a large flat nose, and a skin beautifully black. In New Guinea, the nose is perforated, and a large piece of wood or bone inserted. On the north-west coast of America, an incision, more than two inches in length is made in the lower lip, and then filled with a wooden plug. In Guiana, the lips are pierced with thorns, the heads being inside the mouth and the point resting on the chin. The Tunisian woman, of modern pretensions to beauty, needs a slave under each arm to support her when she walks, and a perfect belle carries flesh enough to load down a camel.

#### THE CHANCES OF LIFE.

Among the interesting facts developed by the recent census, are some in relation to the laws that govern life and death. They are based upon returns from the State of Maryland; and a comparison with previous ones. The calculation it is unnecessary to explain, but the result is a table from which we gather the following illustration:—10,268 infants are born on the same day and enter upon life simultaneously. Of these 1,243 never reach the anniversary of their birth; 9,025 commence the second year; but the proportion of deaths still continues so great, that at the end of the third only 8,183, or about four-fifths of the original number, survive. But during the fourth year the system seems to acquire more strength, and the number of deaths rapidly decreases. It goes on decreasing until twenty-one, the commencement of maturity and the period of highest health. 7,134 enter upon the activities and responsibilities of life—more than two-thirds of the original number. Thirty-five comes, the meridian of manhood, 6,302 have reached it. Twenty years more, and the ranks are thinned. Only 4,727, or less than half of those who entered life fifty-five years ago, are left. And now death comes more frequently. Every year the ratio of mortality steadily increases, and at seventy there are not a thousand survivors. A scattered few live on to the close of the century, and at the age of one hundred and six the drama is ended; the last man is dead.—*Albany Journal*.

#### THE VALUE OF FIVE MINUTES.

In another place he finds a man idling. You can soon see, that of all spectacles this is the one least to his mind. "If you waste five minutes yourself, you lead some one else to waste five minutes, and that makes ten. If a third follow your example, that makes a quarter of an hour. Now there are about one hundred and eighty of us here; and if every one wasted five minutes in a day, what would it come to? Let me see. Why it would be fifteen hours; and fifteen hours a day would be ninety hours—about eight days' working time, in a week; and in a year would be four hundred days. Do you think we could ever stand such waste as that?" The poor loiterer was utterly confounded. He had no idea of eating up fifteen hours, much less four hundred days of his good employer's, and he never saw before how fast five minutes could be multiplied.—*The Successful Merchant, by the Rev. W. Arthur, A.M.*

#### FRUITS OF GOOD COMPANY.

It is an authentic anecdote of the late Dr. Nathaniel Bowdich, that when, at the age of twenty-one years, he sailed on an East Indian voyage, he took pains to instruct the crew of the ship in the art of navigation. Every sailor on board during that voyage, became afterwards a captain of a ship. Such are the natural consequences of associating with a man whose mind is intent upon useful knowledge, and whose actions are born of benevolence.

## TALENT AND GENIUS.

There is a marked distinction between men of genius, and men simply of talent. Talent repeats; genius creates. Talent is a cistern, genius is a fountain. Talent deals with the actual, with discovered and realized truths, analyzing, arranging, combining, applying positive knowledge, and in action looking to precedents. Genius deals with the possible, creates new combinations, discovers new laws, and acts from insight into principles. Talent jogs to conclusions, to which genius takes giant leaps. Talent accumulates knowledge, and has it packed up in the memory; genius assimilates it with its own substance, grows with every new accession, and converts knowledge into power.—*The Student.*

**PARENTAL TEACHING.**—If parents would not trust a child upon the back of a wild horse without bit or bridle, let them not permit him to go forth unskilled in self-government. If a child is passionate, teach him by gentle means to curb his temper. If he is greedy, cultivate liberality in him. If he is selfish, promote generosity. If he is sulky, charm him out of it by encouraging frankness and good humor. If he is insolent, accustom him to exertion, and train him so as to perform even onerous duties with alacrity. If pride comes in to make his obedience reluctant, subdue him, either by counsel or discipline. In short, give your children the habit of overcoming their besetting sins. Let them acquire from experience that confidence in themselves which gives security to the practised horseman, even on the back of high strung steed, and they will triumph over the difficulties and dangers which beset them in the path of life.

**KINDNESS IN LITTLE THINGS.**—The sunshine of life is made up all the time. In the nursery, on the play ground, and in the school, there is room all the time, for little acts of kindness that cost nothing, but are worth more than gold or silver. To give up something, where giving up will prevent unhappiness—to yield where persisting will chafe and fret others—to go little around rather than come against another—to take an ill word or a cross look quietly, rather than resent or return it—these are the ways in which clouds and storms are kept off and a pleasant and steady sunshine secured, even in very humble homes, and among very poor people, as well as in families of higher stations.

**PUBLIC SPEAKING FAVORABLE TO HEALTH.**—The celebrated Cuvier, when a young man, was consumptive; but on being elected a professor, and having to exercise his lungs, he threw off its tendency. Dr. Thomas Brown, the moral philosopher and metaphysician, delayed the progress of consumption for many years by the act of public speaking. Talking was not enough; for it did not ensure the filling of the lungs to the same extent, so as probably to change the blood and purify it. He earnestly recommended to his hearers that they should become public speakers, and they would be benefitting themselves physically if they endeavored in this way to communicate what they knew, and instruct their fellow men. To this cause it was owing, that those clergymen who certainly had not much duty enjoyed such good health; and young expectants no doubt, were sometimes disappointed, as well as astonished, to find how long some old incumbents would live. Almost all our great singers attained a good old age. Braham is now 70; Cecilia Davis reached 72. Laughing, too, was a good thing, when not excessive, as it expanded the chest, increased the circulation, and benefited the health. Hence the popular adage, "Laugh and grow fat." Mirth and activity should not be repressed; yet how common it was to hear good mothers say to their children when playing about, "My dear what a noise you make? You may play as you like, but don't make a noise." Why it was the very noise in which the delight of the play consisted; and on this injunction the child tried to sit still but could not, it was irksome to him; he sulked, cried, and was punished for being naughty, though he merely obeyed the prompting within him, to exercise his lungs in shouting, and his hands in drumming and making all sorts of noises. Let parents remember, that whatever tends to procure and secure a free circulation of blood through the lungs tends to give general health.—*Dr. Epps's Lectures.*

Giving children themes to write upon is like straining juice out of unripe fruit.—*Milton.*



[OFFICIAL.]

*Circular to Treasurers of Counties, Cities, Towns, and Incorporated Villages, on the payment of the Legislative School Grant for the current year.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

SIR,—

I have the honour to intimate that for the convenience of the public, His Excellency the Governor General has been pleased to direct that hereafter the Legislative School Grant shall be payable by this Department, Toronto, instead of at the office of the Honourable the Receiver General, Quebec.

I enclose herewith a blank Power of Attorney, to be signed by you in duplicate and returned to this office, authorizing some person in this city to receive and acquit on your behalf the amount apportioned by me from the Legislative School Grant, appropriated to Upper Canada in behalf of the Common Schools in your Municipality, and payable this day, as directed by his Excellency the Governor General.

I have the honour to be,

Sir,

Your obedient Servant,

E. RYERSON.

EDUCATION OFFICE, Toronto, 1st July, 1852.

*Official Circular to Local Superintendents of Schools on the mode of apportioning Schools for the year 1852; and other matters.*

SIR,—I have the honor to inform you that I have this day notified your County Treasurer that the apportionment of the Legislative School Grant will be payable hereafter at the office of this Department, Toronto, instead of at the office of the Honorable the Receiver General, Quebec.

The amounts apportioned to the several Townships in your County will be paid as above intimated, as soon as your County Clerk shall have transmitted to this office a certified abstract of the school accounts of such Township as required by the 5th clause of the 27th section of the School Act, and provided that it shall appear from such abstract, that the provisions of the law have been complied with by each Township. For it must be distinctly understood, after my repeated intimations on the subject, that *although apportioned*, no part of the Legislative School Fund will be paid to any Township in Upper Canada in which the requirements of the School Act have not been observed in regard both to the financial and general provisions of the law.

On receipt of the notification by you, from the County Clerk, of the amount apportioned to your Township, you will proceed to distribute the same, as authorised by law, "among the several school sections entitled to receive it, according to the average attendance of pupils attending each common school, (the mean attendance of pupils for both summer and winter being taken,) as compared with the whole average number of pupils attending the common schools of such Township."

As previously intimated, you will take the average attendance of pupils at the school for last year as the basis for distributing the Legislative grant part of the school fund for the current year. Should

any inequalities occur in this mode of distribution, the matter can be made a subject of consultation and suggestion at the school conventions which I hope (D. V.) to attend in the several counties of the province this autumn, with a view to its equalization, for the distribution of the municipal assessment part of the school fund at the end of the year.

In apportioning to new school sections you will take the average attendance of pupils for the first half year, as the basis of distribution of the Legislative grant part of the school fund; the distribution of the assessment part of the School Fund can be made upon the average attendance returns of the last half year, or otherwise, as may hereafter be determined.

As to the term "average attendance," I may here repeat the suggestions which I made on the subject in my circular of the 28th June, 1851, as follows:—

"The second question which has been proposed by several local superintendents, relates to the mode of apportionment where the average attendance of pupils, and not school population, is made the basis of apportionment to the several school sections of a township. To ascertain the average attendance of pupils at a school for a given period, involves no difficulty; but I am asked, how the 'mean attendance of winter and summer is to be obtained?' In answer, that in the directions which have accompanied the blank forms of trustees' reports during the last two or three years, it is stated that 'the term *summer* in the report is intended to include the half year commencing in April and ending in September, and the term *winter* the half year commencing in October and ending in March;' or in other words, the *summer* part of the school year commences in the *spring*, and the *winter* part in the *autumn*. Should the 'average winter attendance' of pupils in a school section be 50, and should there be no school in such section during the summer, the 'mean attendance of pupils in winter and summer' in such section would be 25; but should there be a school in such section during the summer, and the average attendance be forty, then the mean attendance of fifty in the winter and forty in the summer, would be forty-five."

In taking this average attendance as the basis of apportionment, you will, of course, omit so far as your information extends those pupils who may have attended from other sections. If they do not attend school in their own section, their numbers cannot be included in the returns upon which the distribution shall be based; as it is at variance with a principle of the school law that children should go into another section to obtain that education which the law requires to be provided in their own.

In regard to the difficulty of distributing the school fund equitably among union sections, I have given the subject a good deal of consideration. Viewed however, in any aspect, it still presents several obstacles to our arriving at a satisfactory settlement of the question. It is one which will very appropriately form a topic of remark and consultation at the contemplated school conventions next autumn. In the mean time, I would recommend the local Superintendents of adjoining Townships from which union sections are formed to meet and determine among themselves the sum or sums which shall be payable from the Legislative apportionment and assessment parts of the school fund of each Township concerned, in support of each union school; and also determine the manner in which such sum or sums shall be paid—due notice being given to the Trustees and local Treasurer. In case of a disagreement on the subject on the part of the local Superintendents concerned, a joint statement of the case can be submitted to this Department for final decision. But I expect you will have little difficulty on this point, as the school grant is apportioned the current year according to the general population returns of the Province as reported by the census commissioners and not according to the school population returns contained in the local Superintendents annual reports.

These remarks on the modes of apportioning the school moneys will, I hope, be sufficient to guide you in performing this part of your duty the current year. And I trust that my official engagements will not prevent me from conferring with you the ensuing autumn, upon this and other important subjects connected with the efficient working of our school system.

I have the honor to be,  
Sir,

Your obedient Servant,  
E. RYERSON.

Education Office, 1st July, 1852.

## CONCLUDING LECTURE ON FREE SCHOOLS.

BY THE REV. JOHN ARMOUR.

To the Editor of the Journal of Education for Upper Canada.

SIR,—I have sent you the conclusion of my Lecture on Free Schools. I thank you for the kindness done me, in admitting my plain and simple remarks into your valuable periodical.

I have the honor to be, Sir,

Your obedient Servant,  
JOHN ARMOUR.

Port Sarnia, 21st June, 1852.

MY FRIENDS:—We will notice a fifth argument in behalf of Free Schools; viz., that this system will be likely to ensure the greatest amount of good and thorough teaching. Under the rate-bill system, we find in this section of the country that our common schools have been very feebly supported. This has arisen from the fact, that a large minority have given them no support. The consequence is, that it has become burdensome on those who took any interest in carrying on the school. The schoolmaster has been of course so miserably remunerated for his labour, that men of ability and of respectable character have shunned the avocation. The suitable and certain endowment of the school would no doubt exert a very happy influence upon the profession. Teachers having taste and talent for the office would be found ready to fulfil its duties, and rise in high professional attainment. And with our Normal School training, and improved modes of teaching and spirit infused, we would augur much for our educational establishment of Upper Canada.

The power which a well trained and efficient teacher possesses, of infusing his own spirit into his pupils, no one can calculate; and on the other hand, the damage which a badly qualified teacher, and one who has neither taste nor heart for its duties, does to the rising generation, is incalculable. Literary acquirement, and successful effort, with respectability of moral and religious character, casts around a teacher a personal influence of vast importance. It will give him a power over the minds and wills of his scholars, and their parents, such as will ensure success in the sphere of his operations. His own literary turn of mind and taste for improvement will be infused generally into all around him. In order to raise the order and attainments of teachers, we would say, pay them well. To pay a teacher of known character well, is not a waste of money, as some may suppose. There will be a return for it in the obedience, the good manners and thrift of your children. They will become imbued, not merely in the mechanical acquirements of reading, writing, &c., but in their intelligence and habits, which are infinitely of more value than gold. He will greatly tend to mould their characters, and to fit them to occupy useful and honourable stations in society. Thus, what is gained in this manner by your children will follow them through life, and even the impress of this same teaching may be felt and seen in after generations.

Under the free school system, teachers would be both better salaried and more regularly paid. The result of this would be much higher attainment in the profession of teaching, and much more progress in acquirement among the rising generation. All of which we deem an important argument for the establishment of free schools throughout our land.

A sixth and last argument for free schools, is, that this system is the most probable method to accomplish the universal education of our land in particular, and of mankind as a whole. In the education of the masses, it is necessary that every obstruction be removed to the attendance of all in these sanctuaries of learning; at the same time, every reasonable inducement should be held out for the accommodation of all. Let the schoolhouse be comfortably built, well furnished, ventilated, &c., and large enough for all. Let a properly educated and competent teacher be placed over each sectional school; and then, let it be opened to all in each particular section. Then have we as a people done what we can to put within the reach of all an opportunity of obtaining education. Then the poor and the rich may meet together, as one common brotherhood, and be moulded and formed in the same common social mould. These objects cannot be accomplished, we apprehend, only on the free school plan.

Under the rate-bill system, the poor man withholds his children,

because he is not able to pay the heavy account; and the rich did the same, because of the mean schoolhouse, and the defective system of teaching. In both these cases, the common school has been immensely injured. The free school system will raise better school-houses, provide abler teachers, and open the door to all. Thus obstructions of a serious nature are removed, and every reasonable inducement held forth, why every child of suitable age come and be educated.

I would beg to contrast the school attendance in Upper Canada, during the year 1850, when the rate-bill generally prevailed, with the attendance in the State of New York, during the same year, where the free system generally prevailed; by which you will see the preponderance of attendance under the free school system was immense. In Upper Canada, there were of children of school age that year, 253,000. The attendance at all the common schools were 138,000. There were, consequently, nearly *one-half* who attended no school. In the State of New York, there were 750,000 children of a similar age. The non-attendance was *one in eight*. What a disproportion is here, in the attendance of these two countries! There may be other reasons which operated in producing this great difference; but we believe the principal reason was, the two systems of finance. Generally, wherever the free school supersedes the rate-bill, the school becomes doubled in attendance. How painful to reflect on such a defalcation in school attendance in our beloved country! No doubt can be entertained but that if Canada was placed in equal circumstances with New York State, our people would not be outrivalled by the New York State in education.

There is another fact to which I would call your attention, and which bears upon the subject of attendance. The public money granted by government, and raised by assessment, according to the present school law, is to be apportioned according to the *attendance* in school, both in summer and winter of the year preceding. The design of this legal provision is doubtless to encourage attendance at school, and if possible, to keep open the school the whole year. Thus is held out, so far as the public money goes, an inducement to send all the children of the school section to attend, and to attend steadily. Every parent, therefore, who refuses to send his children, or neglects to do so, diminishes to that extent the apportionment which would otherwise come to his section. The larger the attendance, and the more regular that attendance is, the larger will be the apportionment of this money. By this plan, too, the amount of rate-bill or tax will be lowered. If the public money is increased to a school by good attendance, the other charges against the school will decrease proportionably.

As the free school is likely to fill the school room, so it will give you thereby a larger amount of public money; and thus, all are encouraged to attend; obstructions are thus removed, and incitements are held out for all to be educated. And if this system do not open every school in our land, and fill it with all the rising generation, we have no confidence that the rate-bill system will ever do it.

Thus then, in a plain and familiar way, we have set before you some of the arguments in favour of this system. In my mind, they have produced the conviction that this is the most probable system to educate the mass of mankind: to raise our race socially, physically, and mentally, and prepare them ultimately for the millennium sway of Christ.

An objection however has been raised by some against this system. It is asserted that it is unjust to tax property, to educate others. This view of the case arises from the principle, that parents, or guardians of children, only, should educate them. This plan is founded no doubt on what has been the usual practice of mankind; and, doubtless, if all parents were able and willing to do so, the same end would thereby be gained. On the same principle, if all who have aged, infirm or insane friends, were able and willing to support these persons, in their destitute circumstances, the state would not require to provide for them. Or, if all parents, guardians, and friends, were able and willing to confine thieves and infamous characters, and punish them when guilty of misdemeanour, the state would not require to build prisons, courthouses, &c., for their confinement and punishment. But who ever argues in these matters in this style. It appears in the following light to my mind. It is the duty of the state to see that all her children be prepared, by a suitable education in youth, that when they come to manhood they may be able and willing to do their duty as good citizens and

subjects to that government and their country. It is certainly much more wise to prevent crime than after it is committed to punish it. So do we reason in the medical art, and in all the arts of men. It is better to stop disease in its incipient stage, or stem water, or patch a garment, &c., than to allow it to go on until it is beyond the reach of human agency to counteract. The schoolmaster is doubtless the best, as he will be the cheapest police which any government can employ.

The rich, it is said, object to free schools. They can send their children to higher seminaries of learning, and refuse to allow their property to be taxed for the education of others.\* And yet have not some of these been made rich from the persevering toils of these poor men? In this district of country, there are thousands of thousands of acres owned by these rich men. They purchased quantities of the choice lands for a very trifle. The actual settler has entered the woods with his axe; he has taken up in many cases the poorer portion of the land; he has toiled hard and made improvement; he has opened up and made roads; he has built a schoolhouse and supported a teacher;—and during all his wearisome days of toil and poor fare, the rich man's property beside him has been rising in value; and now he could sell it, if he choose, at a vast advance in price, paying principle and interest, and an immense profit besides. And yet, after all, he turns round upon those working men, who have been from necessity the instruments of raising so many fold the price of his domains, and he says, "It is unjust that I be taxed for the education of your children." And is it so? I think not. If it be justice that rich men can thus buy the choice of land in a school section or township, and keep it up until the actual settler raise it high in value, it is certainly just—it must be just—that *that land* be taxed, to help to make roads, and keep a school for the benefit of those who, at the price of so much self denial, thus increases the wealth of the rich.

Bachelors are said also to object to such a tax. But why should they? Of all Victoria's subjects, these should be the last to object. Surely, such objectors have lost all heart of ever entering the wedded life. I have scarcely ever fallen in with any but looked forward some day to the joys of matrimony; and until they do marry, I would certainly tax them—I would tax them *well*. I have, however, made enquiry of the trustees of a number of school sections, who have adopted the free schools, and their unanimous report is, that the most of the bachelors readily fell in with the free-school system, and quietly pay their dollar, hoping soon to change their single blessedness for an honourable marriage.

Another class of discontents, are those who, though they have been married for years, yet have no children. I suppose they deem their case a hopeless one, and they have sunk down into such a state of discontent and misanthropy, that they count it unjust to give a cent to educate another man's child. Our answer to all these objectors is, that if it be unjust to tax the property of our nation, that all may enjoy the blessings of education, then it must be injustice for the poor and the needy to have an almshouse to go to at the public expense. Then I have no right to be taxed for a lunatic asylum, unless I have sent some person thither. But what person of reflection would ever thus argue. The benefits are so great which a nation derives from thus combining, and uniting in these public institutions, and thus by a universal tax on property supporting them, that there is no man in his right mind but is willing to support them. And why not support similar public institutions for the education of all? Why not adopt this plan for the education of our whole race? I repeat, the more I look at it, and turn it up on all sides, the free school system appears the more likely to be a medium of doing immense good to mankind, were it adopted among all people, nations, and languages.

HOW TO TELL THE NUMBER OF DAYS IN ANY MONTH.—By counting the knuckles on the hand, with the spaces between them, as follows: Jan. (1st knuckle), Feb. (1st space), March (2d knuckle), April (2d space), May (3d knuckle), &c., all the months with *thirty-one* days will fall on the knuckles, while those with *thirty* days, or less, will come in the space.—*The Student*.

\* Who supports these "higher seminaries?" Do not the poor equally with the rich, according to their property, contribute to fill the legislative purse from whence these institutions derive their support? See editorial on this subject, in the *Journal of Education* for January, 1852, page 9.

For the Journal of Education.

## THE BLACKBOARD.

A blackboard is to a teacher what a compass is to a mariner; the mariner may creep along the coast without a compass, or even venture a little way out to sea, guided by the uncertain light of the stars; but having the compass on board, and using it, he stands boldly out and visits far off countries, lading his ship with their strange and valuable products, or it may be to make interesting discoveries which shall immortalize his own name, confer honor on his country, and benefit the whole human family. So with a teacher, while he confines himself to books, and is content to hear his pupils repeat certain set portions of them, or sees that certain sums contained in them, and no others are worked, so long will he resemble the mariner creeping slowly along shore, following the sinuosity of the coast, going roundabout and difficult tracts, instead of trusting to his compass—i. e., the blackboard—and steering boldly from headland to headland, or from island to island, filling the minds of those confided to his care with matter, which, though strange to them at the time, will ultimately prove most valuable and interesting.

When I enter a school, and find the blackboard lying in a corner, covered perhaps with dust, or having some articles lying against it, I feel convinced it has not been in use for days. In such a case, I always feel pity for both teacher and scholars; pity for the teacher, for I know what an aid the blackboard would be to him in teaching, and what an immense amount of extra labour he assumes by not availing himself of its help; and pity for the scholars, for I know how their progress of learning is unnecessarily retarded, and certain studies made to appear difficult and tedious, when, with a little explanation on the blackboard, the same studies would become easy and delightful.

Of all the branches of education which are taught in our common schools, arithmetic is the one in which the use of the blackboard is the most essential. Its non-use is at once apparent in the answers of the children. It is almost impossible to teach arithmetic generally and successfully, in a school without its continued use. Suppose an hour in the forenoon to be the time allowed for the study of arithmetic, the teacher flits about from scholar to scholar, giving, say on an average, five minutes to each, by so doing he may partially explain certain rules to twelve pupils, six of the twelve perhaps studying the same rule, but each taught individually. All the time he is thus engaged, two or three are waiting at his elbow, hoping to catch his attention when he is done with one big boy and before he begins with another; he has scarcely time to run his eye over one of the little fellow's sums, say "wrong," rub it out, and send him to his seat, with an injunction to do it correctly.

But by using the blackboard, how differently he proceeds. He may have his school in three or four arithmetical divisions, and thus, in the allotted hour, he can give a quarter to each pupil in the school who is studying arithmetic; or by taking the first and third classes one day, and the second and fourth the next, he may every second day give half an hour's good systematic teaching to each class; and what a great deal of information may be communicated in half an hour!

Care must be taken when a class is arranged around a blackboard that every member of it is so placed that he cannot copy from his neighbour. Then the teacher begins, explains the reason of the rule which they are to investigate, the meaning of its name, the meaning and use of its technical terms, makes the signs used in it on the blackboard, lets each pupil do so. And he ought not to be satisfied until all can give him a definition of the technical terms, make and name the signs, and he is certain the nature and use of the rule is understood. He may then dismiss the class, and allow each individual to proceed to work the sums as they are set down in the arithmetical books. He will find he will not be much troubled by lads wanting further assistance in that rule.

Some teachers may think there would be a great waste of time in following up this method. My dear friends, try it. Give it one three months' trial, and I am persuaded you will find that you have made more decided progress than you ever made in a three months' course of the old and desultory method; and, better than all, your pupils will understand what they have been through.

But the blackboard is not only available in teaching arithmetic. I would press it into service in teaching grammar, geography, his-

tory, &c. I would make continual reference to it. I would always employ it as an interpreter between the school books and the scholars.

I can see a blackboard before me now—there it stands—clean and BLACK—silent and impressive—not a mark upon it—but soon its ebony face will be covered with symbols clear and intelligible to the eager inquiring spirits that animate the happy group that stand before it. See! as I make sign after sign, naming and explaining each as I go on, how conviction and satisfaction are stamped on every countenance, until finally, having obtained a satisfactory result, a unanimous and audible expression of delight runs through the class, and each urchin feels that he understands the operation which was performed before him, and also feels that he is an intelligent being, one who has been thought worthy of having his judgment appealed to.

Trustees of schools should see that in their several schoolhouses there is placed one of these silent—nay eloquent—friends of children. I am convinced the most important thing in a school, next to a good teacher, is a good and well used blackboard.

A LOCAL SUPERINTENDENT.

## Educational Intelligence.

### CANADA.

#### MONTHLY SUMMARY.

A series of papers on Education appears in the *Cobourg Star*, in which the writer, with considerable ability, combats the "objections which have often been raised against a comprehensive system of education by means of free schools. The writer then "proposes to show that it is not only the duty of the state to provide such an education, but that the interests of all classes of the community imperatively demand it." He regards the question in three points of view:—first, in a political; secondly, in an economical; and lastly, in a social light. . . . . The school house of School Section No. 12, situated on the twelfth concession of the township of Lanark, was burned down on the night of the 13th, or morning of the 14th ultimo. A letter which was found in the locality of a meeting, held on the Saturday week after the fire, (for the purpose of devising ways and means to erect another,) leaves little room to doubt, but that it was the work of an incendiary, especially as the inhabitants of the section are at variance regarding the school. The document alluded to threatened the trustees, that, should an attempt be made to build another school house, the writer will burn their barns, &c. That such acts of Vandalism should be perpetrated in Canada, is incredible. They call more loudly still for a more united and vigorous effort than ever in favour of the universal diffusion of education in every part of Upper Canada. . . . . The Rev. Wm. McMurray, A.M., has been in New York soliciting subscriptions in aid of Trinity College, Toronto. At the conclusion of the celebration of the third Jubilee year of the Venerable Society for the propagation of the Gospel in Foreign Parts in Trinity Church in that city, says the *N. Y. Commercial Advertiser*, "Mr. Dunscombe, one of the wardens, laid one thousand dollars in gold on the alms plate as the contribution from the church corporation. The whole proceeds of the offertory, amounting to \$1,121 31, were devoted to the aid of Trinity College, Toronto, Canada West, in answer to the appeal so effectively made by the Rev. Mr. McMurray." . . . . . The Conference of the Wesleyan Methodist Church, Canada, lately held in Kingston, have issued an address on the subject of endowing Victoria College, by the sale of Scholarships, at £25 each, tenable for twenty-five years. In addition to those already sold, each of the ministers present took one scholarship, thus making available about \$9,000 towards the desirable object contemplated. . . . . We regret to learn that the Baptist College building in Montreal has recently been sold. It is to be converted into an hospital. . . . . The Rev. E. Very, Professor Chipman, and four students, of Acadia College, Nova Scotia, were recently drowned, in an attempt to cross a bay near Halifax in an open boat.

## BRITISH AND FOREIGN

#### MONTHLY SUMMARY.

A paper of considerable ability appears in the last *Edinburgh Review* (for April), on "National Education," in which the writer discusses the recent very satisfactory improvements in the system of education lately introduced into the British army, and noticed at length in this *Journal* for November, 1850, pp. 165-7; the failure of the purely 'clerical,' as well as 'voluntary' systems of education; the comparative excellencies and

peculiarities of the "National Public Schools' Association," or Free School System; the "Manchester and Salford Borough" Educational Scheme, and the various other denominational systems at present in operation in England. The writer also strongly urges the necessity of legislative interference, in order to render efficient and diffuse the advantages of the vast number of endowed schools scattered over England, now so inefficient and valueless, owing to the various legal and testamentary restrictions, or the arbitrary closeness of the corporations. . . . Mr. G. Rickards, M.A., has been elected professor of Political Economy at Oxford, in room of Mr. Nassau, senior, whose term of office had expired. The votes in convocation were—for Mr. Rickards, 211; Mr. Neale, Oriel, 158; Mr. Lowe, Magdalen, 133. Mr. Rickards gained the Newdegate Prize Poem in 1830. . . . The motion for abolishing tests in regard to the non-theological chairs of the Scottish universities has been thrown out, on the second reading in the House of Commons, by 172 to 157 votes. . . . Dr. Maclure, one of the masters of the Edinburgh Academy, has been appointed by the Crown to the Professorship of Humanity in Marischal College, Aberdeen, vacant by the translation of Mr. Blackie to the Greek Chair at Edinburgh. . . . Among the candidates for the Chair of Moral Philosophy in Edinburgh, vacant by the resignation of Professor Wilson, are Professor Ferrier, of St. Andrews; Professor Macdougall, of New College, Edinburgh; Professor M'Cosh, of Belfast; Mr. J. D. Morell; Mr. George Ramsay, late of Trin Col. Cam, now of Rugby; and Dr. W. L. Alexander, of Edinburgh. . . . The Commission for Inquiry into the University of Oxford, have finished their report, which has been forwarded to her Majesty. . . . The first stone of some new schools in connection with the church of St. Thomas, Charterhouse, was laid by Lord Lansdowne. . . . M. Villemain, Professor of French Eloquence, and M. Victor Cousin, Professor of History and Ancient Literature, have resigned their Chairs in the Faculty of Letters of the University of Paris. On application they have been placed on the retired list, with pensions, by a decree of May 3. Two years ago M. Guizot resigned, the university thus losing her three most illustrious literary men by voluntary retirement. All of these professors were appointed in 1828. . . . The first visitation of the Queen's College, Cork, was held this week in the Examination Hall, Archbishop Whately presided. The number of students at present in College is 147; and Sir Robert Kane reported the state of the institution as highly satisfactory. . . . The foundation stone of the new buildings in Victoria Street, for the Westminster Training Institution of the National Society, was laid on the 11th of May, by His Royal Highness Prince Albert. . . . The question of the repeal of the annual Parliamentary grant to the Royal College of St. Patrick, Maynooth, has recently been discussed with considerable warmth in the British House of Commons. . . . Archdeacon Law, rector of Weston-super-Mare, proposes to establish in that town a college for the youth of the middle classes at his own expense, the cost being estimated at from £4,000 to £5,000. . . . During the past year the grants by the Education Committee of the Privy Council to normal and elementary schools amounted to £142,229 8s. 9d., and in the preceding year to £160,097 7s. 10d. . . . The Lords of the Committee of Privy Council for Trade have given notice that they are willing to assist, as far as the means at their disposal will permit, in establishing elementary drawing classes in connection with existing schools or otherwise in various localities, with a view of diffusing a knowledge of the elementary principles of art among all classes of the public. . . . It has been decided by the Lords of the Privy Council Committee on Education, (following the recent practice of our own legislature) to supply each school under their direction, and each teacher, having "certificates of merit," with a printed copy of the minutes of the Committee, or Annual Report, on the state and progress of popular education in England. . . . At Paris, on the 24th of May, the Council of State, Louis Napoleon presiding, adopted the bill on public instruction, and ordered it to be sent to the Legislative Body.

*Persecution of Professors in Europe.*—A decree has been issued in Paris, enacting that Professors in the College of France should no longer enjoy the privilege of irremovability, but might be revoked by the Minister of Public Instruction. This decree has been enforced by revoking three Professors—Michelet, Edgar Quinet, and Mickiewicz. Jules Michelet had belonged to the University since 1821, and has professed successively the dead languages, history, and philosophy. His histories and biographies have given him a wide-spread and enduring reputation. His course of lectures was suspended on the 12th of March, 1851, by M. Giraud, Minister of Public Instruction, at the instigation of the Jesuits, against whom M. Michelet had waged a most unremitting warfare. Since that period he has not resumed his functions. Quinet was made professor of the languages and literature of southern Europe in 1841, and in 1846 received a public censure from M. Guizot for his tendency to democratic opinions. His popularity with the students was so great, that it was not judged advisable to molest him. He was elected to the Chamber in 1848, where he always voted with the Republicans. He wrote two pamphlets, one on the State of Siege, and one on the Expedition to Rome, which made a lasting impres-

sion. Adam Mickiewicz is a Lithuanian by birth, and a Frenchman by adoption. The publication of a *Hymn to Truth* drew upon him the attention of the Russian authorities, and he was requested to retire to the Crimea, and remain there till further notice. His friends, however, obtained his pardon, on condition that he should never return to Poland. He went to Germany, where he became intimate with Goethe. In 1841, he was appointed Professor of the Slavonic language and literature at the College of France. He is dismissed, like his colleagues, for his democratic opinions. A work written by him during his wanderings, entitled "Book of the Pilgrims of Poland," has been translated by M. de Montalembert.

*Prizes on Eastern Subjects.*—Mr. W. Parker Hammond, of the firm of Hammond & Co., London, offers the following premiums:—£50 for the best "Essay on China," as it relates to trade and commerce and the opium trade, and its effects upon the commerce and morals of China and India; general remarks on the empire of Japan, and the prospects of trade therewith; suggestions as to the most efficient mode of extending Christianity in China. £50 for the best "Essay on the Eastern Archipelago," including the Philippines and the Gulf of Siam, embracing the following points:—Piracy, its extent and effect on the price of Straits produce and the consumption of British manufactures; the best means of suppression or prevention; the commercial capabilities of the countries alluded to, and existing impediments to their expansion; Christianity—the best means of extension therein. The object of Mr. Hammond in offering these premiums is, to promote the interests of religion and commerce in the China Seas and Eastern Archipelago, in connection with the design of the Great Exhibition.

## UNITED STATES.

### MONTHLY SUMMARY.

At the Annual Exhibition of the junior class of Yale College, last month, the highest prize for English composition was bestowed on a native Chinese, named Yung Wing. . . . The late Hon. George Howland, of New Bedford, in his will, has bequeathed \$50,000 to establish a Female Seminary, and also left it discretionary with his executors to bestow \$50,000 more upon the institution upon the decease of his widow. The school is to be established where the executors or trustees may decide. . . . Since the commencement of the Ladies' Society for the promotion of Education at the West, not less than \$200,000 have been contributed to its treasury in the middle and Eastern States, and as large an amount has been contributed by individuals in the Western States. Ten Colleges have been aided by the society, and there are now eight upon its list, which is three more than there were eight years ago. . . . In California they have set apart 500,000 acres of land for school purposes. . . . The capital of the School Fund, on the 2nd day of December, 1851, as certified by the State Auditors, amounted to \$2,049,482 32. The receipts into the Treasury the past year have been \$138,184 15, which exceeds the receipts of any previous year. The number of children returned by the Comptroller, as entitled to participate in the dividends of the year, was 94,851. This enumeration gave \$1 40 to each child. . . . The Corporators of the Tufts College, a new college in Massachusetts, have held their first legal meeting. They voted to accept the acts of incorporation passed at the last session of the legislature. Over one hundred thousand dollars have been subscribed to establish this college, which, by the acts of incorporation must be located either in Somerville or Medford. A large and beautiful property has been given for such an institution by Charles Tufts, Esq., situated at the place known as Walnut Hill.

*Popular Education in California.*—From a communication recently received at the office of the U. C. Educational Department, from the Superintendent of Public Instruction in that State, we learn that "As yet but little has been done for popular education in this State. Our Legislature," says the Superintendent, "is now in Session, and before it is a bill providing ample means for the establishment and support of Free Schools in California."

*Education in Buenos Ayres.*—We mentioned in this *Journal* last month, page 77, that some movement had been made by the new Government in favour of Education. The following is the substance of a decree on the subject:—March 6th. Decree issued organizing the normal school of elementary education. Besides a normal School, in the strict acceptance of the term, it is virtually a nursery of teachers for the Province and Republic. The claims of the schoolmaster are at last distinctly and handsomely recognised; 1,500 dollars per month salary, with half the fees, and the prospect of a retiring pension of two-thirds the stated salary after ten years service, or of full pay after twenty-five years, are terms that cannot fail to exalt the status of the profession; besides other collateral inducements held out to good conduct, talent and perseverance. The curriculum of studies is comprehensive, embracing, in addition to the usual

branches of school education, vocal music, gymnastics, drawing, agriculture, chemistry, mechanics, the English and German languages, &c., and above all, to the honour of the Government and the community be it recorded, the reading and study of the Holy Scriptures.

*The "Great Exhibition at New York."*—The design and plans for the projected exhibition at New York, in imitation of the recent Great Exhibition in Hyde-Park, have been presented to the committee of management by Sir Joseph Paxton, and have been sent out to America, in order to be carried into effect as quickly as possible, it being understood that the exhibition is to be opened about the middle of April next. The proposed site of the building is Madison-square, at the end of the Broadway. Its length is to be 600 feet, its width 150 feet, and its height 100 ft. The materials employed will be glass and iron, but the roof will be slate, and as it is intended to be a more lasting structure than its celebrated prototype, it will be erected on a foundation of arches. The building will be more picturesque than the original one, turrets in the Romanesque style being placed at the corners, and the ends being embellished with pediments and emblematical ornaments, the whole edifice to be surrounded with a terraced walk, illuminated with lamps. There will be no transept, but the plan is such that the building can be lengthened if more space should be required.

## Literary and Scientific Intelligence.

### MONTHLY SUMMARY.

The Canadian Institute has issued a circular transmitting papers explanatory of the objects of the Institute; a series of questions relative to the Indian remains in the form of mounds, &c., in Upper Canada; another series regarding the various kinds of lime-stone throughout the Province; and a fourth containing the prospectus of the contemplated *Canadian Journal*, the organ of the Institute. We look forward with much interest to the success of the Institute. It has long been a desideratum in Upper Canada. . . . Mr. Paul Kane, whose pictures excited so much admiration at the Provincial Fair, Brockville, last September, has nearly completed a series of beautiful paintings, on which he has been engaged for several years, illustrative of the scenery and Indian life of the great Northwest. Mr. Kane wandered for several years in that extensive region, sketching and observing as a preparation for his work, and his pictures are intended to give a complete view of the country through which he passed and of the people who inhabit it. He intends to exhibit the whole series in Canada at an early day. He also intends exhibiting them in London, but desires that ultimately they should remain in Canada, and would be willing, in order to keep them together as a series, to dispose of them to the provincial Government at a much lower price than he could get by selling them singly. It is to be hoped that the Government will see fit to purchase them as a commencement of a national picture gallery, and thereby secure them to the country, as well as gratify the patriotic desire of the talented artist. . . . The U. S. Congress have just purchased Cullen's similar celebrated collection. . . . The British Admiralty have published full directions for signal lights to be carried by all British vessels at night on the ocean, and which, being worked uniformly by a code, will render collisions nearly impossible. . . . Mr. W. Hughes, the governor of the Manchester Blind Asylum, has patented a typograph, an ingenious instrument, which will materially facilitate communication between the blind. . . . The poet Rogers has presented to the British Museum the original covenant between "John Milton, gent., and Samuel Symons, printer," for the sale of *Paradise Lost*, dated the 27th April, 1667. By the terms of the covenant, Milton was to receive five pounds after the sale of thirteen hundred copies of the first three editions. The sum actually received by Milton was eighteen pounds, for which the receipts still exist. . . . There is a plant in the island of Sumatra, the circumference of whose fully expanded flower is *nine feet*—its nectarium calculated to hold nine pints—the pistel are as large as a cow's horn, and the whole weight of the blossom is computed to be fifteen pounds! . . . John Howard Payne, U. S. Consul at Tunis, recently deceased, was the author of the celebrated song "Home, Sweet Home." In his early life he was a distinguished dramatic performer, and a man of versatile genius. He was appointed Consul in 1851, and had just established himself under his flag. The United States papers claim the honour of his birth-place for Boston. . . . The Geographical Society of London is warmly engaged in getting up a scientific exploration of the Niger and Gambia, by means of small propellers. Lieut. McLeod, of the Royal Navy, proposes to take charge of the expedition. . . . The celebrated German geographer, Karl Kitter, proposes to visit Great Britain, for the purpose of studying the physical conformation and structure of England and Wales. The veteran professor has more than once visited Great Britain, but hitherto for the purpose of studying the physical peculiarities of Scotland. He will remain with us about three months, returning to resume his winter lectures at Berlin. . . . The jet of glowing lava from the Manna

Loa Mountains (Sandwich Islands) was ascertained to be 500 feet high, and its diameter was supposed to be over 100 feet. It filled up ravines, destroyed forests, and with ruthless impetuosity was making onward to the ocean, some fifty or sixty miles distant, leaving naught but ruin and death in its train. . . . Mr. Burton, Architect, proposes to construct a tower, 1000 feet high, covering one acre of ground, from the Crystal Palace materials. . . . This would be as high as St. Peter's, St. Paul's, and the Nelson Column piled each on the other. . . . The Crystal Palace has been definitely bought by the Directors of the London and Brighton Railroad Company, who intend by the aid of a joint stock company, to re-erect it at Sydenham, about six miles from London, and open it as an Exotic Garden by the first of May next. . . . It is stated that Lord Brougham has commenced collecting materials for the purpose of building a splendid gymnasium in a suitable field at the village of Eamont-bridge, in Westmorland, a great part of which will be glass, after the fashion of the Crystal Palace. . . . The Queen has conferred the dignity of a baronetcy on (Sheriff) Archibald Alison, Esq., in consideration of the high literary attainments exhibited by him in his elaborate *History of Europe*. . . . The late W. F. Stephenson, Esq., F.R.S., has bequeathed the fourth of his personal property to the Royal Society, subject to certain present life annuities. . . . The catalogue of the Easter book-fair at Leipsic contains 4527 works as published, and 1163 to be published. This is an increase of 700 volumes compared to the Michaelmas fair, and of 300 more than the last Easter fair. The number of publishers by whom the works have been brought out is 903. One house at Vienna has produced 113, and the Messieurs Brockhaus 95. . . . There are in Russia 130 Slavonian journals and periodicals, of which nine are political and fifty-three official papers published by the various ministerial departments of the empire, six periodicals are devoted to military sciences, and there are three medical, five industrial, and twelve agricultural periodicals. The Polish journals which are published in Russia amount to the number of twenty-two.

*Tomb of Napoleon.*—The magnificent tomb of Napoleon, which has been for several years in course of erection at the hotel des Invalides, is progressing rapidly towards its completion. The inscription which has just been engraved in letters of gold upon his coffin, is in the following words:—

#### NAPOLEON BONAPARTE,

Born 15th of August, 1769.

Major of Artillery at the siege of Toulon, 1793, at twenty-four years.

Commander of Artillery in Italy, 1794, at twenty-five years.

General-in-Chief of the Army of Italy, 1797, at twenty-eight years.

He made the expedition to Egypt, in 1798, at twenty-nine.

Elected First Consul in 1799, at thirty years.

Consul for life, after battle of Marengo, in 1800.

Emperor in 1804, at the age of thirty-five.

Abdicated after Waterloo, in 1815, at forty-six years.

Died the 5th May, 1821, at fifty-two years.

*Instinct of the Turtle.*—It has been observed that turtles cross the ocean from the Bay of Honduras to the Cayman Isles, near Jamaica, a distance of 459 miles, with an accuracy superior to the chart and compass of human skill, for it is affirmed that vessels which have lost their latitude in hazy weather, have steered entirely by the nose of the turtles in swimming. The object of their voyage, as in the case of the migration of birds, is for the purpose of laying eggs on a spot peculiarly favourable.—[Bishop Stanley on Birds.

We have it on the authority of Mr. McLaughlin, recently returned from abroad, that there is a project on foot at Naples to extinguish the fires of Vesuvius! It is understood that the bottom of the main or grand crater is several thousand feet below the level of the sea. The plan, therefore, is to dig a large trench or canal from the sea to the crater, the expense of which will not exceed two million of dollars, and thus extinguish the fires that have been burning for thousands of years. It is said that the fine lands thus to be reclaimed will more than ten times pay the expense of executing the grand design.—[Lafayette Courier.

*Curious Facts in Vegetable Physiology.*—I was told in Tallahassee, Florida, that beets would not grow seed, top onions would not grow the bottoms, and black seed would not produce bulbs. Cabbage will produce seed, but that seed will not generally produce heads, but grow into long stalks with a few loose leaves at the top. I have seen such stalks six feet long. Corn from the north, though hard and stinty when planted here, grows light and chaffy. Oats grow lighter and lighter, until they run out. On the contrary, cotton, which is here a hard woody stalk, would grow more like buckwheat in New-York. The Palma Christi has been grown here for shade trees; and tobacco was found as a wild plant all over the country, when first settled by the whites. A little farther down the peninsula, sweet potatoes and arrowroot are now growing wild; and so are pumpkins, and several plants which are only grown with great care at the north. We live in a great country, as yet but little known.—[American Agriculturist.



**Westminster Bridge Built of Epsom Salts.**—Dr. Ryan, Professor of Chemistry, in a lecture delivered at the Polytechnic Institution, before the Duke of Richmond and several of the members of the Royal Agricultural Society, in illustration of the elementary principle of chemistry, stated that magnesian lime-stone contains from twenty four to forty-two per cent. of carbonate of magnesia, from which Epsom Salts are procured by the application of sulphuric acid. If Westminster Bridge, built of that rock, were covered with water and sulphuric acid, it would be converted into Epsom salts.

**Pitt's Bridge.**—The first stone of Blackfriars' bridge, the work of Robert Mylne, a Scotch architect, was laid on the 31st of October, 1760. It was originally called Pitt's bridge, in honour of William Pitt, the great Earl of Chatham. If the foundations shall ever be disturbed, there will be found beneath them a metal tablet, on which is inscribed, in Latin, the following grateful tribute of the citizens of London to the genius and patriotism of that illustrious statesman:—"On the last day of October, in the year 1760, and in the beginning of the most auspicious reign of George the Third, Sir Thomas Chitty, knight, lord-mayor, laid the first stone of this bridge, undertaken by the Common Council of London during the progress of a raging war (*flagrante bello*.) for the ornament and convenience of the city; Robert Mylne being the architect. In order that there might be handed down to posterity a monument of the affection of the city of London for the man who, by the power of his genius, by his high-mindedness and courage (under the Divine favour and happy auspices of George the Second,) restored, increased, and secured the British empire in Asia, Africa, and America, and restored the ancient reputation and power of his country amongst the nations of Europe, the citizens of London have unanimously voted this bridge to be inscribed with the name of William Pitt." Such tributes as the foregoing, literature should not willingly let die. A more appropriate, or deserved tribute, paid by the merchants of a mighty city to an illustrious statesman and patriot, it would be difficult to point out. The simple tablet, on which this inscription is engraved, lies deeply buried in the bosom of the Thames, and its very existence is, perhaps known but to few; and yet far more honourable than all civil crowns, far more than all the wealth and titles secured to him and to his posterity by his Sovereign and the legislature, was this affectionate, this unbought and voluntary testimony "unanimously voted" by the citizens of London, to the man who had restored to them the security of wealth and commerce, and the ancient renown which had rendered the name of an Englishman respected over the world.

M. Eolman, the director of the national porcelain manufactory of Sèvres, has succeeded in producing crystallized minerals, resembling very closely those produced by nature—chiefly precious and rare stones employed by jewellers. To obtain this result he has dissolved in boric acid, alum, zinc, magnesia, oxides of iron, and chrome, and then subjecting the solution to evaporation during three days, has obtained crystals of a mineral substance, equalling in hardness and in beauty and clearness of colour, the natural stones. With chrome M. Eolman has made most brilliant rubies, from two to three millimeters in length, and about as thick as a grain of corn. If rubies can be artificially made, secrets which the old alchemists pursued cannot be far off.

**The Upas Tree.**—We published some time since an account of the discovery of a tree on the Isthmus of Panama, having many of the characteristics of the fabled Upas tree of the East, as it is destructive of all animal and vegetable life that comes within its baneful influence. A number of the *Panama Herald*, received by the late arrival, has the following additional notice of this singular vegetable production:—"Riding out upon the 'Plains' a few miles from the city the other day with a friend, we had the fortune to have several of these trees pointed out to us. As far around each as its branches extended, the grass was dead—the ground almost bare, whilst all beyond it was fresh and green. Each tree seemed to form a circle around it by the appearance presented by the dead and live grass. They were all alike in this respect, and the trees all of the same appearance and character. Occasionally the skull of a dead mule or other animal were to be found lying either directly under the tree, or near by, indicating the effects of its deadly poison. Anxious as we felt to procure a branch and bring it to the city, that its fluids might be subjected to a chemical analysis, we were deterred by the threatening appearance they presented. We have no doubt as to the nature of the tree being as poisonous as the deadly Upas of the Nile. [New York Commercial Advocate.]

**Origin of the Word "Whig."**—In the sixteenth century, there arose in England a party opposed to the King, in favour of a republican form of Government, in which the people would have a voice. The party adopted as their motto, "We hope in God." The initials, or first letter of each word combined, read "Whig," and were used to name or designate the party. Thus the word "Whig," originally meant opposition to kings and monarchies, and friendship for the very form of government under which we exist. It originated in England a century and a half before our revolution. [United States Paper.]

## Editorial and Official Notices, &c.

### DELAY IN ANNOUNCING THE ANNUAL SCHOOL APPORTIONMENT FOR 1852.

We direct the especial attention of Local Superintendents to the Official Circular addressed to them (on page 90), by the Chief Superintendent of Schools, on the subject of distributing the School Fund for the current year.

We have purposely delayed issuing this number of the *Journal*, in order to include that circular in its pages, so that it might thereby reach Local Superintendents two or three weeks earlier than had it been delayed for the July number.

We extremely regret our inability to announce the official apportionment of the Legislative School Grant to the several cities, towns, villages, townships and counties in Upper Canada, for 1852, in this month's *Journal*. No effort has been spared by the Educational Department to obtain a satisfactory basis upon which to make the current year's apportionment. And strange as it may appear, we have to state, that as yet the Department is not in possession of complete returns of even the school population for 1851, owing to the unaccountable neglect (although written to) of some Local Superintendents to transmit to the Education Office their Annual Reports for last year! Application was also made to each of the Census Commissioners in Upper Canada, and to the Secretary of the Provincial Board of Registration and Statistics, to obtain complete returns of the population of the Province, upon which to base the school apportionment for this year, but without effect; and not until personal application was made to the Statistical Office, at Quebec, was the Chief Superintendent able to procure a sufficiently correct data by which to be guided in making the annual apportionment of the School Grant, as required by law. We regret that, after all the delay, however, those returns were received too late by the Educational Department to enable us to avail ourselves of them in this number of the *Journal*. The apportionment for the current year, however, together with the statistics of the general population of the Province for 1852, will be published in the *Journal of Education* for July. Our readers will be agreeably surprised to learn that the population of Upper Canada reaches within about 50,000 or 60,000 of being *one million of souls!* Thus has our population doubled within a few years. May it increase as fast in knowledge and in virtue as in population! For righteousness alone exalteth a nation.

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