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## I. HOW SCHOOL-HOUSES SHOULD BE CONSTRUCTED.

A school-building, as well as any other, should be adapted to the special purpose in view: it should be constructed with direct reference to utility; and to do this, the necessities of the school must be consulted. There is as much difference in school-houses as in school-teachers, and that is about as strong as the case can be put. A school may be kept in almost any place; but it cannot be properly taught except in a building where the convenience and comfort of both teachers and scholars have been made a special care. The following remarks are commended to the attention of such boards of directors, or other parties, as contemplate building new school-houses—not so much for what they express, as for what they imply and suggest.

*Locality.*—The first question is, where shall the house be located? The location should be as central and accessible as possible, to prevent loss of time in going and returning, and detention from bad roads and bridges, swollen streams, etc.; but mere centrality should never be insisted upon at the expense of more important considerations. The site should by all means be salubrious and pleasant, to prevent loss of energy in study on account of impaired vigor, or absence on account of sickness; and that the attractiveness of the place and its surroundings may invite to regularity of attendance. It should be sufficiently remote from the street or road to secure freedom from noise and dust, by which the attention is distracted, and time lost in cleansing soiled hands, faces and apparel. Ample

play-grounds should be attached, because otherwise the attractions of sport would detain the children till the last moment, at places remote from the building, and be a constant temptation to tardiness; because, arriving in hot haste, perspiring and excited, much time would be lost before they would be cool and calm enough for study; and because without such grounds there would be strong life or limb, or to annoy travellers or those passing, and to temptation to seek the street, or thoroughfare, at the peril of trespass upon the premises of neighbors, who, in turn, would make complaint and seek redress, thus involving loss of time and irritation to both teachers and scholars. Be careful to make no mistake in these respects; for an error of location is almost without remedy, and will surely affect the whole subsequent history of the school, no matter how able and faithful your teacher may be. Of this we have many sad proofs.

*Size.*—Having decided upon a site, you are next to consider the size of the proposed building. This is easily determined. It should be large enough for the accommodation of all who are entitled to attend the school, allowing for the aisles and passages, and not less than twelve square feet for every two scholars. If the accommodations are not thus ample and comfortable, there will be constant confusion, and the tranquil exercise of the mental powers and quiet movement of the current of school life will be impossible. Many of our school-houses are so small that the scholars are obliged to stand and sit "by turns," causing weariness, noise, irritability, and so utterly defeating the purpose of the school. In determining the question of size, the probable future wants of the district should also be considered, as well as its immediate wants. It will cost you far less to make the building a little larger at the outset, even if some of the seats or rooms are temporarily vacant, than to enlarge the house, or build another, when the necessity arrives.

*Seating.*—The house being located and built, the point next demanding your attention is the very important one of the kind of desks and seats that should be provided. The essential conditions here are, that each pupil be left to pursue his studies without interruption or hindrance; that all temptation to idleness and sport be removed; that the position of the body be easy and natural; and that the utmost economy of time be secured by such an arrangement as will admit of prompt ingress and egress. It is self-evident that these necessary con-

ditions peremptorily exclude long seats or benches for several scholars, and desks of equal length; and that they absolutely demand a plan and construction conformable to anatomic and hygienic principles. Desks for more than two should never be allowed, and, except in advanced schools, where habits of self-control and self-reliance have been established, nothing can compensate for the loss of the advantages accruing from the use of single desks. The additional cost is not much while the gain in time, and in all the essentials of efficient study and teaching, is beyond computation. The oblique or diamond-shaped arrangement of desks is the best, in primary schools, whether they be single or double. By this arrangement, no two pupils can be immediately contiguous and opposite to each other, affording very much less opportunity for communication.

*Light.*—The question of light must next be considered. See that there is not too much, or too little, and that it is properly adjusted and equalized. Never compel a child to study with the glare of the sun in his face or on his book, or in the dimness of perpetual twilight, or under the painful distortion of vision caused by cross-lights. Neglect of the common principles of optics in providing and arranging the light in school-houses is a common evil, and one that often causes not only temporary discomfort, but serious and permanent injury to sight. The pupils should, if possible, face a dead wall—cross lights are painful and dangerous. The windows should be long, not reaching nearer to the floor than three or four feet, and should be provided with blinds, both for their own protection and for the regulation of light. Since scholars cannot change their position with the sun, nor with the transitions from bright to dark days, the supply of light should be adequate steady and uniform, all day, and every day. When practicable, the building should front south, with a dead wall to the north, and windows on the east and west. The light will then fall upon the pupil's right hand in the forenoon, and gradually pass around, till in the afternoon it rests upon his left hand, while during the whole day the eyes will be relieved, when lifted, by resting upon the dead wall in the north.

*Heat.*—How shall the school-house be warmed? This important matter will next require careful attention. The aim here should be to make the atmosphere of the whole room comfortable, to its remotest corners, and to keep it so from the first hour of school to the last. Remember, that at home and elsewhere, children can approach to or retire from the fire at pleasure, and thus regulate the degree of warmth for themselves; while in school they cannot do this—the teacher must do it, or cause it to be done, for them. But this is out of the question unless the means of regulation have been provided. The proper work of the school can not go on successfully if teachers and scholars are annoyed by either too much or too little heat. Neither shivering nor scorching is a condition of body compatible with successful mental exertion, or with a proper equanimity of temper; and yet in many of our school-houses, well arranged in other respects, the children, in the winter terms, vibrate between the extremes of heat and cold from morning till night, disqualified nearly all the time for calm and effective study. Then, too, there is great confusion and loss of time, caused by changing seats, moving to and from the fire, and a general feeling of uneasiness and discomfort. Such school-houses might almost as well be closed for the cold term, so far as profitable teaching and learning is concerned; and when the effect upon the health, of young children especially, is considered, the matter is sometimes of so grave a character as properly to invite the interposition of boards of health, or other competent civic authorities. Taking all these interests into the account, the duty of providing suitable warming apparatus is most imperative—it can not cost too much. And the best is usually, in the long run, the cheapest. Good furnaces, with registers, should be used if possible. Of these there are now several new and superior kinds, which are not only immeasurably better than ordinary stoves, but much more economical. If stoves must be used, spare no expense to have them so constructed and placed as to secure a steady and uniform warmth throughout the room.

*Ventilation.*—But it is not enough to see that your school-house is well lighted and warmed; it also must be well ventilated. The public seems slow to perceive or to allow the baneful effects of impure air upon the health of children; and, hence, upon the efficiency of the schools. It would be different if the actual truth, the full extent of the evil, were known. No hygienic or scientific fact has been more surely demonstrated than that the continued breathing of impure air is a prolific cause of dangerous pulmonary and other diseases, especially in young children. All know the depressing, enervating effects of close, stifling air. The physical and mental powers speedily grow languid and droop under its influence. No one can be mistaken in the symptoms: the face flushes, the head burns, the blood becomes feverish, the eyes assume an unnatural brightness, and in extreme cases vertigo, nausea and faint-

ness ensue. Proper mental application is impossible under such physical conditions, and to require it would be cruelty. Uneasiness, restlessness, irritability, loss of the power of attention, accompany the progress of atmospheric contamination in the school-room, as surely as the obscuration and final stupification of the intellect attend and follow the successive stages of inebriation. Mental activity and energy are as impossible when the lungs and blood are poisoned with foul air as when the stomach and brain are on fire with alcohol. Great progress has been made toward a better knowledge and practice in regard to school-house ventilation; but the evil still exists to an alarming extent in our State, affording every year a terribly abundant harvest for the reaper of death. When disease invades our herds, state legislatures and national conventions make haste to investigate the cause and remedy the scourge; and they do well—gigantic pecuniary interests are involved—and yet, consumption no more surely visits ill-ventilated and over-crowded stock-yards and cattle-trains than it does our school-houses when subject to the same conditions. Keen-eyed self-interest watches the progress and ravages of the cattle-plague, counts the beasts it destroys, and with a loud voice tells the public of its loss; but who notes the insidious forms of disease which makes victims of our children in the very places where physical education, as well as intellectual, should be realized? or who counts the little graves, or tells the people of their danger? Many a parent lays his little darling in the dust, and, in desolation of soul, muses upon the ways of Providence, when the stifling terrors of the place which for weary months or years had been silently sapping the pillars of the little one's life, should have suggested more earthly themes of meditation to the sorrowing father. There is no excuse for unventilated or badly-ventilated school-houses. Other school accommodations and comforts are more or less expensive; this is not. Every school-house, large or small, humble or elegant, costly or cheap, may have a plentiful supply of pure fresh air, almost without money and without price. If provided for in the original plan of the building, good ventilation may be had with very little, if any, additional cost; and even in most existing buildings the consequences of neglect upon this vital point may be remedied, partially at least, with but a small outlay. But, be the cost what it may, pure air is a necessity of health, both mental and physical, and no board of school directors in the State should be allowed to neglect it with impunity.

*Blackboards.*—Again, no school-room can properly be said to be furnished, without blackboards; they are a necessity. A good teacher would rather dispense with all text-books than with his blackboards. A zone of blackboards, of width and height from the floor to correspond with the grade of scholars using it, should extend continuously around the room. An ample supply of blackboard surface duplicates and reduplicates the amount of time that can be given to the effective instruction of each class; it affords the means of visible illustration and analysis, now demanded by the best methods of teaching the elements of nearly every science, and indispensable in elementary instruction, object lessons, etc.; it affords a pleasing variety to the school, and promotes health by allowing frequent changes of posture, from sitting to standing. No school-room, it is repeated, is prepared for its work without an ample supply of it.

*Miscellaneous.*—Of the many minor points that should receive attention from those having the oversight of new school-houses, the proper limits of this report will not allow me to speak in detail. I will barely enumerate a few of them. The teacher's platform should be at the front, or entrance-side of the building, for convenience in speaking with pupils as they enter or retire, conferring with visitors, securing order in entries, halls, etc. There should be a convenient wood or coal-house; a clothes-room and wash-room, with the necessary accompaniments to secure neatness and cleanliness of person; a basement, or other suitable place, for use, in cold or stormy weather, during intermission and recesses; a good clock to regulate the time and secure habits of punctuality. There are, finally, other necessary appurtenances, in devising and furnishing which whatever is not conformable to the strictest requirements of modesty, propriety and delicacy should be inexorably forbidden. It is most lamentable to think of the many shameful departures from these conditions in the private arrangements of district school-houses. As already stated, the proportion of new school-houses which, in the characteristics that have now been specified or hinted at, are all that could be desired is constantly and rapidly increasing, and never so rapidly as during the past two years. It is to contribute toward the early extirpation of all remaining school-house abominations, and the complete conquest of better adaptation and purer taste in school architecture, that a few of the common essentials have thus been again brought to notice, and their importance urged.—From report of Hon. N. Bateman, State Superintendent of Schools for Illinois.

## 2. THE DECORATION OF SCHOOL-ROOMS.

Hitherto, as far as I know, it has either been so difficult to give all the education we wanted to our lands, that we have been obliged to do it, if at all, with cheap furniture in bare walls; or else we have considered that cheap furniture and bare walls are a proper part of the means of education; and supposed that boys learned best when they sat on hard forms, and had nothing but blank plaster about and above them whereupon to employ their spare attention; also, that it was as well they should be accustomed to rough and ugly conditions of things, partly by way of preparing them for the hardships of life, and partly that there might be the least possible damage done to the floors and forms, in the event of their becoming, during the master's absence, the fields or instruments of battle. All this is so far well and necessary, as it relates to the training of country lads, and the first training of boys in general. But there certainly comes a period in the life of a well-educated youth, in which one of the principal elements of his education is, or ought to be, to give him refinement of habits; and not only to teach him the strong exercises of which his frame is capable, but also to increase his bodily sensibility and refinement, and show him such small matters as the way of handling things properly, and treating them considerately. Not only so, but I believe the notion of fixing the attention by keeping the room empty, is a wholly mistaken one: I think it is just in the emptiest room that the mind wanders most; for it gets restless like a bird for want of a perch, and casts about for any possible means for getting out and away. And even if it be fixed, by an effort, on the business in hand, that business becomes itself repulsive, more than it need be, by the vileness of its associations; and many a study appears dull or painful to a boy, when it is pursued on a blotted deal desk, under a wall with nothing on it but scratches and pegs, which would have been pursued pleasantly enough in a curtained corner of his father's library, or at a latticed window of his cottage. Nay, my own belief is, that the best study of all is the most beautiful; and that a quiet glade of a forrest, or the nook of a lake-shore, are worth all the schoolrooms in Christendom, when once you are past the multiplication-table; but be that as it may, there is no question at all but that a time ought to come in the life of a well-trained youth, when he can sit at a writing-table without wanting to throw the inkstand at his neighbor; and when also, he will feel more capable of certain efforts of mind with beautiful and refined forms about him than with ugly ones. When that time comes, he ought to be advanced into the decorated schools; and this advance ought to be one of the important and honorable epochs of his life.

I have no time, however, to insist on the mere serviceableness to our youth of refined architectural decorations, as such; for I want you to consider the probable influence of the particular kind of decoration, which I wish you to get for them—namely, historical painting. You know we have hitherto been in the habit of conveying all our historical knowledge, such as it is, by the ear only, never by the eye; all our notions of things being ostensibly derived from verbal description, not from sight. Now, I have no doubt that as we grow gradually wiser—and we are doing so every day—we shall discover at last that the eye is a nobler organ than the ear; and that through the eye we must, in reality, obtain, or put into form, nearly all the useful information we have about this world. Even as the matter stands, you will find that the knowledge which a boy is supposed to receive from verbal description is only available to him so far as in any underhand way he gets a sight of the thing you are talking about. I remember well that, for many years of my life, the only notion I had of the look of a Greek knight, was complicated between recollection of a small engraving in my pocket Pope's Homer and a reverent study of the Horse-Guards. And though I believe that most boys collect their ideas from more varied sources, and arrange them more carefully than I did, still, whatever sources they seek must always be ocular: if they are clever boys, they will go and look at the Greek vases and sculptures in the British Museum, and at the weapons in our armories—they will see what real armor is like in lustre, and what Greek armor was like in form, and so put a fairly true image together, but still not, in ordinary cases, a very living or interesting one. Now, the use of your decorative painting would be, in myriads of ways, to animate their history for them, and to put the living aspect of past things before their eyes as faithfully as intelligent invention can; so that the master shall have nothing to do but once to point to the school-room walls, and forever afterward the meaning of any word would be fixed in the boy's mind in the best possible way. Is it a question of classical dress—what a tunic was like, or a chlamys, or a peplus? At this day, you have to point to some vile wood-cut, in the middle of a dictionary page, representing the thing hung upon a stick; but then, you would point to a hundred, figures, wearing the actual dress, in its fiery colors, in all actions of various stateliness or strength; you would understand at once how it fell around the people's limbs as they stood, how it

drifted from their shoulders as they went, how it veiled their faces as they wept, how it covered their heads in the day of battle. Now, if you want to see what a weapon is like, you refer, in like manner, to a numbered page, in which there are spearheads in rows, and swordhilts in symmetrical groups; and gradually the boy gets a dim mathematical notion how one cimeter is hooked to the right and another to the left, and one javelin has a knob to it, and another none: while one glance at your good picture would show him,—and the first rainy afternoon in the school-room would forever fix in his mind,—the look of the sword and spear as they fell or flew; and how they pierced, or bent, or shattered—how men wielded them, and how men died by them. But far more than this, it is a question not of clothes or weapons, but of men; how can we sufficiently estimate the effect on the mind of a noble youth, at the time when the world opens to him, of having faithful and touching representations put before him of the acts and presences of great men—how many a resolution, which would alter and exalt the whole course of his after-life, might be formed, when in some dreary twilight, he met, through his own tears, the fixed eyes of those shadows of the great dead, unescapable and calm, piercing to his soul; or fancied that their lips moved in dread reproof or soundless exhortation. And, if for but one out of many this were true—if yet, in a few, you could be sure that such influences had indeed changed their thoughts and destinies, and turned the eager and reckless youth, who would have cast away his energies on the race-horse or the gaming-table, to that noble life-race, that holy life-hazard which should win all glory to himself and all good to his country—would not that, to some purpose, be "political economy of art?"

## 3. BEAUTIFUL SCHOOL ROOMS IN CLEVELAND.

One very pleasing feature of the Cleveland Schools is the fact that there is not a school-room in the city that is not adorned with a greater or less number of engravings. These are purchased by voluntary contributions from the pupils, or from the proceeds of exhibitions given by them. In addition to this, I found in all the school-rooms I visited, ornamental and flowering plants, some of these rooms being very parterres of beauty. The value of the influence on the culture and tastes of the pupils thus brought into daily contact with the beautiful in nature and art (to say nothing of the effect upon the teachers themselves) can scarcely be over-estimated.

## II. Papers on Practical Education.

### 1. PROMPTNESS IN SCHOOL.

A very large share of the troubles and quarrels connected with country schools grows out of the scholars being upon the school-premises in the absence of the teacher.

On opening school for a term, I fix in my own mind the earliest hour at which I believe I can regularly be upon the premises, and advise that none be there before this time. In the district in which I have taught ten winters, some of the pupils must travel over three miles to reach the school-house. There is not a clock in every family. An ordinary school-house bell would be a nuisance, as no person resides within less than half a mile of the school-house. Under these circumstances, even with full intention on the part of parents and pupils to do as I wish to have them, they vary nearly an hour in the time of arriving at the school-house. My time for being there is never less than one hour before 'school time'. The janitor has the house in order and warm at 7.45, and as soon as scholars arrive on the premises they enter the school-house and remain there. All that is required is that they do nothing which will disturb those who wish to study. They, without any of my regulating, fall into squads of two to five and work upon their lessons. There is a buzzing in the room, as though it were full of bees, but no loud noise. There are plenty of matters for me to attend to during this time. Some times the whole hour is devoted to enlightening different individual scholars who have failed to thoroughly comprehend something in the lessons which their respective classes have gone through. Commonly the little folks are all there at 8.30, and I begin to hear their lessons, thus gaining time for general exercises during the regular school-hours, and giving them more time for recess during the day. At 8.55 we take a recess of three minutes, immediately after which the roll is called. Any one who comes in after this remains after school is dismissed in the afternoon to have his attendance entered upon the roll.

With an average attendance of 35 pupils, I believe we have not ten cases of tardiness during the the last six months of school. I eat my dinner in the school-room, encouraging social intercourse, correct deportment and correct expression among the pupils.

When dinner is over they go out to play—out of doors if the weather permits, or, if they cannot go out, I arrange it so as to give them as good a chance as I can to amuse themselves in the house. I can not recollect that in a single instance during five years past any thing has occurred among the pupils to cause them to be angry with each other, or to produce unpleasantness on the part of parents.—B. G. Roots, in *Illinois Teacher*.

## 2. TEACH CHILDREN TO BE TRUTHFUL.

It seems that one of the easiest things imaginable for the little child to learn is to tell falsehoods and to practice deceptions. We can but think that, in many cases parents and teachers are almost wholly responsible for this. The child does wrong. Too often the parent fails to show him wherein the wrong consists, while he threatens punishment for its repetition, and thus teaches the child, only the fear of punishment, while of higher motives to govern his conduct, he is ignorant. If the child can devise some plan for averting this, he does not hesitate again to commit the act, deceiving the parent in regard to it, or perhaps openly denying it.

Perhaps he is inclined to be truthful, and confesses the first transgression, and here is the most common error of parents and teachers in failing to teach the child truthfulness. They reprove him, and perhaps administer punishment, while that act of true nobility—his confession of the truth—is entirely overlooked. How few ever bestow on the child who acknowledges his wrong, one approving word. Praise would sometimes benefit him more than reproof. Teach him why his offence should not be repeated, and teach him of that God against whom he sins. Praise his truthfulness in confessing the wrong, and show him that had he concealed it by falsehood, it would have doubled his guilt; and then deal sparingly with your punishments, and still more so with your threats, which latter are often a great injustice to the child, while they partially divest you of your authority over him.

If such be your course with the child intrusted to your care, you will find him usually ready to confess his offences, feeling that in so doing there will be some palliation of his guilt.

## 3. BEST METHOD OF TEACHING SPELLING.

A teacher wishes us to give the "the very best method of teaching spelling from a speller in a country school, something to supersede the old 'head and foot' system and keep up a lively interest in the class." We are not sure that we know the "best" method, but we can give some of the features of a good method: 1. Every lesson is copied neatly on the slate, as a part of its preparation, and the younger pupils divide the words into syllables. 2. Younger classes read the words from the slate before spelling, and the slates of all classes are properly examined. 3. The pupils spell by turn, *except* when the teacher throws the word somewhere else, and these exceptions are the general rule? Every pupil is on the lookout for stray words which are likely to fall just where they may be missed. 4. The teacher does not pronounce the words in their order, but gives prominence to the more difficult words, some of which are pronounced several times. 5. The pupils are required to spell correctly every word pronounced to them and *at the first trial*. All misspelled words are subsequently written from ten to twenty times by the pupils failing. 6. The teacher keeps a daily record of the number of words missed, and this record takes the place of the old "going up" system as an incentive. 7. Short lessons are assigned and preceding lessons are constantly reviewed. The mastery of each ten lessons is tested by a thorough examination. 8. Classes that can write with facility, spell either advanced or review lessons by writing, the teacher pronouncing from twenty to forty words. These are the principal features; their combination is left for the teacher. Classes below the third reader should not use a spelling book—their reading lessons will afford the best possible lessons for spelling.—*Ohio Educational Monthly*.

## III. Papers on Music in Schools.

### 1. SINGING IN SCHOOLS.

A country teacher writes us urging that more attention should be given to vocal music in our sub-district schools. He finds by experience that singing animates and cheers his pupils, and is useful in promoting study and good order. It affords teacher and pupils a pleasant and profitable diversion from the ordinary routine of lesson-hearing, and thus adds to the attractiveness of the school. We indorse these views with the expression of a hope that the day is not far distant when singing will be regarded as indispensable a school exercise as reading. A daily exercise in vocal music not only has important physical, intellectual, and moral advantages, but ex-

perience has demonstrated that a few minutes daily devoted to it are more than made good by the increased progress of the school in other branches. But we insist that the singing in schools should have music in it. Too much of what is called school singing is *measured noise minus melody*. Not many years since we visited a primary school under the supervision of a leading educator. After we had listened to an exercise in reading, he called for singing. The school responded with a will, each child putting in his best yell. To our surprise, when the excruciating discord ended, he called for another piece! Children should sing lively but sweetly.—*Ohio Educational Monthly*.

### 2. NOTATION FOR VOCAL MUSIC.

Mr. John Jepson, of London, Ontario, in a letter to the *Globe*, says:—Will you permit me through your columns to call the attention of the authorities of our Day and Sunday Schools, and other educational or reformatory institutions, of the ministers and office-bearers of Churches, of parents, and others interested in education, to a subject, the importance of which is almost universally admitted, viz., a cultivation of the art of vocal music, especially among the young people of this Dominion. I have often thought it very strange that what is confessedly one of the most healthful exercises, one of the most pleasant of recreations, and one of the most useful instrumentalities in training and educating the young, should be so little taught.

I have been very much pleased since my arrival in this country from England twelve months ago, to witness the efficiency of your school system, to which so often reference is made at home. No doubt but that the parent country will follow the good example thus set by her offspring at no distant date, and will, at the same time, improve upon it, if possible. In one feature, at all events, this is pretty certain to take place. Depend upon it that in any system of education that may be adopted by England, not the least important feature will be the incorporation within it of the best possible system of musical instruction, especially vocal. Has this been overlooked in the Canadian system; or, have the difficulties of the established notation, which have been such a barrier to the spread of vocal music in the greater part of Christendom, been the cause of stumbling here? I apprehend that the latter reason has mostly operated. And no wonder. None but those who love music for its own sake, or for specially designed purposes, and who are determined to overcome all obstacles, will surmount its difficulties. Hence, thousands and hundreds of thousands have become disgusted and failed in the attempt. Their failure has deterred others; thus an art which may and ought to be cultivated pretty nigh universally, is checked by such obstacles at its very threshold, that only the few can succeed. Let it not be thought that I am antagonistic to the established notation, or insensible of its excellencies and advantages. Not so; but as an instrument of educating the young it is very defective, or rather, it is totally inadapted.

But you need be under no obligation to it in this respect. There has been a system before the public now for about twenty years, with which many of your readers are no doubt familiar. I refer to the "Tonic Sol Fa System" of England, for which we are indebted first of all to a lady, the late Miss Glover, of Norwich, as inventor, but principally to the Rev. John Curwen, of London, who has popularized and promoted it to such an extent that several years ago the *London Times* declared it to be the "only national system." It would fill many of your columns to state the history and give the results of the introduction of this system into all parts of Britain, and many parts of the world; but one fact it has abundantly demonstrated, that the mass of the people, especially the young, may acquire this delightful art—the art of "Singing at Sight"—that the process is not only not difficult, but easy and pleasant, even from the first lesson, and that the number of those who, from physical inability or other absolute cause, cannot possibly be taught, is reduced to the least possible, and truly an insignificant minimum.

Without entering into further particulars at present, I may state that in cost, as compared with the established notation, it is reduced to about one-third or one-fourth, bringing it within the reach of the poorest artisan. In simplicity, it is equally adapted to the meanest capacity and cultivated intelligence. In scientific accuracy, it has come out unscathed through a criticism both friendly and adverse, extending over a period of about twenty years. This system may easily be introduced into this or any other country, and its advantages in families, day and Sunday Schools, and the Churches of this Dominion, I could not attempt to describe, because without ample time and space I could not do it justice. I will only add in conclusion, by way of anticipating some objector, that after having learned this system the pupil can at any stage take up the established notation with comparative ease—that this is, in fact, the shortest and best way of learning it; also, that most of the best music has

already been published in the new notation, and the quantity and variety is yearly increasing. This includes all the well known Oratorios, and nearly all of the best Psalmodes that have been published in England, and which, I think I may safely add, far excel in quality any yet published on this continent.

Thus, except for some special or scientific purposes, we are under no obligation to be at the trouble of learning the more difficult notation, or of purchasing any of its music. I have watched the progress of this system from its infancy, previous to which I had also a fair knowledge of the established notation, and have taught many classes on both systems, so that I can speak with confidence, but being engaged in mercantile pursuits, have no interest beyond that of a desire for the increased welfare of my adopted country.

#### IV. Education in various Countries.

##### 1. EXAMINATION OF SCHOOLMASTERS BY THE UNIVERSITY OF CAMBRIDGE.

At a Meeting of the Members of the Senate of the University of Cambridge, in the Arts School, on Friday, the 16th April, a scheme for admitting Schoolmasters to the Examinations of the University, without residence, came on for discussion. A Report was submitted to the Meeting by the Syndicate appointed to consider the subject, which was unanimously adopted.

The Syndicate appointed Dec. 10th, 1868, to consider a Memorial from the Scholastic Registration Association on the subject of instituting an Examination for Schoolmasters, beg leave to report, that in accordance with the terms of the reference they have directed their attention to two points, (I) whether the University can undertake to test the acquirements and intellectual ability of Schoolmasters, (II) whether it can provide the means of testing their professional ability and power of teaching.

1. With regard to the first point the Syndicate are of opinion that it is not desirable to institute any new Examination, as such an Examination must embrace a wide range of subjects, in order to meet the requirements of different Schoolmasters. They are further of opinion that the Local Examinations, though embracing to a certain extent such a range, are not suited to the object of the Memorialists.

But they consider that Schoolmasters may be admitted, under certain conditions, to many of the Examinations at present held within the University, with much benefit to the Scholastic profession and the public at large.

Accordingly they recommend:—

(1) That the Council of the Senate be empowered, if they think fit, to admit to any one or more of the Examinations comprised in the subjoined Schedules, any person furnishing evidence to them that he has been *bona fide* a teacher for the three years immediately preceding his application; such evidence to be sent to the Secretary for the Local Examinations three months before the commencement of the Examination to which the applicant desires to be admitted.

##### SCHEDULE I.

The Previous Examination.  
The General Examination for Ordinary Degrees.  
The Special Examination for Ordinary Degrees in Moral Science.  
The Special Examination for Ordinary Degrees in Natural Science.  
The Special Examination for Ordinary Degrees in Mechanism and Applied Science.

##### SCHEDULE II.

The Mathematical Tripos  
The Classical Tripos.  
The Moral Sciences Tripos.  
The Natural Sciences Tripos.  
The Law and History Tripos.

(2) That the Local Examinations Syndicate shall make the necessary arrangements for the superintendence of all persons admitted to Examination under the foregoing regulation.

(3) That every person admitted under the regulation (1) to any one or more of the above-named Examinations shall for each such Examination pay a Fee of 3*l*.

(4) That the names of persons passing any Examination under the foregoing regulation shall not be published in the authorized Examination Lists of Members of the University, but in separate Lists comprising the same number of classes as those Lists, the names in each class being arranged alphabetically.

(5) That every person passing any of the Examinations named in Schedule I. and II., shall receive from the University a Certificate specifying the particular Examination, the subjects in which he passed, and the class in which he was placed.

(6) That every person passing any of the Examinations named in Schedule II. shall be allowed to assume the title of Cambridge

Literate of the . . . Class in Mathematics, Classics, Moral Science, Natural Science, or Law and History, according to the particular Examination or Examinations in which he has passed.

(7) That no person who has once passed in any of the Examinations in either Schedule shall be admitted to the same Examination again.

(8) That the above scheme shall continue in force for the term of five years only, unless the University shall by grace of the Senate extend that term.

II. The Syndicate have not been able to devise any general scheme for testing the professional ability of Schoolmasters and their power of teaching.

The Syndicate have received from the Memorialists certain suggestions on the means by which they think that the University might accomplish the object in view. The Syndicate have carefully considered these suggestions. They differ in opinion as to their value, but they are agreed in thinking that it is not practicable for the University to carry them into effect.

##### 2. BIRMINGHAM NATIONAL EDUCATION LEAGUE.

A National Education League has been started in Birmingham, with the concurrence of educational reformers in various parts of the country, which has already made considerable progress, and promises to exercise some influence upon future discussion and legislation on the question of national education. The object of the League is to establish a system which shall secure the education of every child in England and Wales. The means by which this object is to be attained are stated as follows in a circular issued by the provisional committee of the League:—

"1. Local authorities shall be compelled by law to see that sufficient school accommodation is provided for every child in their district.

"2. The cost of founding and maintaining such schools as may be required shall be provided out of local rates, supplemented by Government grants.

"3. All schools aided by local rates shall be under the management of local authorities, and subject to Government inspection.

"4. All schools aided by local rates shall be unsectarian.

"5. To all schools aided by local rates admission shall be free.

"6. School accommodation being provided, the State or the local authorities shall have power to compel the attendance of children of suitable age not otherwise receiving education."

##### 3. INTEREST IN EDUCATION IN ENGLAND.

The increased attention bestowed lately on the schools by the European legislators is a gratifying evidence of progress in meeting a great popular want. It was one of the very first questions to which the new English Parliament addressed itself, and there are few who have read the reports of the long discussion in that body, and especially the elaborate speeches of Messrs. Melley and Goslen, who have not been astonished at the statistical revelations of popular ignorance in Great Britain. Mr. Bright, in his recent address at Birmingham, after saying, with his usual candor, that the education of the masses is "infinitely below that of Prussia, and I think also of Switzerland, and infinitely below that of the corresponding class—if there be a corresponding class—in the Northern States of the American Union," recalling the memorial words of his lamented friend, Cobden, that the Prussians "were the Yankees of Europe, and from their education would be the most powerful nation in Europe, because they had followed to a very large extent, and, although not exactly in the same way, the system of the United States, of endeavoring to give a sound education to their whole people."

The Prussians, or, rather, all the Germans of the North, as represented by the North German Parliament, are continually legislating on their schools; so of South Germany, and especially of Austria, which is every week doing some new wonder for her schools and her Protestants. Popular education has been one of the gravest, yet one of the first problems which the new provisional government of Spain has found itself compelled to attempt to solve. The French corps legislatif, by its frequent attention to the same subject, has clearly not forgotten some of the great lessons taught by Guizot when Minister of Public Instruction.

The general tendency of this legislation seems to be the enlargement of the opportunities for popular instruction, and the reduction of the number, but the improvement of the quality, of the highest institutions of learning, and especially of the universities. The Minister of Public Instruction of the Kingdom of Italy has just issued his annual budget, in which he recounts some of the principal evils of the present system of education in that country.

The whole budget is worthy of careful study, and especially by

ourselves, who, as citizens and as members of the various religious bodies, are straining every nerve to increase the number of their higher institutions of learning, to plant a university—save the name!—on every hill top; while Italy is telling us, from her own sad experience, that the people of a nation can be best developed by enlarging as much as possible the opportunities of popular instruction, but by having few, very few, universities, and enriching these with the most learned men in the land, with the best libraries that wealth and taste can gather, with the most extensive and approved apparatus, and with as much money as the State can give. These would then diffuse a flood of intellectual light upon the country, and elevate every class of its citizens. And is not Italy's lesson here, as in some other instances, worthy of our notice and study?—*Church Observer*.

#### 4. EDUCATION IN SCOTLAND.

Our readers are aware that a measure for the improvement of education in Scotland was lately passed in the House of Commons with the general approbation of the members for Scotland, and the all but universal endorsement of the different religious sects of that country.

As it passed the House of Commons, all sectarian grants from the Privy Council to denominational schools were abolished, and the usual rating process, with which we in our national system have become familiar, adopted. This the Lords could not allow, and they have accordingly restored the grants to such denominational schools as may continue in existence. They have also kept the superintendence by the clergy of the Established Church of all schools within its bounds.

The principle of raising the necessary funds by a rate levied on school districts, however, has been left; and the general feeling is that the Bill, even as amended, ought not to be rejected. More than half of what was aimed at has been thereby gained, and if what is yielded be accepted now, there will be a far greater likelihood of securing the rest in due time.—*Globe*.

#### 5. SCIENTIFIC EDUCATION.

At the annual Convocation of the McGill University, Mr. Principal Dawson said: "Perhaps of all the educational wants of Canada, at the present moment, the most pressing is that of schools of practical science." And after pointing out some of the advantages to be derived from scientific education, he adds:

"I sincerely trust that the time is fast approaching when the reproach of wanting altogether practical schools of science will be removed from Canada, and when our young men will be able to receive at home not only a thorough academical training, but that culture in applied science which shall fit them to take leading parts in the development of our material resources."

Let those who take any interest in the subject read carefully a speech by Professor Huxley, recently delivered at the hospital table of the Liverpool Philanthropic Society. It is an admirable after-dinner speech, and is to be found in *Macmillan's Magazine* for June. We give you a few extracts:

"Committees of both houses of the Legislature have agreed that something must be done in this direction, and have even thrown out timid and faltering suggestions as to what should be done; while at the opposite pole of society, committees of workmen have expressed their conviction that scientific training is the one thing needful for their advancement, whether as men, or as workmen. Only the other day, it was my duty to take part in the reception of a deputation of London workmen who desired to learn from Sir. Roderick Murchison, the director of the Royal School of Mines, whether the organization of the institution in Jernyn Street could be made available for the supply of that scientific instruction, the need of which could not have been apprehended or stated more clearly than it was by them.

"The heads of colleges in our great universities (who have not the reputation of being the most mobile of persons) have, in several cases, thought it well that out of the great number of honours and rewards at their disposal, a few should hereafter be given to the cultivators of the physical sciences."

After pointing out the great advantages to be obtained by the knowledge of science to men engaged in trade, and its immense influence on several professions more particularly the medical profession, he says:—

"There is another profession, to the members of which, I think a certain preliminary knowledge of physical science might be quite as valuable as to the medical man. The practitioner of medicine sets before himself the noble object of taking care of man's bodily welfare; but the members of this other profession undertake to 'minister to minds diseased,' and, so far as may be, to diminish sin and soften sorrow. Like the medical profession, the clerical of

which I now speak, rests its power to heal upon its knowledge of the universe:—upon certain theories of man's relation to that which lies outside him. It is not my business to express any opinion about these theories. I merely wish to point out that, like all other theories, they are professedly based upon matter of fact. Thus the clerical profession has to deal with the facts of nature from a certain point of view. You know how often that contact is to be described as collision, or violent friction; and how great the heat, how little the light, which commonly results from it.

"In the interests of fair play, to say nothing of those of mankind, I ask, Why not the clergy as a body acquire, as a part of their preliminary education, some such tincture of physical science as will put them in a position to understand the difficulties in the way of accepting their theories, which are forced upon the mind of every thoughtful and intelligent man who has taken the trouble to instruct himself in the elements of natural knowledge."—*Montreal News*.

#### 6. PARENTS' INDIFFERENCE TO EDUCATION.

A good deal has been done for education in Canada, and a good deal more is necessary before we, as a people, can be spoken of as well educated. Perhaps no young country could be mentioned where more expense has been incurred, and more effort put forth for the instruction of the general community, than our own. Struggling with all the difficulties surrounding the efforts of people in a new land, the Canadians have shown themselves alive to the necessity of providing the youth of the country with so much, at any rate, of scholastic training as would fit them for being intelligent and reputable members of society; but, instead of being satisfied with what has been already accomplished, it is felt by many that a great deal more has yet to be attempted and achieved before we can, as a people, rest in this matter and be thankful.

The kind and the extent of the education given are now far superior to what they were even a few years ago. But a large number are still growing up uninstructed; and a still greater number are receiving only such an amount of education that it is scarcely possible to distinguish between their condition and that of those who are absolutely ignorant. They are sent so irregularly and for so short a time to school that they can scarcely be said to receive any benefit; while they do grievous injury, both to those who are more regular in their attendance, and to those who are unfortunate enough to be in the position of teachers.

It is mortifying to have to say it, but it is a fact that many parents are so indifferent about the education of their children, and so intent upon getting work out of them as soon as possible, that they will keep them from school on pretences the most frivolous, and often on what they call principle, don't send them at all, as they think education spoils them for farming.

Even in old and comparatively wealthy places this is sometimes seen, and with people from whom better things might be expected. Some time ago, for instance, the Free School system was adopted in a section of Niagara Township. The rate-payers, or a majority of them, thought upon the whole that this was the best plan. But while this was so far good, it is to be noted that a good number of those very persons who voted for the free system did not before and do not now send their children to any school, and are not either in public or private giving them instruction in the ordinary branches of a common education. This is but a specimen of what is to be met with too often throughout the country. And if well-to-do farmers are acting in this way what is to be expected from many of the ignorant and vicious inhabitants of towns and villages.—*Globe*.

#### 7. THE GREAT NEED OF OUR COUNTRY SCHOOLS.

The most pressing want of our country schools is better teachers. In some districts, it is true, pains are taken in the selection of teachers, and, in consequence of this, those schools have become better and more advanced than others about them. It is also generally conceded that educated teachers are needed in such schools, but the people in surrounding districts think that because their schools are backward, one person can teach them as well as another, and it is not unusual for them to hire whoever will teach for the lowest wages.

If new methods are introduced, some will candidly examine them, and, if satisfied that they are good, and that the teacher is governed by right motives, are ready to use their influence in his behalf; but a great majority of the parents and school directors are so firmly attached to the usages of their forefathers, that any deviation therefrom is sure to meet with fault-finding and opposition. This being the case, it is strange that so many teachers, not having the moral courage necessary to keep pace with the progressive spirit of the age, are still wearily dragging their pupils onward through the deep ruts of routine and foggyism?

It is evident that our schools are suffering for lack of better educated and progressive teachers; but until there is a greater demand for them, they will be scarce. It is with this as with manufactured commodities. If there is little demand for an article requiring an outlay of time and money for its production, there are few who will produce it; but let there be a general demand for it and a remunerative price, and a corresponding effort will be made to meet that demand.—*Sylva in Ohio Educational Monthly.*

## V. Papers on various Countries.

### 1. NORFOLK, OR THE LONG POINT COUNTRY.

After undergoing many hardships which were only a foretaste of what they had to endure in the future, a company arrived in the Long Point region about the year 1780. This was then a solitary wilderness; the almost undisputed abode of bears and wolves; and the less quiet haunt of innumerable herds of deer. Being somewhat acquainted with the quality of soils, the Loyalists were not long in discovering that there was wealth to be derived from the richness of the ground. They also saw the many encouragements to promote agriculture which nature had placed within their reach, in the numerous and beautiful streams that charmingly wound their way towards the lake. With bright visions of the future before their minds, those hearty pioneer Loyalists went to work with zeal unsurpassed in clearing away the forest, in building roads and erecting houses as commodious as it was possible to erect out of rude materials. Among those who first came to the Long Point country, worthy of particular notice, were Colonel Ryerson, Colonel Backhouse, Walsh and Tisdale. Those highly respectable individuals, with others of the primitive settlers, have numerous descendants residing in Norfolk at present, holding high and honorable positions. Among those might be mentioned Aquilla Walsh, Esq.; M. P. P., for the North Riding, who has lately been appointed commissioner on the Intercolonial Railway; and Colonel Tisdale, of the Norfolk Volunteers, a lawyer with few equals, who undoubtedly possesses enough of the loyalty and sinew of his fathers to make an officer in time of actual service, worthy of many honours. In the pioneer home of Joseph Ryerson might have been seen a remarkably bright lad. Being extremely fond of books, he spent his spare moments in studying. So regular was his habits in this respect, that when a neighbour would drop in and ask for Egerton, the answer was sure to be: "You will find him in such a place, with a book." Notwithstanding, he was placed in a position where opportunities for gaining an education were very meagre indeed; yet he overcame all obstacles,—obstacles that he could not forget in after life; and which, like a true patriot, he set himself to remove. How much Dr. Egerton Ryerson, Chief Superintendent of Education, has done for the educational interests of Canada, the reader is left to judge for himself. Of late the Doctor has made a practice of visiting the home of his childhood annually. Not always by rail and stage has he accomplished the journey from Toronto; but still clinging to the sport of his youthful days he would set forward in an open boat, and paddling it himself along the shores of the lakes, would finally reach the place so dear to him; and which, no doubt, brought afresh to his memory many recollections both joyous and sad.

A rude log schoolhouse was constructed by the early settlers as soon as they could do so conveniently. A fire-place extended along nearly the whole side of the building. Logs of considerable length were rolled into this in cold weather for fuel, before which rude benches or hewed logs were placed as seats for the instructor and pupils. The close of the teacher's term was denominated "the last day." It was customary on this occasion for the children to turn the pedagogue out of doors by force, and for this purpose some whisky was generally provided as a stimulant. Such was the state of educational institutions in the days of young Ryerson. What advancement has education made since? We will not trace it step by step, as onward it has advanced, until to-day Norfolk can proudly boast of institutions and teachers second to none of the kind in the world. The early settlers found the ground, as they had anticipated, extremely fertile. Poor crops were scarcely thought of. Insects destructive to the grain were not dreamed of. Soon they were able to raise plenty of wheat and Indian corn; but the greatest difficulty with them was to get it converted into flour. There was no flouring mill in this part of the country then, and those sturdy pioneers ground their corn with mortars and pestals of their own making. In this way it must have taken considerable time for one person to prepare food necessary for the subsistence of a large family. It was not long, however, before Colonel Backhouse seeing the great want felt by the inhabitants, erected a grist mill. This was the only one not destroyed by McArthur, who

passed through the country during the war of 1812.—By P. K. CLYNE, *July number, "New Dominion Monthly."*

### 2. THE ROSE, THE THISTLE, AND THE SHAMROCK.

*Chamber's Journal* gives the origin of the national emblems as follows:—

#### THE ROSE OF ENGLAND.

In the early part of the reign of Henry VI., about the year 1405, a few noblemen and gentlemen were discussing who was the rightful heir of the English Crown. After a time, they adjourned to the Temple Gardens, thinking they would be more free from interruption. Scarcely, however, had they entered when they perceived Richard Plantagenet approaching. Unwilling to continue the conversation in his presence, a great silence ensued. He, however, asked them what they had been so anxiously talking about when he joined them, and whether they espoused the cause of his party, or that of the usurper, Henry Lancaster, who had filled the throne. A false and absurd politeness prevented their making any reply. "Since you are so reluctant to tell your opinion by words, tell me by signs, and let him that is an adherent of the House of York pull a white rose as I do."

Then said the Earl of Somerset:—

"Let him who hates flattery, and dares to maintain faith in our rightful King in the presence of his enemies, pull a red rose with me."

#### THISTLE OF SCOTLAND.

In the reign of Malcolm I., in the year 1010, Scotland was invaded by the Danes, who made a descent on Aberdeenshire, intending to take by storm Slains Castle, a forest of importance. When all was ready, and there was a reasonable hope that the inmates of the castle were asleep, they commenced their march. They advanced cautiously, taking off their shoes to prevent their footsteps being heard. They approach the lofty tower, their hearts beating in joyous anticipation of victory, not a sound is heard within. They can scarcely refrain from exclamations of delight, for they had but to swim across the moat and place scaling ladders, and the castle is theirs. But in another moment a cry from themselves rouses the inmates to a sense of their danger, the guards fly to their posts, and pursue the now trembling Danes who fly before them. Whence arose this sudden change. From a very simple cause. It appears that the moat, instead of being filled with water, was in reality dried up and overgrown with thistles, which pierced the unprotected feet of the assailants, who, with pain, forgot their cautious silence, and uttered the cry which alarmed the sleeping inmates of the castle.

#### SHAMROCK OF IRELAND.

One day, St. Patrick was preaching at Tara. He was anxious to explain the doctrine of the Holy Trinity. The people failed to understand, and refused to believe that there could be three persons, and yet but one God. The holy man paused a moment absorbed in thought, and seeing a shamrock peeping through the green turf, exclaimed:—

"Do you see this simple little wild flower, how three leaves are united in one stalk."

His audience understood without difficulty this simple yet striking illustration, to the inexpressible delight of St. Patrick. From that day, the Shamrock became the national emblem of Ireland.

### 3. REFUGE HOUSE FOR BOYS, NEW YORK.

Every country is afflicted with juvenile offenders. It matters not, apparently, how prosperous the general community may be, there will always be many who, from one reason or another, resort early to a life of crime. In the States, as well as with ourselves, or in Britain, the plague spot is not wanting; and the difficult problem of turning bad boys into good lads, has to be wrought out painfully and expensively in the model Republic as in other and older lands. The last report of the efforts of this kind in the State of New York has recently been published. From this it appears that in that State there are two Houses of Refuge—one in Rochester, near New York, and one on Randall's Island. The former has 42 acres attached, and separate sleeping accommodation for 500 boys. The expense last year was \$59,000, of which \$20,000 was supplied by the labour of the boys themselves. Three classes of boys are mentioned, into which all may be divided: 1st. The thoroughly vicious—those born and brought up in haunts of vice. 2nd. Heedless, lazy boys; homeless, and addicted to petty thefts, &c.; and, 3rd. Boys who have respectable homes, but, from being neglected by their parents, or from having lost them, have been led into a life of crime. The boys are at school from two and a



half to three hours a day; work from seven to eight hours, and have religious instruction every day. They make chairs, brushes, and shoes, and become as expert as men. The success here in reforming, from want of classification, seems to have been small. The institution at Randall's Island is the oldest in the country, having been established in 1825. Nearly thirteen thousand boys have passed through it; and at the close of last year there were 961 within its walls. Of an expenditure of upwards of an hundred thousand dollars, the labour of the children brought in nearly a half. The cost of maintaining each inmate, after deducting earnings, is \$61. The Managers say here that from classification, three-fourths of the whole number are reformed. All very well for criminals, but might it not be better and cheaper, both in New York and elsewhere, to try and catch those waifs at an earlier stage—before they had graduated in crime at all!—*Globe*.

## VI. Papers on Agriculture.

### 1. THE USE AND ABUSE OF BARN-YARDS.

There is no doubt that all farm animals are benefited by exercise in the open air, and by basking in the warm sun on pleasant winter days. Therefore, every barn should have connected with it dry, pleasant, and well-sheltered yards; and the use of barn-yards ought to be confined pretty nearly to this single purpose.

When the barn-yard is made to serve as a feeding rack and as a manure cellar, the use degenerates into an abuse. Probably three-fourths of the cattle and sheep in the United States, or at least of those which are sheltered in any way, are fed mainly in open racks in the barn-yard; and on farms where corn is grown, bundles of stocks are thrown to them, and they are allowed to eat the leaves and the softer tops—the main body of the stock, which, under proper use, is a valuable fodder, being trampled under foot and mixed with the manure. Stalks thus treated require a good part of the ensuing summer to bring them to a proper condition for application to the land. Of the hay thrown into the racks, the best part is eaten and the coarser parts wasted. It being the custom to feed in this way during the coldest and stormiest weather, cattle are obliged to stand exposed out of doors while consuming their fodder, and generally while chewing the cud. Thus, not only is one-half of the product of the field practically wasted, but that which is consumed is expended largely in making up for the loss of heat which the animal necessarily undergoes under such exposure. In the better farmed counties of Pennsylvania, where enormous stone barns are bursting with the produce of rich acres, and where the barn-yards are usually enclosed by high cemented stone walls, it is not unusual to find, towards spring, a deposit five or six feet deep, over which the stock are constantly trampling, and which contains certainly more than one-half of the valuable fodder that has been wastefully thrown out for them to consume. These farmers boast of the immense quantities of manure that they manufacture and apply yearly, and certainly the results of the application are good. At the same time, the manure is very generally, even for use in the succeeding autumn, too coarse to be neatly spread over the soil; and its cost, considering the expensive material of which it is made, must reach an amount which, if it could be reduced to dollars and cents, would appal the farmers who use it. Probably even the best farms where this practice prevails would be able to winter from fifty to one hundred per cent more stock, if everything that is raised were simply cut and fed in mangers in the barn; while the resulting manure would be so much shorter, and ready for use so much earlier, that the system of farming might be almost revolutionized. If, in addition to cutting, the forage were also steamed, the result would be even better. But assuming as a basis that, by cutting alone, fifty per cent. of the fodder would be saved, we see that by a slight expenditure of labor—for with the use of a horse-power cutter, the labor would be very slight—the income derived from the use of forage crops would be fully doubled, and this with no appreciable addition to the interest on capital or to the cost of labor. Furthermore, the condition of the stock, the vigor and thrift of their progeny, the quantity and richness of milk, and the quality and quantity of wool, would be greater, with a smaller expenditure of material. There are many farmers who cannot, of course, from the want of suitable buildings, and from the real or supposed inability to employ sufficient help, adopt this process of cutting food, or even of feeding under cover; but we suggest to such, that it would be an advantage to be able to do this, and that its accomplishment should be one of the objects at which they aim.

There is a widely prevalent notion that animals are rendered harder and more healthy by exposure, by having to "rough it." This is nonsense, as will be readily acknowledged by any man who will compare the stunted animals of the colder regions of New Eng-

land whose principal shelter in winter is often the lee side of a fodder stack, or a soft bed under a snowbank, with the well housed and groomed animals of any well managed dairy farm. These latter keep in better condition, are much less subject to pneumonia, garget, and abortion, produce richer milk and finer calves, make more and better beef, and are, in all respects, nearer to the type which every farmer should desire to attain.

### 2. THE FARMER'S LUXURIES.

Talk of epicures! of broiled woodcock, and pies of pheasant-tongues! What is all that, with its highest seasoning, compared with the relish with which three hours' mowing has seasoned these bits of common food to the ruddy-brown farmer and his sons! The ambrosia of the idle dieties of Olympus was mere pea-soup compared with the dainty loaf of brown bread to the man who grows and eats it by the sweat of his brow. It is in this seasoning of toil that Nature and Providence bless the humblest food to the farmer with relish unknown to the epicures of Royal Courts. Drink, is it? Juleps, nectarine punches, and other artistic mixtures to delight the taste? Look into that dark deep well, with the cold water just perceptible. That is more delicious drink to the farmer than was ever distilled from nectar for Jupiter. He has no golden or silver goblet to drink it from. The old oaken bucket, swinging on its iron swivel, is better to him than all the chased ware of luxury. See him at the windless or the well-sweep, with his face red and dusty, and his mouth and eyes chafed with hay seed, and his throat dry with thirst. Hear the big bottomed bucket bump against the moss-covered stones as it descends. There is the splash, and the cold, gurgling sound at the filling; and now it slowly ascends, with a spray of water drops dripping against the wall, every one giving a new edge to the farmer's thirst. There it is, standing on the curb before him, mirroring his moistened and reddened face, which bends to the draught. There is drink for you, that Nature has distilled for the farmer's lips, the like of which fabled Olympus never knew. So with sleep. How many thousands of men, clothed in fine linen, faring sumptuously every day in the most gorgeous abodes that wealth can furnish, would give half their fortunes for the deep enjoyment of the farmer's Slumbers!—*Thoughts and Notes at Home and Abroad*.

## VII. Biographical Sketches.

### 1. DONALD BETHUNE, ESQ., Q.C.

On the 19th ult., at Toronto, Donald Bethune, Esq., Q. C., Barrister-at-Law, departed this life. Mr. Bethune was born in July, 1802, and so had nearly completed his 67th year. Being of a sound constitution and robust frame, it was not unreasonably anticipated that many years of active life were still before him. He received his early education at the Grammar Schools of Cornwall and Augusta; and in 1816 was articled to the late Justice Jones at Brockville. With this gentleman, until the end of his life in 1848, Mr. Bethune continued on terms of great intimacy. He was subsequently in the law-office of the Hon. H. J. Boulton, of this city, whose warm friendship he also enjoyed. He commenced, at Kingston, in 1824, the practice of the legal profession, in which he was very successful; and was elected M. P. for Kingston in 1828. He was afterwards, in succession, Judge of the Districts of Bathurst and Prince Edward; and, in the exercise of these duties, gave the highest satisfaction. Having, however, a peculiar taste for mechanical experiments, he was led, unfortunately for himself, into steamboat enterprises to which he altogether devoted himself for many years, at first with great pecuniary success; but continued competition finally baffled all his expectations. The impression that he had made some improvements of great practical value in the locomotion of steamers and rail-carriages took him to England, where, in the carrying out of experiments connected with his plans, he spent several years of his life. Being at length induced to abandon them, which, though suggestive and useful, were in some measure superseded by the rapid progress of mechanical science, he returned to Canada, and resumed the practice of his profession of the law at Port Hope, in 1858; but the loss of his office with the whole of his valuable books and papers, by fire in 1867, along with other discouragements, led him to come to Toronto, where, through the kindness of the Attorney-General for Ontario, a way was opened to him for a moderate competence during the remainder of his life. These expectations, however, were too soon cut short by death. He leaves behind him a widow after a union of unbroken mutual affection and devotion of more than forty years. Mr. Bethune was a man of much logical penetration and extensive reading. At an

early age he published a pamphlet on the "Privileges of Parliament as adapted to the Colonies," which was marked by great ability and acumen; and, during the long discussion of the Clergy Reserve question, he contributed several able articles on the subject to the public Press. In latter years he took enlarged views on Provincial Self-defence, urging an extensive expenditure on local fortifications, as being ultimately the least costly outlay. In his political principles Mr. Bethune was strongly and consistently conservative; in private life, amiable and beloved; and in his religious duties characterized by a quiet unobtrusiveness—a devoted adherent of the Church of England—exemplifying in his daily life the faith which he professed.—*Church Observer*.

## 2. MR. ADAM BOOK, SEN.

Mr. Adam Book, sen., the oldest settler in the township of Ancaster, died on Friday last. The *Hamilton Spectator* says the deceased came to Ancaster in 1789, from New Jersey. His father took up a large tract of land, 200 acres of which was still in the possession of Mr. Book, and on which he had resided upwards of eighty years. The deceased gentleman was present at the battle of Lundy's Lane, and took an active part in the stirring events of 1812, under General Brock. Up to within a few hours of his death Mr. Book enjoyed excellent health having only the day previous returned from Simcoe, where he had been on business.

## 3. EDUCATORS DECEASED IN 1868.

(Concluded from the June No.)

M. Vallet de Viriville, an eminent French Archæologist and writer on Education, died in Paris, some time in March, aged 53 years. Besides numerous works on archæological subjects, especially relating to France and Egypt, he prepared an exhaustive treatise on the "History of Public Instruction in Europe, and especially in France," which was crowned by the Institute of France in 1851 and published in 1852.

Rev. John Hothersall Pinder, canon of Wells Cathedral, died at West Malvern, April 16, aged 74 years. He was a graduate of Cambridge University, having taken his first degree in 1816, and his second in 1824. He resided for some years in Barbadoes, where he was Principal of Codrington College; subsequently being made a Canon Residentiary and Prebendary of Wells Cathedral, he became Principal of Wells Theological College. He resigned this office in 1865, in consequence of declining health. He was the author of several theological works.

On the 23rd of April, Rt. Rev. Renn Dickson Hampden, D.D., Lord Bishop of Hereford, died in Eaton Place, London, aged 75 years. He was educated at Warminster and Oriel College, Oxford, taking his first degree in 1813. Soon after he was elected to a fellowship in his college. After about ten years' service as a curate, he returned to Oxford as college tutor, in 1828; was appointed examiner in the schools 1829-1832, and in 1832 was selected to preach the Bampton Lectures. In 1833 he was appointed Principal of St. Mary's Hall, and in 1834, University Professor of Moral Philosophy. In 1836, on the death of Dr. Benton, he was made Regius Professor of Divinity in the University. In 1847, he was made Bishop of Hereford by Lord John Russell. Though quiet and laborious in the performance of his duties, he was never very popular. He was the author of many able articles on educational topics in the *Encyclopedia Britannica*.

Rev. T. S. Crisp, D. D., died at his residence, Cotham, Bristol, Eng., on the 16th of June, at the age of 80 years. In 1818, he was called to Bristol to become co-pastor with Dr. Ryland of the Baptist church in that city, and joint tutor or instructor of the Baptist College at Stoke's Croft. He had been educated in one of the Independent Colleges, and had a high reputation as a scholar. On the death of Dr. Ryland, he became President of the College. He remained in his two-fold relation of co-pastor and college president through life. Among his associates in the pastorate and college, were John Foster, Robert Hall, Summers, Roberts, and others. The reputation of the college for high and thorough scholarship was always maintained during his presidency.

G. A. Walker Arnott, M. D., Professor of Botany in the University of Glasgow for many years, and author of some valuable works on Botany, died in that city on the 17th of June.

Carlo Matteucci, professor, physicist, statesman, and author, died at Leghorn, Italy, on the 24th of June, aged 57 years. Born at Forlì, educated at Bologna and Paris, professor first at Bologna and afterward at Pisa, the most noted electrician of the age, and discoverer of many important facts in electro-physiology; he early became one of the foreign associates of the French Institute, received the Copley medal of the Royal Society of London, and the

great prize of the French Academy of Science, was active in the promotion of the electric telegraph, and published numerous lectures and treatises on matters connected with his speciality. He entered political life in 1848, was a liberal senator and statesman, and from 1862 was minister of Public Instruction in the kingdom of Italy.

Rev. Robert Vaughan, D. D., an English clergyman, professor, college president, editor, and author, died at Manchester, England, in June, at the age of 73 years. He was educated at Bristol college, was pastor of an Independent chapel at Kensington, London, and on the establishment of London University, was appointed Professor of Ancient and Modern History. In 1842, when the Lanchashire Independent College was removed from Blackburn to Manchester, he became its president, and for fifteen years filled also the chair of theology. In 1857 he was compelled by impaired health to resign the theological professorship. He was the founder of the *British Quarterly Review*, which he edited from 1844 to 1866. He was the author of numerous works, mostly of a historical character.

In June, also, died Professor Julius Plucker, the most accomplished and learned of the professors of the University of Bonn, at the age of 57 years. He was equally eminent as a mathematician and physicist. For about thirty-five years he had been wholly absorbed in his scientific researches and professional duties. He was a foreign member of the Royal Society of London, and in 1866 received its Copley medal. His published works are mainly on mathematical and philosophical subjects.

John Elliotson, M. D., a learned but somewhat erratic physician and medical professor, died in London, July 29, aged nearly 80 years. He was a native of London, educated for the medical profession at Edinburgh and Cambridge. He was elected physician of St. Thomas Hospital about 1825, and gave clinical lectures there, introducing many new members. In 1831 he was appointed professor of the principles and practice of medicine in London University, and attracted large classes by the brilliancy of his lectures. In 1837 he became interested in mesmerism or animal magnetism, and proclaimed its curative powers so zealously that he was compelled to resign his professorship. He afterward established a hospital for mesmeric treatment, and edited a journal, the *Zoisi*, in advocacy of his theories.

September 4th. Christian Friedrich Schonbein, Ph. D., a German chemist and physicist, died at Baden-Baden, aged 69 years. He was educated in Wurtemberg and London, being a friend of Faraday in the latter city. He became professor of physics in the University of Basle, Switzerland, in 1828, and held the professorship till his death. He discovered ozone, ant-ozone, gun-cotton, and collodion—enriched science by several treatises on different topics of physical science, and died universally esteemed and lamented.

Rev. Edward Bœcklen, a native of Wurtemberg, an eminent scholar, Principal of the Alexander High School, Harrisburgh, Liberia, died at Monrovia, Liberia, on the 20th of September, aged 39 years.

Rt. Rev. Francis Jeune, D. D., Lord Bishop of Peterborough, died in September, at Peterborough, England. He was a graduate and Fellow of Pembroke College, Oxford, where he attained to a first-class rank. Soon after his graduation he was appointed public examiner and tutor of his college; then tutor in Canada of Lord Seaton's sons; next head of King Edward's School at Birmingham; then Dean of Jersey, and in 1843, Head-master of Pembroke College, which office he held till 1864, being for ten years also Vice-Chancellor of the University. In these positions he accomplished more than any other man has done, in the way of University Reform and improvement. He was elevated to the See of Peterborough in 1864.

In the same month died in London, John Reynolds, for more than fifty years a teacher, author, and educational reformer of London, aged 76 years. His school in St. John-street, London, was large and always popular. He was one of the founders of the London Mechanics' Institute, a constituent member of the College of Preceptors, and originated the Botanical Society of Regent's Park.

On the 6th of December, Auguste Schleicher, an eminent German philologist, author, and professor, died at Jena, aged 48 years. He was educated at Leipsic and Tubingen, being a pupil, at the latter University, of Ewald, under whom he studied the Semitic languages. He subsequently devoted himself to a long course of philological study at Bonn. He first became a professor at Prague, and afterward at Jena, where he had the chair of Philology and Comparative Grammar.

In December also, Friedrich Gottlieb Welcker, another eminent German philologist, and an instructor of the preceding, died at Bonn, aged 84 years. He was the last of the older philologists who have done so much for the promotion of a knowledge of Oriental literature and languages. He had been professor of philology at Bonn for nearly 50 years.

VIII. Monthly Report on Meteorology of the Province of Ontario.

1. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations, for May, 1869.

OBSERVERS:—Barrie—H. B. Spotton, Esq., M.A.; Belleville—A. Burdon, Esq.; Cornwall—J. L. Bradbury, Esq., M.A.; Goderich—James Preston, Esq.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—J. W. Connor, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—James W. Wadsworth, Esq., M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT., TEMPERATURE OF THE AIR., TENSION OF VAPOUR. Includes stations like Barrie, Belleville, Cornwall, Goderich, Hamilton, Pembroke, Peterborough, Simcoe, Stratford, Windsor.

Table with columns: STATION, HUMIDITY OF AIR., WINDS, NUMBER OF OBSERVATIONS., ESTIMATED VELOCITY OF WIND., AMOUNT OF CLOUDINESS., RAIN., SNOW., AURORAS., WHEN OBSERVED. Includes stations like Barrie, Belleville, Cornwall, Goderich, Hamilton, Pembroke, Peterborough, Simcoe, Stratford, Windsor.

REMARKS.—On 7th, brilliant aurora, streamers very distinct, perpendicular to arch; north half of sky illuminated. 25th, lightning, thunder and rain; brief but severe storm of wind and rain. Frost, 3rd, 4th, 5th, Fog, 14th. Rain, 1st, 8th, 13th, 14th, 17th, 18th, 25th, 26th, 28th, 31st. BELLEVILLE.—On 4th, auroral segment. 5th, auroral streamers, 10th, auroral segment. 26th, much thunder and lightning between 1 and 4 A.M., with a little rain. Fog on 15th. Rain, 1st, 2nd, 3rd, 13th, 14th, 16th, 19th, 26th, 28th, 30th, 31st. GODERICH.—On 4th, hoar frost. 3rd, not inverted, seen with telescope of the lake above, about 3rd, not inverted, seen with telescope. 8th, mirage on the lake; opposite shore seen with the naked eye at 4 P.M. 12th, lightning. 12th and 13th, thunder. 25th, lightning, according to the situation and variety of tree.

HAMILTON.—Lightning, thunder and rain, 13th, 28th. Frost, 4th. Wind storms, 1st, 3rd, 11th, 13th, 26th, 27th. Fogs, 1st, 13th. Rain, 1st, 2nd, 8th, 13th, 16th, 19th, 26th, 28th.

PEMBROKE.—On 11th, thunder. 12th, lightning, thunder and rain. Between 25th and 26th, very sudden and great change of temperature. 31st, sheet lightning. Frost on 1st, 3rd, 4th, 22nd. Wind storms, 3rd, 4th, 17th, 20th. Fog, 3rd. Snow, 2nd, 3rd. Rain, 1st, 3rd, 11th—19th, 26th, 30th, 31st. The ice did not leave the river till 1st May. Snow lay in shaded places till 10th. The water rose earlier and higher than usual this spring.

PETERBOROUGH.—4th, auroral light over N.H. 7th, faint auroral light at 9 P.M.; about 10.5 bright auroral light in a low arch, lower rim of arch clearly defined and resting on apparently dark cloud underneath it; suddenly arch broke into faint streamers, which soon faded, leaving only auroral light. 25th, leaves on forest trees fully out; on acacias, &c., only bursting. 26th, a few minutes after midnight, commenced to blow (force 7) quite suddenly; continued to blow occasionally for about an hour; appearance of a heavy thunder storm with the wind, but the cloud passed without rain; lightning with thunder. Frost, 5th, 6th, 8th, 10th, 21st, 22nd. Moist snow with the rain on 1st; did not lie. Rain, 1st, 2nd, 13th—17th, 19th, 26th, 28th—31st. This month has been very different from the same month in ordinary years; almost none of the high winds (occasionally very chilly) and excessive dust, with the occasionally sultry days, which usually characterize the month of May; a good deal of dark, rainy weather during the month. The frequent occurrence of two strata of clouds also remarkable, and this occurred much oftener than shown by three daily observations, as the upper stratum was often observed when the clouds broke during the day.

SIMCOE.—Lightning with thunder, 17th and 18th. Rain, 1st, 12th, 15th, 17th, 28th, 31st.

STRATFORD.—On 3rd, large solar halo, 12 noon. 12th, lightning. 14th, primary rainbow, 7 P.M. 17th, cherry and wild plum trees in bloom; early apple trees in leaf. 20th, faint lunar halo at 9 P.M. 24th, pear and garden plum trees in bloom; late apple trees in leaf. 25th, thunder and rain. 26th, mosquitoes seen. 31st, perfect primary and imperfect secondary rainbow at 7 P.M. Frost, 3rd and 4th. Wind storms, 26th, 27th, 28th. Fogs, 14th, 28th. Snow, 1st. Rain, 1st, 13th—16th, 25th, 26th, 28th, 30th, 31st.

WINDSOR.—On 15th, lightning, thunder and rain. 19th, lunar halo. 21st, large lunar halo. 24th, large faint lunar halo; meteor in W towards H, elevation 45°. 25th, lunar halo. 25th, rainbow at 7.20 P.M. Wind storms, 11th, 12th, 16th, 27th. Rain, 1st, 4th, 12th, 13th, 15th, 16th, 19th, 21st, 26th, 27th, 28th, 30th, 31st.

## 2. TOTAL ECLIPSE OF THE SUN, AUGUST 7.

The total eclipse of the sun, which will occur on the 7th of August next, is the only one since 1834, which could be observed in any considerable portion of this continent; and no other total eclipse will be visible in America during the present century. As a partial eclipse, it will be visible all over the northern parts of this continent, whilst the path of the umbra, in which the eclipse will be total, is about 140 miles in breadth, and, passing from Siberia across this continent to the Atlantic Ocean, includes within its limits portions of Alaska, British America, Montana, Dakota, Nebraska, Iowa, Missouri, Indiana, Kentucky, Tennessee, and North Carolina. An imaginary line drawn lengthwise through the middle of this umbra would indicate the path of the central eclipse, designating upon the earth the various places where the centre of the moon's shadow will seem to coincide with the centre of the sun. In St. Louis, Omaha, Cairo, and Knoxville, it will only for a moment be seen as a total eclipse; at Fort Clark, Fort Union, Sioux City, Louisville, Frankfort, and Raleigh, it will be seen longer, whilst at Des Moines and Fort Conolly it will be central, or very nearly so.

A total obscuration of the sun is so rare an event, and gives so favourable an opportunity to promote geographical, astronomical, and other physical sciences, that it should not be allowed to pass without accurate and careful observations.

## IX. Papers on School Text Books.

### 1. TEXT BOOKS FOR SCHOOLS.

To the Editor of the Monitor.

DEAR SIR.—I desire, through the columns of your paper to call attention of the Trustees and friends of education in the village, to the necessity of having our school well supplied with text books and apparatus, and that something be done immediately in order to secure these indispensable requisites.

Of the positive facilities for study, the first consists of books on all the branches of science to be pursued in school, and among the multitude of books it is not easy to decide which are the best. Books should be used in schools as prompters to thought. They should be designed to excite the scholar to the use of his mental power, to make him think closely and patiently, telling him one thing only to make him think of another; stating a fact to lead the pupil to search for the cause; describing phenomena to make the scholar think of their due order in the course of nature. A book of anecdote or of mere historical narration will serve scholars as exercises in reading, and may give useful information, but serves no purpose for mental discipline. A book of Arithmetic which teaches by rule and example only, which directs the scholar to place his 7

under his 9, and put down 6 and carry 1; or teaches him to compute the interest of \$40 for eight months, at 6 per cent by multiplying by 4 and cutting off the two right hand figures for cents, and leads his thoughts to nothing more, may guide the pupil in a few mechanical processes of thought, but cannot teach him to think. Hence the rage for simple books, entitled "science made easy," which told everything and left nothing to be studied out, has had its day. Common sense has decided that books of education should not be "labor-saving inventions," but means of increasing labor and making it profitable; as good roads are not to relieve horses from work, but to make them work to better purpose. But while good books for schools must not be so plain as to leave nothing for study they must not be so blind as to furnish no leading thoughts—so dark that the pupil cannot see his first step. Suggestive hints for starting processes of thought are indispensable, but as the books are to be used under teachers, and not in mere private study, they may, as they must, be left with a general adaption, leaving the particular application of the books to the different capacities of the scholars, very much at the discretion of the teacher; and it is in this department of his office that the discretion of the teacher can very highly commend itself.

In addition to books there are also other helps to study to be found in the various contrivances for illustrating the principles of science to the senses. The formulas of mathematics, the miniature machinery for illustrating laws of nature and explaining problems in philosophy, form together a body of apparatus, indispensable as incitements and guides of thought. They are a part of the language of science; a compend of the literature of nature; select phenomena to stand along the path of thought, as classical explanations of principles. The value of apparatus in teaching consists chiefly in the clear and direct views it gives of principles which would not be understood by the use of words; and in the present advanced state of common education, we cannot expect to gain the full advantages of our system, without the use of this help. It has become one of the duties of trustees to provide such means of illustrating scientific principles, as will put the scholar in command of his science, and furnish him with a firm basis and substantial materials of thought in all the branches of his study.

Before concluding I desire to call the attention of all those parents who have children attending our school at present, to the necessity of supplying them with text books immediately; for the most profitable investment which any parent can give his child is intellectual culture.

Yours, &c.,  
A. B. LANG.

Meaford, April, 1869.

### 2. MORE ABOUT TEXT BOOKS.

To the Editor of the Monitor.

SIR.—A communication, which lately appeared in the columns of your paper, has induced me to give expression to my views of the advantages to be derived from the use of text books—or rather the disuse of them.

That the first positive facilities for study consist of books on all branches of science to be pursued in school, is a statement with which I feel, by no means inclined to agree. On the contrary, I am of the opinion that where the live text book—the teacher—is used, we may expect to find the more gratifying results. The teacher who takes the place of the book must, however, be thoroughly acquainted with all the subjects to be taught and the nature of those to whom the instruction is to be given. He must have whatever information he wishes to give at his fingers' ends—or rather at his tongue's end,—so that it may be readily received by the row of animated intelligences, who stand with glistening eyes and attentive demeanours prepared to receive it from him, in whom they have such unbounded confidence. This attentive activity must, in order to secure the desired end, be reciprocated by him. This, I believe, can be done more effectually without the book than with it. These remarks are not at all intended to apply to reading books of any kind; these are indispensable. But can the above mentioned confidence be secured more easily without the books than with it? The answer most emphatically is *Yes*.

He who makes a text book of himself "is very potent for good;" his pupils have boundless confidence in him and his office. They feel that they owe their rapid mental growth to him exclusively, and he is implicitly believed and obeyed. He sways their whole being as with a magic wand; he exerts over them an enormous moral influence for all educational purposes. He is to them the impersonation of truth, dignity and moral worth, and he must have very little moral character, if he does not feel exalted by their appreciation of him, and stimulated to work out his own moral bearing into a model for them." The book may be the best of its kind,

yet the facts therein stated may be impressed on the mind of the pupil in a manner altogether different from that intended by the author, and even a proper explanation by the teacher does not much ameliorate the matter, as when an idea has stumbled on the threshold it fails in the accomplishment of what would otherwise be the result. Greater length of time and amount of labour are necessary at first, but the rapid progress afterwards made amply repays the trouble that has been taken to develop, more perfectly, their perceptive faculties thereby laying a more solid foundation, on which to raise a substantial structure,—the result of well applied tact and talent—than can be done by the book system. It is possible that they may make him think of one thing by telling him another, but the mental improvement here is not so great as might be expected since in a majority of instances the pupil finds that the effort he makes in applying himself to his task singled out of the book introduced, is greater than that made in mastering it. By the other plan a more pleasing result is obtained. By it all the latent mental powers are exerted in receiving and assimilating that which falls from his lips as refreshing to their mental appetites, as wholesome to hungry travellers, or as sunshine and rain to drooping vegetation. A mutual sympathy is established. He endeavours to make instruction as agreeable to them as possible; they, by their earnestness, make manifest their hearty approval and thorough appreciation of the interest taken by him in their welfare. The almost universal rule under the book system “of a dunce in every class” is altogether, at least to a great extent, done away with, because the attention of each scholar in the class is attracted and a process of reception and assimilation at once begun. His wits are quickened; his attention called forth to a remarkable extent; his penetrative powers greatly increased and, in short, he is imperceptibly inspired, delighted, raised, refined, and the owner of imperishable property ever ready to be used to advantage in assisting him in treading life’s way—be it strewn with thorns or flowers.

Where the book is used the teacher plays a very subordinate part, and a machine might be invented to supplant him in most cases; for hearing a recitation, and pronouncing a judgment on its perfections or imperfections, might generally be performed just as well by the better pupils of his class. The book here is almost everything, the teacher nothing, or nobody. The pupil is passive and merely receptive; he is not guided to reproducing the matter to be mastered out of himself, to becoming active and independent. The matter is not developed in his mind nor is his mind developed through and with matter. It is only the best talent, a very small percentage of boys and girls who will in this way become tolerably proficient in the science to be acquired; because only a very few have the mental capacity which is self instructive, which digests mental food in whatever sauce served up. The balance of the pupils will after the lapse of a few months have forgotten every particle of the truth received but not assimilated.

For teaching Geography, nothing more than maps is necessary, while for Arithmetic, Algebra, &c., little more is needed than slate and pencil, blackboard and chalk, with the neat discrimination and advantageous use of all the means within the reach of every well qualified teacher. The use of *formule*, (not formulas) and their construction may be learned from the living text book better than any other. By these means the pupils will become living text books themselves, and will in turn be prepared to make their mark in the same good work.

I fear I have already taken up too much of your space. In concluding, I hope these well meant remarks will not in the least prevail upon any of your readers not to procure the required “prompters of thought,” and that they will convince them that the desired “intellectual culture” is to be got from the teacher rather than the book.

It would have been better had this been inserted in your last issue, but, owing to a number of uncontrollable circumstances, I have been unable to send it to you ere now.

Very truly yours

May 3rd, 1869.

JNO. CAMERON.

## X. Miscellaneous.

### 1. WITHOUT THE CHILDREN.

Oh, the weary solemn silence  
Of a house without the children!  
Oh, the strange, oppressive stillness  
Where the children come no more.  
Ah, the longing of the sleepless  
For the soft arms of the children,  
Ah! the longing for the faces  
Peeping through the opening door—  
Faces gone for evermore!

Strange it is to wake at midnight  
And not hear the children breathing—  
Nothing but the old clock ticking,  
Ticking, ticking by the door.  
Strange to see the little dresses  
Hanging up there all the morning;  
And the gaiters, ah! they patter;  
We will hear it never more  
On our earth-forsaken floor!

What is home without the children,  
'Tis the earth without its verdure,  
And the sky without the sunshine,  
Life is withered to the core!  
So we'll leave this dreary desert,  
And we'll follow the Good Shepherd  
To the greener pastures vernal,  
Where the lambs have gone before  
With the Shepherd evermore!

### 2. “WAITS” IN THE ROYAL HOUSEHOLD.

Many of the “Waits,” such as the Mistress of the Robes and others, change when the Ministry change—anything but a pleasant arrangement for the Sovereign, one would say. The Duchess of Argyll is the present Mistress of the Robes; the salary attached to the office is £500 a year. In Queen Anne’s time it was held conjointly with the somewhat incongruous one of Groom of the Stole. The famous Sarah, Duchess of Marlborough, held both these. The Mistress of the Robes is the highest female attendant about the Queen, and all the others are under her authority. In all ceremonials she rides in the same carriage as the Queen, and, on State occasions she has to attend to the robing of her Majesty. The late lamented Duchess of Sutherland was one of the most notable women of high rank who had held this office during the present reign. The Ladies of the Bedchamber are personal attendants of the Queen, with a salary of £500 each. There are eight of them, who in turns, two at a time, take up their residence at the palace for a fixed period. Henrietta, Countess of Suffolk, gives a lively account of their duties in her day—how they had to be with the Queen before her prayers and before she was dressed, in order to hand her things one by one to the bedchamber women, even holding the basin which a page of the backstairs had set down on a table, while their royal mistress washed her hands. The bedchamber women are subordinate to these; they also are eight in number, and receive £300 a year. The Maids of Honor are eight in number, too; they also attend at the palace in rotation, with a salary of £400. All these appointments are held by women of rank and position. Maids of Honor are always styled “honorable” by courtesy, even if not entitled to the prefix by right of birth. The Lords in waiting have £702 a year; the Grooms in waiting £335 10; they also attend in rotation. The Chief Equerry gets £1,000, the others £750. They are supposed to preside over the stable department, to attend Her Majesty out of doors on horseback, and are present on all State occasions. The Pages of Honor receive £200 a year, and subsequently obtain a commission in the Guards. They also attend on the Sovereign. This office is no doubt a remnant of old days, when the youths of noble families served in the houses of men of rank as a kind of preliminary step to knighthood.

### 3. THE BOY WHO DON'T CARE.

“James, my son, you are wasting your time playing with that kitten, when you ought to be studying your lesson. You will get a bad mark if you don’t study,” said Mrs. Mason to her son.

“I don’t care,” replied the boy, as he continued to amuse himself with the gambols of Spot, his pretty little kitten.

“But you ought to care, my dear,” rejoined the lady, with a sigh. “You will grow up an ignorant good-for-nothing man, if you don’t make a good use of your opportunities.”

“I don’t care,” said James, as he raced into the yard after his amusing playmate.

“Don’t care will be the ruin of that child,” said Mrs. Mason to herself. “I must teach him a lesson that he will not easily forget.”

Guided by this purpose, the lady made no provisions for dinner. When noon arrived, her idle boy rushed into the house as usual, shouting,

“Mother, I want my dinner!”

“I don’t care,” repeated Mrs. Mason.

James was puzzled. His mother had never so treated him before. Her words were strange words for her to use, and her manner was so cold that he could not understand what it meant. He was silent awhile, then he spoke again:

“Mother, I want something to eat.”

“I don’t care,” was the cool reply.

"But recess will soon be over, mother, and I shall starve if I don't get some dinner, urged James.

"I don't care."

This was too much for the boy to endure. He burst into tears. His mother seeing him fairly subdued, laid down her work, and calling him to her side, stroked his hair very gently, and said :

"My son, I want to make you feel the folly and sin of the habit you have of saying, 'I don't care.' Suppose I did not really care for you, what would you do for dinner, for clothing, for a nice home, for education. You now see that I must care for you, or you must suffer very seriously. And if you must suffer through my lack of care for you, don't you think you will also suffer if you don't take care for yourself? And don't you see that I must suffer, too, if you don't care for my wishes? I hope therefore, you will cease saying, 'I don't care,' and learn to be a thoughtful boy, caring for my wishes and your own duties."

James had never looked on his evil habit in this light before. He promised to do better, and after receiving a piece of pie, went off to school a wiser, if not better boy.—*S. S. Advocate.*

## XI. Educational Intelligence.

—MODEL SCHOOLS FOR ONTARIO.—The annual public examination of the pupils attending the Model School for Ontario took place in the building yesterday. In the forenoon, the proficiency of the classes was tested in the different branches taught in the institution, and the ordeal was passed through with a degree of thoroughness that more than satisfied the many friends and relatives of the pupils present. The divisions of boys under Dr. Carlyle, Mr. Hughes and Mr. Archibald, and the girls under Mrs. Cullen, Miss Clarke and Miss McCausland, were examined simultaneously in the rooms of each, and the crowd of visitors present to watch the exercises evinced the lively interest taken in the proceedings. The afternoon's programme, however, constituted the grand feature, and before the doors of the amphitheatre opened, a crowd had collected at the doors, of which only a portion secured standing room, and many had to go away failing to gain admission. The theatre was handsomely decorated, and bore besides the trite mottoes, "Education the Handmaid of Religion," "Intelligence the Safeguard of Liberty," and "Christianity the Soul of Education," in large characters on the walls. The girls of the School looked their neatest, and all appeared in white, with decorations of red, blue and pink ribbon to distinguish the different classes. The solo of Miss Annie Wallis, "The Bridge," was so well rendered as to justify special recognition, and the "Tea Party," by four little girls, the eldest, we should judge, under twelve, was remarkable for the histrionic ability displayed. The recitation of the "King-Maker," in which the promising features in the character of the celebrated Earl of Warwick are well brought out, received able handling from Master Gordon, who, with Master D. Heath, gave the picture to life. At the close of the exercises, Dr. Sangster, whose management throughout elicited praise, called on a deputation of the girls of the school to fulfil a desire to which they had given expression. This was the presentation of a handsome silver tea service to Miss Clark, who yesterday severed her connection with the school. The good feeling existing between teachers and pupils was reflected in a touching address, and endorsed by Dr. Sangster for Miss Clark. Mr. Clark, father of the gratified recipient, also replied. Dr. Ryerson then addressed the children in a few words, and explained to the parents who might be present, and stated the reason why so many were refused admission. There were sometimes applications standing on the books for three years; and now there was a hundred that could not be filled, owing to the limited accommodation. He then announced the pleasing fact that the vacation would date from that day till the second Monday in August. After singing the National Anthem, and receiving the benediction, the exercises ceased. The prizes were distributed by Dr. Ryerson at the close of the exercises.—*Globe.*

—UPPER CANADA COLLEGE.—Yesterday, the session 1868-69 of Upper Canada College was brought to a close by the distribution of the College Prizes amongst the successful competitors in the different forms. The proceedings were commenced by the reading of several of the prize

essays and poems. The readings being over, the prizes, which consisted of elegantly bound volumes, were distributed by the Lieutenant Governor and the principal of the College to the successful competitors. Rev. Dr. McCaul said such scenes were familiar to him, and so was the room in which they were assembled. For, thirty years ago, he had first taken his place there as Principal of the College. And when he looked back to that period, he was at once pleased and pained. He was pleased to remember that many who had occupied these benches as boys had now risen as professional men and statesmen; but it was painful to recollect that so many of them, and many of these the most promising, had gone the way of all the earth. It afforded him the utmost satisfaction to know that this institution continues to retain its high position. For he regarded it both as a blessing and an honour to the country, and he was confident that it would continue to go on increasing in public favour. He would be glad to meet his young friends at the University; but the boys of Upper Canada College must remember that when they came to the University, they would have to fight their way up there as well as here, for throughout the Province there were many excellent institutions, which turned out first-rate scholars.—The Lieutenant-Governor congratulated the Principal and Masters on the success which had attended their labours during the past session, and on the very flourishing condition which the Institution was apparently in. He regarded the College, not as merely local in its usefulness, but as a great boon to the whole Province, and connected with it were many of the greatest names of the country. He congratulated the parents and pupils present on having such a valuable institution, with such able men at its head, from which they can derive such valuable advantages as are manifestly obtainable here.—The Principal, in bringing the proceedings to a conclusion, remarked that during the nine years he had been connected with the College, he did not remember any year upon which he could look back with so much satisfaction as that now concluded. One thing that was particularly gratifying was the growth of a spirit of manliness and honour and love of truthfulness that was manifestly on the ascendant amongst the boys. This was a matter of the greatest moment. The Public School system had been a mighty power in moulding the English character, and he trusted the system with all its concomitants would extend more and more in Canada, imparting to the youth of the Province that nobleness and love of fair play which were the peculiar traits of a true born Englishman. He then referred to the proud position the boys from Upper Canada College took at the Universities, and quoted statistics showing that in every department of study they did honour to the institution that sent them forth. Nor did this obtain in Canada alone, but in England they showed their superiority, and it was very gratifying for him to be able to state that an ex-pupil of the College, Mr. Benson, had the other day been publicly complimented at the Military School, by the Duke of Cambridge, and had a sword and sword knot presented to him for his proficiency; got a commission gratis and was allowed to choose his regiment. These facts were incentives to the teacher, and should act as incentives to the pupils likewise. And he could assure the parents that these things were not by any means the result of "cramming." There was no such thing in the College. They had a strictly defined curriculum, and a boy must go right through that curriculum, without deviation. Their aim was to give a thoroughly sound basis upon which to build a comprehensive education, and their efforts were being so appreciated that their staff would have to be enlarged. He expected that by September an additional master would be appointed to the English and Commercial department, which will render it more efficient than ever. He then referred to the attacks which had been made on the College. So long as these were confined to mere personalities, he treated them with the contempt they merited; but the institution was attacked, then he interfered. He urged upon the authorities to have a rigid enquiry made into every thing connected with the college. Strict enquiry had been made, and he was confident the result would be to raise the status of the institution, to restore confidence in its management, and to stir up a

feeling towards the elevation of higher education throughout the country. There was a feeling against the granting of exhibitions. Some said that a boy could come in from the country, take an exhibition, remain a year, and then pass on to a university as a college scholar. It was proposed to modify the system in order to meet that objection. The proposal was to grant a proportion of the exhibitions to grammar schools, so that a boy could come here and be examined, and if he obtained an exhibition he could return to his school and serve out his period there. He would not object to this. He was the last man in the world to place the slightest impediment in the furtherance of education, for his heart's desire was to see the higher education of the Province increased, and raised, and elevated. The principal then intimated, amid shouts of applause, that the College would be closed till the 1st of September. Three cheers were then given to the Lieutenant-Governor, and the meeting separated. A portion of the audience then betook themselves to an adjoining room where a fine collection of drawings were arranged on the tables. In the gymnasium, another portion of the visitors enjoyed themselves thoroughly; for there, under Major Goodwin, the boys went through a series of athletic exercises which, as a part of their curriculum, fully accounts for the remarkable hardy and vigorous appearance of the youthful philosophers.—*Globe*.

—TORONTO GRAMMAR SCHOOL.—The distribution of prizes took place in this School yesterday. The scholars did their best to make their schoolroom inviting to the visitors, by means of flags, mottoes, &c. Conspicuous among the latter we noticed "Canada," our "Dominion." During the presentation of prizes the happy recipients were loudly cheered, as is the wont on such occasions. This part of the programme being completed, Dr. Wickson complimented the boys on their good behaviour during the past year, and referred to the aims the masters had in the discharged of their duties, and claimed that under whatever management or regulation an institution of this kind was carried on, the Greek and Latin classics should form an important and prominent part of its studies. He also said that the boys of the Toronto Grammar School, at the late examinations held by the Toronto University, obtained seven first-class honours—six of these being first places; two second class. One of these pupils took the highest prize for proficiency in Oriental Literature in the fourth year; another gained a scholarship; while a third boy won the gold medal in mathematics, making the third time a mathematical medal has been taken by a scholar of this school within the last five years. His intention in making these observations was to impress on those at present in the school the high standing that the pupils of former days had taken and were now maintaining, in order to incite them to emulate, and if possible excel, those who had gone before them. Dr. Jennings congratulated the prize boys and those in the honour list, and hoped that next year many of those in honour list would be prize boys. Last year he had made the statement that that was most likely the last occasion in that building, but this year the Trustees on which the annual presentation would be made found themselves in the same position as last year. He sincerely hoped that this would really be the last time in the present building. Yet he would remind the scholars that the building was not at all the chief element in education, important and necessary as a good building was to the success and popularity of an institution of this kind. Much more depended on the masters and themselves, and from what they had seen and heard to-day, neither of these all important parts were wanting. In conclusion, he would just add that the matter of the building entirely rested now with the corporation, and also that the Trustees believed that a good substantial edifice in every way worthy of the City High School would soon be erected. J. J. Vance, Esq., on being called upon, said he fully concurred in all that had been said by his senior fellow-trustees. He was very happy to be present on this occasion, and as a further inducement for the boys to exert themselves, he would offer two prizes, one for proficiency in French, and the other in English Grammar and Reading. In his view, French was not taught properly in most schools, as the children were compelled to commit the principles

of the language to memory before they were taught to converse; he thought that this was a great mistake; principles ought to be pointed out in the acquiring of the language by conversation, not by rote from Grammars. He intimated his intention of being present at the examination for those prizes. The Revs. Messrs. Reid and Manly addressed the boys in congratulatory terms, and assured the trustees that they would be watching with interest their efforts to secure such buildings as would be a credit to the city. On the benediction being pronounced by the Rev. Mr. Thomas, and the Rector intimating that the vacation would last till the second Monday in August, the proceedings terminated.—*Globe*.

—PRESBYTERIAN COLLEGE, MONTREAL.—At the late Canada Presbyterian Synod, it was moved by Rev. Prof. D. H. McVicar, Montreal seconded by Rev. Principal Willis, Toronto—that the Board of the Presbyterian College, Montreal, be authorized to engage a qualified French lecturer in Theology for three years, and that French students be directed to attend his lectures, and such other classes as the College Senate may deem proper. 2. That an annual collection be taken up in all the congregations of the Church for the work of evangelization among the Roman Catholic population, especially in the Province of Quebec, and that the persons hereinafter named be a Committee to administer the money thus obtained, with instructions to make the payment of the French lecturer's salary, and of necessary aid to the French students, a first charge upon the fund; the balance to be applied to the furtherance of the work of colportage, as carried on by the French Canadian Missionary Society. 3. That in view of the outlay necessarily involved in the training of French students for the ministry, and also in view of the increasing opportunities for the circulation of the word of God and the enlightenment of the people reported by the French Canadian Missionary Society, the Synod urges earnest prayerfulness and large Christian liberality on the part of the Church in support of this work. The Committee embraced the names of 31 members, with Dr. Ormiston, Convener.

—CONGREGATIONAL COLLEGE, MONTREAL.—During the recent Session of the Union, the College business was discussed—J. G. Robertson, Esq., M. P. P., was placed in the chair, and Rev. J. A. Dickson acted as Secretary. Prof. Cornish read the Annual Report. Ten students had been in training during the year. Two had this year completed their Theological course, and had been settled as Pastors over Churches. Very satisfactory reports were given of the proficiency, industry and general behaviour of all the students. The expenditure has been \$2,275. The Report was adopted and College Board elected for the year. Rev. E. Ebbs, of Ottawa, in moving a resolution expressing confidence in the work of the College, and recommending it to the support of the Churches, took occasion to say that there was a very great amount of practical infidelity abroad in the world, and even among the occasional and habitual hearers of the word; and an educated, and intellectually well-furnished Ministry is imperatively needed, to meet the insidious and ever-varying assaults of the enemy. He also recommended an association of all the *Alumni* of the College, for say three weeks every year to review their studies, and hear lectures. It had been found to work admirably, in cases where it had been tried in the United States. Several other Ministers spoke, with reference to practical methods of sustaining, and extending the influences of the institution. Mr. Ebbs' motion was carried, as also a resolution, moved by Rev. John Wood, of Brantford, asking the Churches to set apart the second Sabbath of October, for united prayer for the College. Rev. R. Wilson, of Sheffield, N. B., moved a vote of thanks to the Colonial Missionary Society, (England), for their liberal annual grant in aid of the College funds. Among other things he recommended to the Professors to discourage the reading of *sermons*, and the using of "*paper*" in the pulpit, among the students, during their College course.

—WESLEYAN FEMALE COLLEGE.—The midsummer examinations at the Wesleyan Female College commenced on Wednesday last. The first

three days were occupied with the examination of pupils in the primary and intermediate departments. Yesterday, classes were examined in geometry, algebra, book-keeping, rhetoric, Horace and Virgil, arithmetic, logic, physiology and classical reading. In all of which the high degree of proficiency evinced by the pupils, indicated careful training and many hours of laborious study. Where all did so well it would seem invidious to mention the names of any, if not all. The institution is certainly in a most flourishing condition and reflects credibility alike upon the industry of the pupils and the care, enterprise and efficiency of its governor and staff of instructors. We were particularly gratified yesterday with the examination of the classes in rhetoric, logic and physiology; the classical reading and several excellent essays read by members of the graduating class and others. During the day the exercises were interluded with several charming instrumental performances on the piano by pupils. The examination of classes will be resumed this morning, the classes appointed for to-day being, analysis of Paradise Lost, French, Trigonometry, Moral Science, Kames' Elements of Criticism, Botany and Virgil. The following composed the graduating class: Miss Mary White, Hamilton; Mary A. Winn, Newmarket; Minnie White, Bronte; H. M. Lincoln, Waltham, Mass.; Mary J. Nisbet, Hamilton; Nellie Sawyer, Hamilton; Jennie Allison, Picton; Mary Moore, Hamilton; and Miss Emma F. Vail, Hamilton. Rev. Mr. Punshon afterwards rose and delivered a brief address, highly complimentary to the management of the College, and the proficiency manifested by the "sweet girl graduates with their golden hair." He hoped that among all the studies pursued in the College, the highest of all studies would not be neglected; that Astronomy would be considered useless if it did not reveal the Star of Bethlehem; that in their botanical rambles, the Rose of Sharon would be most highly prized of all their acquisitions; that in all their researches in Natural History, the Lamb of God that taketh away the sins of the world may not be forgotten. He referred in highly complimentary terms to the essay "Hushed Voices;" and closed by wishing the pupils, one and all, joy in their hearts, joy in their homes, and joy in the Lord. The audience separated with the doxology and benediction.—*Spectator*.

—ALEXANDRA COLLEGE, BELLEVILLE.—The Institution aims to secure to young ladies of all denominations the advantages of a thorough and systematic training in the useful and ornamental branches. The facilities for acquiring a knowledge of music, drawing, painting, embroidery, etc., are as ample as those afforded by the best convent schools in the Dominion. The young ladies are permitted to attend the lectures delivered to the undergraduates in Albert College; they also enjoy the privilege of the classes in Elocution and English Composition, as well as the classes for composition and conversation in the Modern Languages. To secure uniformity in examination, the Board of Managers has selected and empowered a Senate to prescribe the subjects of examination, and to fix the requirements for Diplomas and Certificates of Honour. The ladies in attendance are under the immediate charge of a Preceptress as Moral Governness, whose duties also extend to enforcing the restrictions as to regularity of attendance at chapel, meals, lectures and Divine worship. All other matters are referred to the President as Prefect of studies. Fines, impositions, demerit marks, and other penalties for neglect or misconduct are imposed by the Council. Any lady whose progress or conduct is unsatisfactory will not be allowed to remain in the institution. A Diploma as Mistress in the Liberal Arts is awarded to any lady who passes the Novitiate or Entrance Examination, and the three examinations hereinafter prescribed for the first, second and third years respectively. This Diploma may be awarded after one Special Examination, such Special Examination to include the subjects prescribed for the Final Examination, together with the Modern Languages, History and Metaphysics of the first year, and the Natural Sciences of the second year. Candidates applying for a Special Examination for any Diploma must be of the age of eighteen years. A Diploma as Mistress in Modern Literature will be awarded to any lady who elects to omit the classics, but shall have passed satis-

factory examinations in all other subjects prescribed for M. L. A. A Diploma as M. M. L. may be awarded after one Special Examination, embracing, in addition to the subjects prescribed for the final Examination, the extra subjects required at the Special Examination for M. L. A. A Diploma in Music will be awarded to such ladies as shall have completed the course hereinafter prescribed for a Diploma, and whose attainments shall appear satisfactory to the examiners. Certificates of Honour are given to ladies who, at the Final Examination, have been placed in the First Class in Honours in any department. The Examinations in the subjects prescribed for the Novitiate, First and Second Years, may be held at the close of Term, during which lectures in such subjects may have been delivered. The Final Examination is held at the close of Easter Term of the College year. The Examinations in Ancient or Modern Languages are both written and *viva voce*, in all other subjects written examinations only are required. The following fees will be required:—At the Novitiate or Entrance Examination, \$2.00; for Diploma in Music, \$3.00; for Diploma as M. M. L., or M. L. A., \$4.00; Special Examination and Diploma, \$5.00.—*Canada Christian Advocate*.

—OXFORD COMMEMORATION, 1869.—The annual "Oxford Commemoration" took place on the 9th of this month. This is an occasion on which the under graduates of Oxford may be said to take command of the place. Custom has given them unrestrained liberty on this day, and each successive commemoration day finds them as noisy and unmanageable as before. During the earlier portion of the morning, and while ladies are walking about the gardens and quadrangles of the Colleges, they are more or less quiet; but when the Sheldonian Theatre is reached, all restraints whatever are flung to the winds. The Oxford correspondent of the London *Times* in describing the scene within the Sheldonian Theatre at the commemoration on the 9th says:—"The storm opened with a few preliminary growls at 'hats' retained on the heads by strangers who had recently entered the area; but these murmurs were soon superseded by a furious onslaught on an unfortunate bachelor who had happened unthinkingly to adorn his neck with a somewhat conspicuous kerchief. Shouts of 'green tie' arose, and were repeated *usque ad nauseam* for the space of fully three-quarters of an hour. The person was asked to retire, those in his neighborhood were invited to 'turn him out,' he was entreated to change his tie, or take it off; one enthusiastic commoner went so far as to tear off one of his 'leading-strings' and offer it as a substitute for the obnoxious article. All seemed for nearly an hour to be in vain; but opportunity at length prevailed; the offender, amid volleys of applause, quitted the house, and the academic youth were able to turn their attention to other matters." Occasional outbursts of gallantry on the entrance of ladies to the semicircle had chequered the previous time of dreary "row" with gleams of a better spirit. The "Ladies in yellow," "in green," "in blue," &c., had from time to time been given and cheered. Now, however, this necessary portion of the proceedings was taken thoroughly in hand, and treated with the habitual exhaustiveness. When varieties of colour failed, other categories were resorted to, and tribute due was paid to "Pretty faces," to the "Girls of the period," to the "Ladies engaged," the "Ladies unattached," the "Chaperones," the "Ladies in hats," the "Ladies in spectacles," the "Ladies that wear their own hair" (prolonged cheering), and "All the ladies." Political cries followed. Lord Derby was cheered heartily and repeatedly, as were Mr. Gathorne Hardy, Sir Roundel Palmer, and the Bishop of Oxford. A storm of applause followed the cry of "The House of Lords." The name of Mr. Gladstone and Mr. Disraeli provoked a contest of applause and hisses. Some good cheers were given for "Bob Lowe," and some hearty groans for "John Bright." Dr. Pusey was repeatedly cheered. "Keble College Eight," the "Variety Four," the "American four," were among cries which struck us as new. Otherwise no particular gift of invention was discernible, the staple cries producing generally the accustomed amount of approbation or disapprobation. The recitation of the prizes (there being no honorary degrees) then commenced; but very little could be heard of any except



the Newdigate, which was listened to with tolerable attention, and interrupted less than usual. The series of recitations approached completion, when attention was unfortunately attracted to a "white hat," held, though not worn, by a gentleman in the area. The Undergraduate is afflicted by a disease which, for want of a better name, we may term "Pileo-albo-phobia." At the sight of a hat of the obnoxious hue he foams; he shrieks; he is no longer master of his actions. The solemn warning had been given by the Vice-Chancellor; the warning was understood to imply a probability, at least, of the abolition of Commemoration for all time to come—a terrible consequence this, which those present would, one might have thought, fully appreciate; but all was in vain. With the hated "white hat" before their eyes, the infuriated mob of Undergraduates could do nothing but rave and hoot; and the Vice-Chancellor, unable to obtain attention, rose from his seat, and, accompanied by the Doctors, left the building. A volley of groans followed; the exact meaning and object of which appeared uncertain. We had thought disapproval of the abrupt termination of the proceedings was intended; but we have since heard that the Procuratorial staff was the special object of the demonstration.

## XII. Departmental Notices.

### DEPARTMENT OF PUBLIC INSTRUCTION.

1. In regard to those Publishers and Printers who have transferred, or may hereafter transfer to the Chief Superintendent of Education, and to the control of the Council, the copyright of School Text Books which have been or may be approved and authorized by the Council, it is deemed right, and best for the encouragement of authors, and the maintenance of a proper standard in the mechanical execution of the books, that the Chief Superintendent of Education should not sanction or countenance, for at least twelve months after the authorization of such text books, the reprinting of them by any other than the party who has incurred the expense and responsibility of preparing and printing the first edition of such authorized school text books.

2. It is regarded by the Council as a duty in their acceptance of and subsequent action respecting the copyright of any book authorized by them to be used in the Public Schools, to secure the interests of the public by the issue of a good and suitable edition at a reasonable price, and, at the same time, to provide, so far as they properly can, for the adequate remuneration of both Author or Editor and Publisher.

3. The interests of the public are sufficiently secured by the existing arrangements, that no book or new edition shall be authorized by the Council without their previous examination and approval of matter, paper, typography, binding and price.

4. The interests of the Publisher are also sufficiently provided for by the arrangement that he shall have exclusive rights for at least one year.

5. With a view to the adequate remuneration of the Author or Editor, and the encouragement of the preparation of Literary or Scientific Works by Canadians, no extension of time shall be granted, nor any new or revised edition sanctioned or permitted without payment by the Publisher for the privilege; the amount and mode of such payment to be determined by arbitrators, one to be selected by the Council of Public Instruction, one by the Publisher, and an umpire, if required, to be selected by the two previously appointed. Such arbitrators shall also decide whether all or a portion, and if a portion, what portion, shall be paid to the Author or Editor, for the new revised edition, even though the latter shall have been prepared by another Editor specially employed for the work.

6. In the case of several publishers wishing to publish a new or revised edition, each shall pay the same amount.

7. The payment of the said arbitrators shall be divided equally between the Author or Editor and the Publisher or Publishers.

8. In those cases in which works that are not portions of a series, are approved by the Council before publication, tenders shall be invited by public advertisement, from Publishers within Canada, for the purchase of the exclusive right of publishing for at least one year, such tenders to state the retail price at which copies will be sold, and also whether the whole, or if only part, what part of each book will be executed within the Dominion.

9. New or revised editions shall not be published or advertised under the designation of new or revised editions until such date as may have been approved by the Council and communicated to the Publisher or Publishers.

10. Each Publisher of a new or revised edition shall give security, himself in \$2,000, and two sureties in \$1,000 each, guaranteeing that such edition, when completed, shall be, including each separate copy, in accordance with the official standard copy. The necessary bonds shall be prepared at the expense of the Publishers, and executed before permission to print or advertise the new or revised editions.

11. Before the receipt of the final authorization from the Council, satisfactory provisions must have been completed relative to the payment of the Author or Editor.

12. All new or revised editions, after January 1st, 1870, shall be printed in Canada, on paper made in the Dominion, and shall also be bound therein.

### INTER-COMMUNICATIONS IN THE "JOURNAL."

As already intimated, a department is always reserved in the *Journal of Education* for letters and inter-communications between Local Superintendents, School Trustees and Teachers, on any subject of general interest relating to education in the Province. As no personal or party discussions have, ever since the establishment of the *Journal*, appeared in its columns, no letter or communication partaking of either character can be admitted to its pages; but, within this salutary restriction, the utmost freedom is allowed. Long letters are not desirable; but terse and pointed communications of moderate length on school management, discipline, progress, teaching, or other subject of general interest are always acceptable, and may be made highly useful in promoting the great object for which this *Journal* was established.

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

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

### PROFESSIONAL BOOKS SUPPLIED TO LOCAL SUPERINTENDENTS AND TEACHERS.

In the catalogue are given the net prices at which the books and school requisites enumerated therein may be obtained by the Public Educational Institutions of Upper Canada, from the Depository in connection with the Department. In each case, cash must accompany the order sent.

Text-books must be paid for at the full catalogue price. Colleges and Private schools will be supplied with any of the articles mentioned in the catalogue at the prices stated. Local Superintendents and Teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

### TABLET READING LESSONS.

The new Tablet Reading Lessons, consisting of thirty-three large sheets, can be obtained at the Depository at 75 cts. per set; at \$1.00, free of postage; or \$4.50, mounted on cardboard. The 100 per cent. is allowed on these lessons when ordered with maps and apparatus, &c.