

EDUCATION.

told that her husband—to whom she thought she had said adieu for the last time—was still alive. One thing was still wanting to my entire happiness, that is, re-uniting the father and the mother of the child.

I again retraced my steps towards the fort. I felt very weak; it was later than one o'clock P.M., and I had had yet nothing to eat. On my arrival I almost fainted. The kind offices of the French officers soon allowed me to finish my good work. I had the fort searched for the Englishman I was looking for, but the search for a long time was unavailing. The pain caused by his wound had made him seek for rest in the most solitary part of the fort. He was found at last; and I was just going to conduct him back to his wife, when the mother and her son made their appearance. Orders had been issued to assemble together all the English dispersed in different directions, numbering about 500, and to conduct them to the fort, where their subsistence might be provided for more easily, until they could be sent to Orange; this was happily done a few days after. I was cordially thanked,—not only by those I had saved, but also by the English officers,—and that repeatedly. As to the offers to serve me, they merely flattered me, as springing from a sense of gratitude. A missionary like me has no recompense to look for except from the Almighty.

I cannot help noticing the recompense which the English woman met with, who had consented to nurse the child in the absence of its real mother. Providence, through the instrumentality of my colleague, M. Picquet, restored to her her missing child. I remained a few days longer in the neighborhood of the fort, and my ministry was crowned with more success, in rescuing more prisoners, and in saving the lives of some French officers, jeopardized by the acts of some drunken savages.

Such are the circumstances of the unfortunate expedition which has thrown dishonor on the bravery evinced by the Indians during all the siege operations, and which has rendered burthensome to ourselves even their good offices. They pretend to justify their conduct. The Abnaguiss in particular allege their right to wreak vengeance for the treatment experienced by their warriors no later than last winter, when, during peace or pending a truce, they were betrayed and slaughtered by the British of the Acadian forts. For my part, I do not pretend to place on its trial a nation, who, although it may be our enemy, has not the less many titles to our respect. I have not sufficient knowledge of facts to do so. I am not aware that I have mixed up with this narrative a single circumstance which could be gainsaid, nor do I see that malignity can discover any fact calculated to affix on the French the odiousness of this event. We had got the Indians to agree to the conditions of surrender; what could be more calculated to prevent any infraction of its terms?

A guard of four hundred men had been assigned to the enemy, as an escort, to protect their retreat: some of the escort fell, in their zeal to prevent the tumult: could any stronger means have been devised to ensure the observance of the treaty? Finally, large sums were expended to repurchase the English prisoners from the savages, so that nearly four hundred are at Quebec, ready to embark for Boston. Could the violation of the treaty be more efficaciously repaired? These queries seems to me unanswerable. The savages are then alone responsible for this violation of the rights of nations; with their unquenchable ferocity, with their utter disregard of all control, lies the cause. The news of this carnage, spread in the English colonies, has struck such universal terror, that a single Indian dared to go and make prisoners at the very doors of Orange (Albany), without being opposed or molested in his retreat.

The enemy did nothing to oppose us in the interval which followed the capture of the fort, and still the situation of the French army was most critical. The savages, except the Abnaguiss and Nipistingues, had disappeared on the day of the massacre. Twelve hundred men were occupied in destroying the fort; about one thousand were busy conveying away the immense military stores and provisions which had fallen into our hands. There was a mere handful of soldiers remaining to meet the enemy, had he shown himself. This inactivity gave us the means of completing our work. Fort George has been completely destroyed, and the remains consumed by fire. It was only when it was burnt, that we understood the extent of the enemy's losses. There were casemates and subterranean recesses filled with corpses, which, during some days, furnished material to the flames. Our loss was merely 21 killed (of which three were Indians) and 25 wounded. I then returned to Montreal on Assumption Day.—*Maple Leaves.*

ARITHMETIC

(Continued.)

I have worked out the preceding examples with, I hope, sufficient detail, without encumbering them with two minute explanations. But let me advise you, in working similar illustrative examples, to make every part of the work as simple and clear as possible; and let frequent questioning accompany your illustrations,—to make yourself sure that you are *carrying their understanding along with you*. Your teaching is profitable and effecting your object only so far as the impressions made on their minds are clear, correct and permanent. **EVER REMEMBER THIS.**

Give abundance of examples in every stage of advancement, and make your reviews frequent, that as they get they may not lose. Continue to give variety to processes, and encourage and direct your pupils to the same; and very soon you will find that they will show a deeper knowledge of principles in varying their applications in their calculations than persons not accustomed thus to drill them would consider possible. Every step of the young arithmetician's progress—properly guided—is so much, so exclusively under the unerring direction of Truth herself, that it is her *torch alone* which lights up the path. Let him be brought on her path at the very outset—kept thereon—and intelligently led along, and there can be little doubt of his ultimately acquiring an extensive knowledge of the science of arithmetic, and of the many thousand applications of its principles.

Another part of our work at this stage presents itself, viz., how the principles of multiplying and dividing may in processes be worked together, with any large number of figures, making the one help in acquiring a clearer knowledge of the other, and so hastening on more to a masterly knowledge of both. But, to succeed, we must begin so low as to make sure that the pupil's understanding has got hold on our teaching.

I would recommend giving illustrative examples analytically, as follows:

1st Example.— $15 \div 2$.

$$\text{Parts. } 10 + 5 = 15 \left\{ \begin{array}{l} 10 \div 2 = 5 = \text{quotient from } 10 \\ 5 + 2 = 2\frac{1}{2} = \text{ " " } 5 \\ \hline 7\frac{1}{2} = \text{ " " } 15 \end{array} \right.$$

2nd Example.— $35 \div 3$.

$$\text{Parts. } 30 + 5 = 35 \left\{ \begin{array}{l} 30 \div 3 = 10 \times 3 = 30 \\ 5 \div 3 = 1\frac{2}{3} \times 3 = 5 \\ \hline 35 = 11\frac{2}{3} \times 3 = 35 \end{array} \right.$$

3rd Example.— $78 \div 8$.

$$\text{Parts. } 70 + 8 = 78 \left\{ \begin{array}{l} 70 \div 8 = 8\frac{6}{8} \times 8 = 70 \\ 8 \div 8 = 1 \times 8 = 8 \\ \hline 78 \div 8 = 9\frac{6}{8} \times 8 = 78 \end{array} \right.$$

4th Example.— $96 \div 5$.

$$\text{Parts. } 90 + 6 = 96 \left\{ \begin{array}{l} 90 \div 5 = 18 \times 5 = 90 \\ 6 \div 5 = 1\frac{1}{5} \times 5 = 6 \\ \hline 96 \div 5 = 19\frac{1}{5} \times 5 = 96 \end{array} \right.$$

5th Example.— $89 \div 7$.

$$\text{Parts. } 80 + 9 = 89 \left\{ \begin{array}{l} 80 \div 7 = 11\frac{3}{7} \\ \text{or } 11 \times 7 = 77\frac{3}{7} \\ \quad 1 \times 7 = 7\frac{3}{7} \\ \hline 12 = 84\frac{3}{7} = 89 \\ \hline 9 \div 7 = 1\frac{2}{7} \\ \hline 84 + 5 = 89 \end{array} \right.$$