

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- Additional comments: /
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Continuous pagination/
Pagination continue
- Includes index(es)/
Comprend un (des) index
- Title on header taken from: /
Le titre de l'en-tête provient:
- Title page of issue/
Page de titre de la livraison
- Caption of issue/
Titre de départ de la livraison
- Masthead/
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

| | | | | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 10X | 12X | 14X | 16X | 18X | 20X | 22X | 24X | 26X | 28X | 30X | 32X |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

THE
JOURNAL OF EDUCATION

FOR LOWER CANADA,

EDITED BY THE HONORABLE P. J. O. CHAUVEAU, SUPERINTENDENT OF EDUCATION FOR LOWER CANADA,
AND BY MR. JOHN RADIGER,
OF THE DEPARTMENT OF EDUCATION, ASSISTANT EDITOR.

SECOND VOLUME.

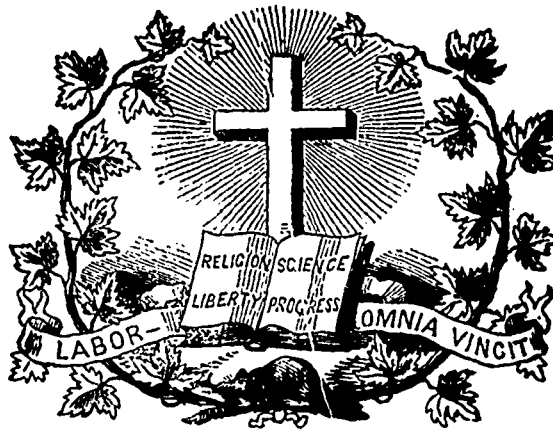
1858.

MONTREAL, LOWER CANADA,
PUBLISHED BY THE DEPARTMENT OF EDUCATION.

Printed by Sénécal, Daniel & Co., 4, St. Vincent Street.

TABLE OF CONTENTS.

- ADVERTISEMENTS.**—For sale, *Journal of Education*, 16, 32, 48, 64, 160—Report of the Chief Superintendent of Education for Lower Canada, 64, 80, 160—University of Bishop's College, Lennoxville, 112, 128—Annual Provincial Agricultural and Industrial Exhibition, 112, 128—American Normal School Association, 144—Junior Department, Bishop's College, Lennoxville, 144—Classical and Mathematical Masters Wanted in Upper Canada, 176, 192—For sale, A Memoire on the Gin-seng plant, 176, 192.
- BIOGRAPHY.**—Late Freeman Hunt, 66—William Russell, 129—Memoire of the late Hon. Robert Baldwin, 187—Of the late Jacques Viger, Esq., Com. of the Order of St. Gregoire, 188.
- CONVOCATIONS and Conferences of teachers,** Sherbrooke, 8—Stanslead, 9—St. Marc, 9—Jacques Cartier N. S. (Notice of), 59—Laval N. S. (Notice of), 59.
- DONATIONS to the Departmental Library,** 7, 59, 71, 91, 104, 123, 140, 156.
- EDUCATION.**—The teacher's task, 1—The monetary crises, a warning to mothers and daughters, 3—Superior Educational, 7—Elevation of Revd. J. Horan to the Bishopric of Kingston, C. W.; Public lectures Jacques Cartier Normal School, 7—Teachers association in connection with McGill Normal School, 8—Educational convention at Sherbrooke, 8—Eastern Township's Educational association, 9—First conference of teachers residing within the district of inspection of Mr. Inspector Archambault, 9—Lower Canada Educational Almanach, 9—The Colleges of Canada, 17, 33, 49, 81, 97—A word about lying, 19—Cousin Anna, 21—Notes of lessons, 23—Rules for making expert arithmeticians, 24—Catechism of methods of teaching, 25, 38, 56, 68, 87, 99, 119—Remedy for irregularity of attendance, 26—Give your children books, 26—Infants' schools, a lecture by professor Hicks, 26—Education of the hand in penmanship, 36—Lessons in arithmetic, 39—National Education in England, 51—The study of common things, object lessons, 54—Teachers characteristics, 57—Plant flowers, 57—How to govern a school, 67—To parents, 68—Laval Normal school, appointment of Revd. J. Langevin as Principal, 76—Report of Superintendent of Education G. E. for 1856, 60, 76, 93, 109, 124, 142, 156—Pedagogy, on the true foundation of school discipline, translated from the french of J. J. Rapet, by Mrs. Languedoc, 82, 117, 148, 160—On teaching reading, 84—Tests of a good gallery lesson, 88—Improprieties of speech, 89—The teachers eye, 101—Bad spelling, 101—Hintsings, 101—Singular arithmetical fact, 102—The moral discipline of children, 113, 131—Monetary crisis, 120—Pestalozzi and the schools of Germany, 135, 145—Geography, 137—School days of eminent men in Great Britain, 138, 152, 165, 181—Middle class education, 151—Taking a thing for granted, 154—Corrupt English, 154—Education out of doors, 164—Dull boys, dont abuse them, 165—British statemen and public Education, 177—Primary schools, 180—Teachers library, 180—Questions for self examination of teachers, 181.
- EDITORIALS.**—Superior Education, 7—St. Mary's College, 27—Normal school teachers, 59—Annual convocation McGill College, 72—The school house at Simcoe, 91—Public examinations and distributions of prizes in the several normal schools, 105—Superannuated teachers pension fund, 123—A new Era in the world's history, 140—Notice to teachers, 184—Penalty under the amended school act, 184—School furniture, 184.
- LITERATURE.**—Anglo canadian literature, 42—Wit and humour, 65—Red river half-breed and Buffalo hunters, 69—Electric telegraph, 121—The moon and its light, 121—Notoriety not Fame, 168.
- MISCELLANEOUS.**—Impatience the vice of the age, 58—Curious inscription, 58.
- MEMOIRS.**—The late Freeman Hunt, 66—The late Hon. R. Baldwin, 187—The late Jacques Viger, Esq.
- NEWS.**—See Monthly Summaries.
- NOTICES OF BOOKS.**—Temple of Serapis at Pozzioli, by Sir E. W. Head, 189—On the ventilation of schools, by H. Miles, 189.
- OFFICIAL NOTICES.**—Appointments: Mr. F. J. V. Regnaud, as associate professor in Jacques Cartier Normal school, 7—Mr. Leroux, inspector of schools vice Consigny, resigned; Revd. J. Langevin to be Principal Laval Normal school vice Right Reverend Dr. Horan, appointed Bishop of Kingston, C. W.; Revd. Mr. Matte, Laval N. S.; Mr. F. Ossaye, Jacques Cartier N. S., 90—Revd. Mr. Biron to Laval N. S., vice Revd. Mr. Matte, resigned; Members of Boards of Examiners, 7, 90, 104, 175—School Commissioners and Trustees, 7, 59, 71, 90, 140, 155, 175—Erections, annexations, &c., 7, 46, 90, 103, 123, 175—Superannuated teachers pension fund, 103—Diplomas granted to teachers by Boards of Examiners, 7, 46, 59, 90, 91, 104, 123, 140, 155—Diplomas granted by Normal Schools, 104—Civil service East India Company, Candidates for, examination of, 27—Notice to Secretary-Treasurers, 123—Notice to directors of institutions, 59, 72, 91—Notice to persons having books belonging to Departmental Library, 46, 59, 71, 91, 104, 123, 140—Proclamation offering a reward for apprehension of person or persons supposed to have set fire to school house at St. Thomas, Montmagny, 174.
- POETRY.**—The teachers grave, 26—Little children, 58—Little at first, mighty at last, 58—The Giant, 65—Persevere, 65—The captive girl, 120—Morning hymn, 139—Evening song of the Tyrolese peasants, 139—Scorn not the least, 154—A psalm of life, 155—How shall I live, 155—The prayer for all, 167—The Nativity, 184—Christian endurance, 184.
- REPORT of Chief Superintendent of Education for Lower Canada for 1856,** 60, 76, 93, 109, 124, 142, 156.
- SCIENCE.**—Notes on the Natural History of Canada, 4—The star nosed mole, 4—The common weasel, 4—The pine marten, 6—Things to be observed in Canada, by Principal Dawson, L. L. D., 40—Description of two species of Canadian Butterflies, 169—Dr. Smallwood's observatory at St. Martin's, near Montreal, 171.
- SUMMARY (Monthly),** 9, 28, 46, 64, 79, 95, 111, 127, 144, 157, 175, 190.
- STATEMENT of distribution of sum granted for supplementary aid to poor municipalities for 1857, 31—Of apportionment of the fund for superior education for 1857, 11—Of monies paid by department, 16, 48, 80, 128, 160—Of letters received and despatched by department in 1857, 16.**
- SITUATIONS as teacher wanted,** 7, 46, 59, 71, 72, 90, 104, 123, 140, 156, 175.
- TEACHERS wanted,** 140
- WOOD CUTS.**—The star-nosed mole, 4—The common weasel, 4—The pine marten, 6—Portrait of Hon. James McGill, 18—McGill college, 33—High school of McGill college, 35—School of medicine, McGill college, 59—School house, Simcoe, 92—Portrait of professor Russell, 129—Portrait of Pestalozzi, 145—Chrysalis of C. Cardui, 170—Dr. Smallwoods observatory at St. Martin, 172, 173. Models of chairs and desks, 185—View of the interior of a school house, 186.



JOURNAL OF EDUCATION.

Volume II.

Montreal, (Lower-Canada) January, 1857.

No. 1.

SUMMARY.—**EDUCATION:** The Teachers task, by C. C. Colby.—The Monetary Crisis, a warning to mothers and daughters.—**SCIENCE:** Notes on the Natural History of Canada.—The star nosed mole.—The common weasel.—The pine marten.—**OFFICIAL NOTICES:** Appointments.—Jacques Cartier normal school.—Board of Examiners for Stanstead.—School Commissioners and Trustees.—Annexation to school municipality.—Diplomas granted by the board of Examiners of Stanstead.—Situation as teacher wanted.—Donations to the library of the Department.—**EDITORIAL:** Superior education.—Laval normal school.—Public lectures at the Jacques Cartier normal school.—Teachers' association in annexation with McGill normal school.—Educational convention at Sherbrooke.—Eastern townships' educational association.—First conference of the teachers residing within the district of inspection of Mr. Inspector Archambault.—The Lower Canada Educational Almanach.—**MONTHLY SUMMARY:** Educational intelligence.—Literary intelligence.—Scientific intelligence.—**OFFICIAL DOCUMENTS:** Table of the apportionment of the superior education fund for the year 1857, under 19th Victoria, chap. 14th.—Statement of monies paid by the Department of public instruction in 1857.—Statement of monies paid in January 1858.—Statement of the correspondence of the Department in 1857.—**ADVERTISEMENT.**—**WOOD CUTS:** Illustrations to notes on the Natural History of Canada.

EDUCATION.

The Teacher's Task.

We have much pleasure in transferring to our columns the following extract on the above subject, from a lecture delivered before the Teacher's Association at Stanstead by Mr. C. C. Colby, and published at the request of the association in the *Stanstead Journal*.

The Common School Teacher of to-day has a more accurate and extensive knowledge of all that is worth practically knowing than the proudest philosopher of antiquity, yea, than all the philosophers, sophists and sages of antiquity, and half of their successors in modern times combined. In Rhetoric he can confute Aristotle or Quintilian, he knows more of Mechanics than Archimedes, more of Astronomy than all the Ptolemes and modern Astrologers, not excluding Galileo and Copernicus, of Chemistry, than all the Alchemists and gold seekers of the middle ages, of Gravitation, than Newton, of Electricity, than Franklin or Dufay. And all this various knowledge and tenfold more he is called upon to impart to the young and uninformed minds and memories of those entrusted to his charge. He must also keep himself in the infinite number of new discoveries and improvements which are being developed with such marvelous rapidity in our day. Being possessed of the requisite knowledge he must also have a capacity of imparting it. In order to this, the first and most indispensable requisite is a clear, distinct and accurate apprehension on his part of the several branches which he professes to teach. If his own ideas upon a given subject are vague, hazy and undefined, he may be assured that corresponding impressions will be formed in the minds of his pupils. If an artist would graphically delineate a landscape or a human face he must first have a clear and vivid conception of the lineaments which he would portray. If his own conceptions are confused and indistinct the result of his efforts will certainly be a heterogeneous daub and not a portraiture.

It is so with the teacher in a greater degree, for the unfortunate pupil of a careless and inaccurate teacher not only fails to acquire a proper understanding of the subjects presented to his mind, but what is more to be regretted, he positively acquires those loose habits of mental effort which disqualify one from close thinking and reasoning upon any and all subjects. The teacher must be attentive and zealous in the discharge of his duties, otherwise the pupil will assuredly become listless and indifferent. He must be patient, yea, he must emulate that most exemplary model of patience who ever passed through sore trial and affliction, and whose name is ever suggestive of that lowly virtue, otherwise his impatience will be reciprocated by impatience and irritability. The appearance of every object whether seen by the bodily eye or the mental vision, depends much on the point of observation. The boys in the fable who stoned the frogs prided themselves upon the exhibition of manual dexterity and close mark-manship regarding not the suffering inflicted, while the frogs looked upon the boys as persecuting, wanton murderers. The humorists and fiction writers assuming the pupil's point of observation, have ever dealt with the poor pedagogue most unmercifully. They have caricatured him in every conceivable aspect which could provoke ridicule, inspire contempt, disgust, aversion or horror. They have satirised his pedantry, eccentricities, exposed his ignorance, drawn dismal picture of petty tyranny, and grave oppression practised under cover of authority. They have ever portrayed him as a Squire, a Thwackum, a Squeers a Dominic Sampson, or other ridiculous or odious character. But seldom do I recollect have they taken the teachers' point of observation, and pointed us to the petty annoyances and vexations, or to the severe trials and disappointments by which the teacher's life is harassed and made at times more miserable than human nature can patiently bear. But wisdom enjoins patience in the most trying circumstances. Duty exacts it. If parents are indifferent, he must be patient; if scholars are unruly, turbulent, fractious, he must be patient; if his rules are suspended by ignorant and meddling managers, if insubordination is encouraged by the natural guardians of his scholars, if he has to encounter at every step open resistance, sullen obstinacy, or insensate stupidity, he must still be patient; patient he must be through all the trials, discouragements and vexations incident to the irksome, worrying, nerve-grating character of his daily routine, or prudently quit his occupation. Lesser heroes than the faithful school teacher have been lauded to the skies for their virtues, but he has been more often the victim of misrepresentation, the butt of ridicule and the subject of indiscriminating censure, than the recipient of praise or even of appreciation. Unless the young man can fortify his mind with a strong determination to bear with equanimity not only the graver anxieties but also the minor vexations inseparable from a vocation, which, although eminently calculated to draw out and engage the best feelings and sympathies of his nature, is equally liable to poison and embitter them, he had best at once abandon a mode of life which he cannot prosecute with satisfaction to himself or advantage to others.

This leads me naturally to a few general remarks upon the subject of school discipline. A period occurs in the life of every child, however carefully and fondly nurtured, when the paternal supervision must be intermitted. Custom, convenience and a variety of engagements preclude the possibility of the child remaining entirely under the eye and control of the father during the whole of his minority, and common consent has confirmed the expedience of investing the public instructor with the intellectual and to a great extent the moral training of the child at a very early age, when the infant mind is impressible like wax but retentive like adamant. This most critical period, so pregnant with consequences, is viewed by the parent with the profoundest solicitude, by the child with a feeling of relief as of expected emancipation from restraint, it should be regarded by the teacher with a corresponding sense of responsibility. The power of regulating the conduct, informing the mind, expanding the moral and intellectual faculties, of punishing the bad and rewarding the meritorious acts of the child, which nature originally devolved upon the parent as his exclusive prerogative, are for the time delegated to him. How fearful the trust! when we consider the keen perceptions, the budding passions, the dormant fires, the exquisite sense and faculty of imitation of early childhood, of that sacred period when the purest and holiest desires may be awakened, a thirst for knowledge created, a noble and life abiding manliness established, by the force of good example, noble precept, and correct discipline! of that fatal period when the self-consuming yet inextinguishable fires of unholy passions may be enkindled by force of evil example and communications and imperfect discipline! Truly, the reins of discipline and authority should be held at this time if ever with a firm yet gentle hand.

The teacher in the government of his school must not lose sight of one principle which should in most instances be the guide of his conduct, whatever feelings predominate in his own mind will be reflected as by a mirror in the minds of his scholars. The greater number of children who attend Common Schools are as yet within the domain of instinct. They instinctively approach and unbosom themselves to a kindly and congenial nature, and as instinctively close and shrink from a harsh and unkindly nature.—There is a magic in kindness, especially in our intercourse with the young. If punishment or kind rebuke is inflicted in a spirit of kindness it carries its balm with it which mollifies the wound. Anger, begets anger; contention, begets contention; recrimination, begets recrimination; wanton cruelty, begets retaliation; harsh and coercive measures beget dislike, obstinacy and even hatred. If we drop the seed upon the frozen soil or flinty rock we do not expect germination; so if the seeds of scientific or moral truth are dropped upon the callous surface of a mind frozen by indifference or indurated by aversion and dislike, we need not expect intellectual germination. Kindness, gentleness, persuasion, operate upon young minds in rendering them fitting receptacles of truth, like the genial influence of vernal suns and showers and winds upon the face of the earth. If the cheerful smile, the encouraging look and gesture, the clear explanation, the timely aid fail to awaken a disposition or capacity to learn, corporal coercion, the strap, the birch, the dark closet, will prove in a more signal manner ineffectual. Another and not less important consideration to be ever borne in mind by the teacher, is the regulation of his deportment. Although men differ as to the propriety of introducing religious or sectarian instruction into the secular schools, all, I believe, agree in the propriety of inculcating prudential maxims and moral precepts therein. As before intimated, the instincts are keenly alive and sensitive during childhood and youth, and it may be added that the perceptions at that time are equally vigilant and acute. Could the teacher see as clearly the thoughts and emotions which are coursing through the busy brains of his pupils as they can read the thoughts which are transpiring in the teacher's breast, he would perceive many close and curious observations upon his own conduct and character. Those little eyes which are raving so heedlessly and innocently everywhere, are like so many needles, they fasten upon every object, not a look or a gesture escapes them, not a transient change of countenance, not a fitting emotion is unobserved. They scan the innermost thought and they are particularly acute in discerning any, even the slightest, inconsistency between one's teaching and his practice. An idle word which is unremembered by the speaker at the next moment leaves its impression on a soft clay which forthwith indurates and becomes rock. An unguarded look is retained for years. Hence the necessity of strict propriety in the teacher's deportment. Not only his morals but his manners are contagious; if he is boorish, his pupils are clownish; if he is courteous, they are respectful; if he is industrious and attentive they are studious; if he is indifferent, they are listless; if he is affable, they are civil; if his language is choice and select, theirs is proper, or at least well intended; if his conver-

sation is loose and unrefined, theirs is vulgar—beastly. His moral conduct and conversation must be guarded and irreproachable; he must live and act what he professes and teaches. If he gives license to his appetites or passions or evil propensities of any kind, he becomes responsible for the most fearful consequences. If the immaculate sins, those under his tuition become sceptical of good; if he falls, he unconsciously drags many into the way of ruin. Regarded as the great exemplar and model of good conduct, if he takes a slight liberty those under his guidance will take a broad license; if his lips, the vehicles of truth and pure instruction, are polluted with indecency and immorality, his school becomes at once a seminary of vice and infidelity; its atmosphere becomes impure, tainted, contaminated and infectuous; it becomes a very lazar house of putrid and obscene sensuality, and its foul associations become a very Nesseean cloak which clings to the vitals and marrow of the wearer, and which no efforts in after life can radically remove. The school teacher cannot too often recall the remembrance of that great and good teacher of old whose name must be ever spoken with reverence, whom little children might be suffered to approach without fear of contamination, and whose whole life was the embodiment and realization of his simple and divine teachings. The school teacher has need of such a heavenly remembrance, for his position is at all times in this sense one of awful responsibility. It would seem impossible that any professional school teacher could undertake the work of forming the tastes, regulating the studies, in short of shaping the destiny present and eternal, not of one, but of hundreds of human beings, without an overwhelming sense of the responsibility thereby incurred. For the efficient and conscientious discharge of his trust he is responsible to the parents, who have so confidently placed in his charge their most precious treasures—to the children whom he is unconsciously to themselves moulding into vessels of honor or of dishonor—to society, which annually receives from the common schools, the academies, and colleges, an infusion of new blood, which goes to disorganize or to strengthen its constitution—to his maker who will rigorously exact a strict account of his cure and stewardship of immortal souls. Yet it is to be feared that many enter your vocation with no other end than pecuniary profit, and regardless of the means by which that end is attained; whose only care is to hasten the flight of time until their task is completed and their reward secured. Some urge that the duties of the school teacher are confined to educating and forming the intellect exclusively, and that during certain fixed hours assigned to the purpose—and that all further care and responsibility concerning the pupil devolves upon others. To my mind this is far from being a just and comprehensive statement of the case, but as it involves a very important part of the teacher's work, it will not be deemed amiss in me to make a few suggestions of what should be avoided and what should be practiced in the process of developing and feeding the human intellect. The sentient principle in man being a something imperceptible to the senses, which cannot be weighed or measured, seen or felt, we are frequently compelled in speaking of operations to compare them to things of which we can take actual cognizance and in fact, upon observation we do find strong analogies to certain physical processes with which we are quite familiar: for example, we often speak of administering food to the mind, by which we mean the storing it with knowledge, and we convey a meaning similar to what is implied by administering food to the body—and by tracing the analogy farther, we shall discover striking similarities between the physical processes of digestion, assimilation and absorption, and the corresponding mental processes. Strong meat is said to be suitable to men, and milk to babes. This principle should be constantly regarded by the teacher in prescribing his courses of study. Indigestible food in the stomach deranges the whole system and returns it no nutriment.—Studies above the pupil's comprehension perplex and discourage him and occasion a great expenditure of vital energy to no purpose.—The teacher should have particular reference to the pupil's age, proficiency and aptitude before putting the text-book into his hand.—Again, over-feeding impairs the digestion and clogs the system with useless matter. No more food should be taken than can be properly digested and assimilated. No error is more frequently practiced in the management of schools than that of over-feeding the young mind. Such a course encumbers the memory, confuses the reason, and in no way aids the growth and development of the intellect. The memory is not inaptly compared to a store house in which the various merchandise of knowledge is deposited and assorted, and to which the reason repairs for material with which to carry on its operations. This store house should not be lumbered with a multitude of heterogeneous materials, hastily and promiscuously thrown in packages and parcels, bales and jewels with rubbish mixed. In such case when the reason comes down for an article it request, it makes a tiresome and ineffectual

search, or if successful, after much labor and perplexity, finds it perchance crushed or mutilated and unfit for use. Nothing should be introduced into this important receptacle, except it be properly marked and labelled, and methodically placed upon its appropriate shelf. It is a great mistake in teaching to attempt too much. A thorough and accurate knowledge of a few things is far more valuable than an imperfect knowledge of many.

No branch of study should be abandoned until it is perfectly mastered. No new branches should be attempted until the mind is fully possessed of the preceding. A deep and sure foundation is preferable to an ill-constructed edifice. Opportunities in after life may complete the one, but no future care, remedy the defects in the other. The race is not always to the swift, and injudicious trainers not unfrequently ruin the wind and limbs of their young coursers by overtasking, overfeeding, and over-stimulating. Here I may observe that the ambition of teachers very often defeats its own ends. The temporary engagements of teachers renders it necessary, as they conceive to exhibit the greatest possible advancement in their scholars in the least possible time. Hence they are too apt, without particular examination upon or revision of past studies, to hurry the pupil on from the point at which he was left by the former to some more advanced stage in his progress. While this practice tends to impress the pupil and his friends with a sufficient sense of his own smartness and proficiency, and redounds greatly to the reputation of the teacher, it is too often at the expense of all the substantial advantages to be derived from study. Whatever is worth knowing is worth knowing thoroughly, and no thorough and lasting knowledge of any important study can be indelibly fixed in the young mind without frequent and careful reviewing. The laborious and pains-taking teacher cannot at the expiration of a single term, or a single year, exhibit any very shining and conspicuous proof of his care, but the enduring monuments of his useful labors are witnessed in the deeper insight, broader range, more lively and real apprehensions, of which the fruits are only seen in after years.

While it is generally understood that Education consists not only in the inculcation of knowledge, but also in developing and strengthening the powers and faculties of the mind, as the physical powers and capabilities are strengthened and developed by proper exercise, it is to be feared that the memory is too frequently cultivated to the neglect of other equally important and associate faculties. That the teacher's approbation is too often bestowed upon mere flippancy of recitation.—The system of learning by rote, although repudiated in theory, is not altogether discarded in practice, and its natural and inevitable effect is to dwarf the intellect and deform its proportions by giving an undue prominence to one of its functions—a mere verbal memory.

The scholar who satisfies the requirements of his teacher (and few scholars are higher than this) by barely committing to memory the words of his text, is in a like unfortunate condition to that of an apprentice builder who is kept during his apprenticeship at carrying brick and mortar to the masons. Neither is instructed in the higher mysteries of his study—neither understands the application of the materials he transports. In the discharge of their unprofitable labor, both are drudges rather than intelligent scholars. Nothing to me is more contemptible than that capability which is so much prized by many, the most verbal memory. It is compatible with the meanest intellect. It may spring up to a marvellous growth in the most barren soil.—The understanding, the reason, have very little to do with it, and are very little improved by it. It is akin to the senseless articulation of the parrot. Yet this absurd facility is unconsciously promoted and the memory cumbered with a superfluity of useless details by unreflecting teachers who fail to distinguish between it and that higher order of memory, which is retentive of principles and essential to all profitable mental operations.

The comprehension of a principle contributes more not only to the growth but the information of the mind than that of a thousand instances which are deducted from that principle. Hence the judicious teacher will never fail to enforce those elementary rules and principles which underlie every branch of knowledge, by clear explanations and illustrations suited to the scholar's capacity and attainments—and will not suffer a familiarity with examples and an apparent understanding of their significance, to conceal ignorance of their essentials, which are the ground work of all.

But, gentlemen, I am trespassing upon your valuable time too long. If I have ventured to treat of matters with which you are more familiar than myself, it has not been with a view to impart information so much as by reminding you of those qualities which are essential in your profession, to impress your minds more deeply with a sense of its importance, its responsibilities, its dignity, and thereby to inspire you with a stronger determination to aim at the

highest excellence. I have shown, or endeavored to show, that the true teacher must possess in an eminent degree the virtues of industry, patience and forbearance, that he must temper the exercise of authority with gentleness and love, that he must be courteous and affable in his manners, that he must be exemplary in his daily life and moral deportment, that he must thoroughly understand the various branches which he professes to teach, and which embrace a broader range than was opened to the vision of the wisest of ancient philosophers, that he must possess a happy faculty of imparting this knowledge. Who would withhold from a man furnished with such qualities and acquirements his deepest respect? Who would venture to assert that a profession which calls into requisition such qualities and acquirements in their highest degree and which is constantly employed in elevating the character of our race and shaping the destinies of future generations, is not preeminently an important, a responsible, a dignified profession? Other spheres of action are better calculated to draw out the brilliant qualities of the mind. The pulpit, the bar, the senate and the higher walks of literature and art afford more pleasing fields to those ambitious of distinction, and perhaps return more abundant harvest of wealth and popularity, but I can conceive of no vocation which affords more ample employment to the solid and sterling qualities of the mind, and in which the faithful discharge of duty affords a more permanent satisfaction to an upright and conscientious man than yours. It behooved you then to cultivate in yourselves those qualities of head and heart which are essential to usefulness in your pursuits. Your presence here to-day in your second annual convention is a proof that you are not negligent in this regard. That your deliberations and discussions may be a source of profit to yourselves and through you to the hundreds of young minds under your tuition, is the wish of all who are acquainted with the object of your meetings.

The Monetary Crisis.

A WARNING TO MOTHERS AND DAUGHTERS.

No thinking woman can have heard of the late monetary crisis, both in America and in our own country, without taking the subject into serious consideration, and making a personal application of it to herself and her own conduct.

Have those of us whose daughters have completed their course of home training, and entered upon the duties of married life, the satisfaction of knowing that they have been prepared to become helpmeets for their husbands in the day of adversity? We would ask whether they have been taught the uncertainty of worldly prosperity in a commercial country like ours, and been led to regard it as not all essential to domestic happiness? Have they the cheerful, faithful spirit, that can bow to the storm, and raise again with renewed energy? Is the careworn husband cheered by the quiet smile and affectionate welcome of the wife? And does he find that the hands which have guided with taste the pen or the pen, and touched with skill more than one musical instrument, can be as cleverly employed in preparing the now frugal meal, and arranging the simple *ménage*? Does the anxious husband find that his wants are as carefully supplied now that there is little or no domestic help, as when he had servants to wait upon him; and that his children are being encouraged to display their infantile skill in waiting upon themselves and each other, and in helping to make all neat for the general comfort?

Many such instances could be found at this hour we doubt not; but, alas, there must, we fear, be many others of a directly opposite description, where the husband's business anxieties are greatly increased by the consciousness that there is one at home who is all unused to toil—unprepared for trial—unfitted for a life-struggle with this work-day world.

An important consideration should be suggested to the minds of the mothers of the rising generation connected with this crisis. Is the present system of home-training calculated to prepare our young people for the real, practical life that lies before them? If children are not taught when young to dress, and wait upon themselves; to use the needle for useful purposes; to be neat and orderly, not only in their own little affairs, but in all that concerns the general comfort of the household, it will be no easy matter to form such habits afterwards. This difficulty is increased if daughters are sent early from home to be educated. The conscientious teacher knows that it is the intellectual and moral training of the young lady to which she is expected to attend; and that the progress made in important studies and elegant accomplishments, and in the formation of lady-like manners and an amiable disposition, will be carefully watched by the anxious parents. But the teacher knows full well, that in

the majority of cases, it would give great offence both to parents and children, were she to attempt practically to instruct them in those lighter domestic duties, on the performance of which so much of the happiness and brightness of home depends. It is quite as much as she can venture upon to ask a young lady to group a few flowers—she must know well the character of her pupil before she can request her to dust the vases in which they are to be arranged.

But there are sensible mothers who are constantly striving to combat the natural tendency of young people to love ease and pleasure in preference to useful occupation, and an improving course of study. All honor be to them who thus labor, and may that labor be crowned with the Divine blessing.

These hasty observations are penned with an earnest desire to assist mothers in turning the events which have lately transpired, and are still progressing, to good account in the education of their daughters. We hope, too, that they may be read by some, who will remember past efforts that have been made to rouse them to a sense of their individual responsibility, both towards their families and society at large.—*British Mother's Journal*.

SCIENCE.

Notes on the Natural History of Canada.

The Star-Nosed Mole.—Genus, *CONDYLURA*. (Illiger.)

DENTAL FORMULA.

Incisive 2/4; *Canine* 1/1-1/1; *Molar* 8/7-8/7=40.

Generic Characters:—Body thick, furry; muzzle much elongated, bordered with membranous crests, disposed star-like round the opening of the nostrils; no ears; eyes small; feet five-toed, nails formed for digging; those behind slender and weak. The generic name is from the Greek (*kondule*) a swelling, and (*oure*) a tail, in allusion to the swollen state of the tail of this animal sometimes observed. Only one species of this remarkable genus is known, which is the following:—

CONDYLURA CRISTATA. (Linn.)

Synonymes.

SONERE CRISTATA, Linn, Ed. 12, p. 73.
TALPA LONGICAUDATA. Pennant's Hist. Quad., Vol. 2, p. 232.
CONDYLURA LONGICAUDATA. Richardson, Fauna, p. 13.
 C——— *MACROURA*. " id. p. 234.
 C——— *CRISTATA*. Audubon & Bachman, Vol. 2, p. 139.



The length of the star-nosed mole from the point of the nose to the root of the tail is about 5 inches, length of tail three inches, from heel to end of claw $\frac{1}{4}$ of an inch, breadth of palm $\frac{6}{8}$. The head is long pointed and terminated in a snout which, at its extremity is surrounded by a fringe of about twenty cartilaginous points. The body is cylindrical, the neck short, and the eyes small. The mustaches are few and short. There is an orifice in place of an external ear, which does not project through the skin. The fore feet are longer than those of the common American shrew mole, the palms destitute of hairs, but covered with scales; claws, flattened, sharp, channelled beneath; hind extremities longer than the fore ones, placed far back; feet nearly naked, scaly; tail sub-cylindrical, sparingly covered with coarse hair. The fur is brownish black; some of the specimens have dark brown feet, others pale ashy brown or even white.

This animal is a harmless little creature, subsisting on insects, worms and larvæ of various kinds. According to Dr. Godman it prefers the banks of small streams or swampy land, where in many places the burrows are so numerous that "it is scarcely possible

to advance a step without breaking down their galleries. The excavations which are most continuous, and appear to be most frequented, are placed at a short distance below the roots of the grass on the banks of small streams; these are to be traced along their margins, following every inflexion, and making frequent circuits in order to pass large stones or roots of trees, to regain their usual proximity to the surface nearest the water." Audubon says that the burrows are deeper than those described by Godman, and that the chamber of habitation at the end is spacious, with a comfortable nest of withered leaves and dry grass. Out of one of these he took three young ones about a week old, and found that the radiations of the nose were then so slightly developed that the animals might have been mistaken for the young of the common mole. When confined in a box they would eat meat.

The use of the extraordinary appendage at the end of the nose is not known with certainty. It is only barely probable that as the animal subsists by groping about under the ground in search of worms and other small prey, the ornament on his muzzle may assist it in the search.

At certain seasons it is observed that the tail of the star-nosed mole is much swollen, and hence the mistake of Dr. Harlow, who, upon a specimen taken in this condition, made a new species with the name *macrourea*, or long tailed mole. This species is found in Canada but rarely, although it appears to be distributed all over the province. In the United states it occurs in all the northern and eastern portions and as far south as the borders of South Carolina.

The Common Weasel. (*Putorius erminea*.)

PUTORIUS ERMINEA. — Linn.

WHITE WEASEL.—Stoat.

The common Weasel of Canada is the true *ERMINE*, the animal which in the feudal ages yielded the fur for the most choice mantles of nobles and kings. The best naturalists, after the most careful examination and comparison of specimens from all the countries inhabited by this species, have failed to detect any difference whatever of sufficient importance to justify the separation of the American from the European or Asiatic Ermine. Its geographical range therefore is enormous, being nearly the whole of the northern part of the world as far south as latitude 40°.

The length of the ermine from the point of the nose to the root of the tail is about ten inches, length of tail five inches and a-half. The color is pure white or yellowish-white in winter, and in summer reddish-brown above and white beneath. The tip of the tail is always black. The body is slender, legs short, five toes on each foot, inner toe the shortest, ears broad and rounded, the fur soft and short, and the tail somewhat bushy at the end.

Audubon describes the Weasel as "fierce and bloodthirsty, possessing an intuitive propensity to destroy every animal and bird



within its reach, some of which, such as the American rabbit, the ruffed grouse, and domestic fowl, are ten times its own size. It is a notorious and hated depredator of the poultry house, and we have known forty well grown fowls to have been killed in one night by a single Ermine. Satiated with the blood of probably a single fowl, the rest, like the flock slaughtered by the wolf in the sheepfold, were destroyed in obedience to a law of nature, an instinctive propensity to kill. We have traced the footsteps of this bloodsucking little animal on the snow, pursuing the trail of the American rabbit, and although it could not overtake its prey by superior speed, yet the timid hare soon took refuge in the hollow of a tree, or in a hole dug by the marmot, or skunk. Thither it was pursued by the Ermine, and destroyed, the skin and other remains at the mouth of the burrow bearing evidence of the fact. We observed an Ermine, after having captured a hare of the above species, first behead it and then drag the body some twenty yards over the fresh fallen snow, beneath which it was concealed, and the snow tightly pressed over it; the little prowler displaying

thereby a habit of which we became aware for the first time on that occasion. To avoid a dog that was in close pursuit it mounted a tree and laid itself flat on a limb about twenty feet from the ground, from which it was finally shot. We have ascertained by successful experiments, repeated more than a hundred times, that the Ermine can be employed, in the manner of the ferret of Europe, in driving our American rabbit from the burrow into which it has retreated. In one instance, the Ermine employed had been captured only a few days before, and its canine teeth were filed in order to prevent its destroying the rabbit; a cord was placed around its neck to secure its return. It pursued the hare through all the windings of its burrow and forced it to the mouth, where it could be taken in a net, or by the hand. In winter, after a snow storm, the ruffed grouse has a habit of plunging into the loose snow, where it remains at times for one or two days. In this passive state the Ermine sometimes detects and destroys it. In an unsuccessful attempt at domesticating this grouse by fastening its feet to a board in the mode adopted with the stool pigeon, and placing it high on a shelf, an Ermine which we had kept as a pet, found its way by the curtains of the window and put an end to our experiment by eating off the head of our grouse."

"Notwithstanding all these mischievous and destructive habits, it is doubtful whether the Ermine is not rather a benefactor than an enemy to the farmer, ridding his granaries and fields of many depredators on the product of his labour, that would devour ten times the value of the poultry and eggs which, at long and uncertain intervals, it occasionally destroys. A mission appears to have been assigned it by Providence to lessen the rapidly multiplying number of mice of various species and the smaller rodentia."

"The white-footed mouse is destructive to the grains in the wheat fields and in the stacks, as well as the nurseries of fruit trees. LeConte's pine-mouse is injurious to the Irish and sweet potato crops, causing more to rot by nibbling holes into them that it consumes, and Wilson's meadow mouse lessens our annual product of hay by feeding on the grasses, and by its long and tortuous galleries among their roots.

"Wherever an Ermine has taken up his residence, the mice in its vicinity for half a mile round have been found rapidly to diminish in number. Their active little enemy is able to force its thin vermiform body into the burrows, it follows them to the end of their galleries, and destroys whole families. We have on several occasions, after a light snow, followed the trail of a weasel through fields and meadows, and witnessed the immense destruction which it occasioned in a single night. It enters every hole under stump, logs, stone heaps and fences, and evidence of its bloody deeds are seen in the mutilated remains of the mice scattered on the snow. The little chipping or ground squirrel, *Tamias Lysteri*, takes up its residence in the vicinity of the grain fields, and is known to carry off in its cheek pouches vast quantities of wheat and buckwheat, to serve as winter stores. The Ermine instinctively discovers these snug retreats, and in the space of a few minutes destroys a whole family of these beautiful little *Tamias*; without even resting awhile until it has consumed its now abundant food, its appetite craving for more blood, as if impelled by an irresistible destiny, it proceeds in search of other objects on which it may glut its insatiable vampire-like thirst. The Norway rat, and the common house-mouse take possession of our barns, wheat stacks, and granaries, and destroy vast quantities of grain. In some instances the farmer is reluctantly compelled to pay even more than a tithe in contributions towards the support of these pests. Let however an Ermine find its way into these barns and granaries, and there take up its winter residence, and the havoc which is made among the rats and mice will soon be observable. The Ermine pursues them to their farthest retreats, and in a few weeks the premises are intirely free from their depredations. We once placed a half domesticated Ermine in an outhouse infested with rats, shutting up the holes on the outside to prevent their escape. The little animal soon commenced his work of destruction. The squeaking of the rats was heard throughout the day. In the evening, it came out licking its mouth, and seeming like a hound after a long chase, much fatigued. A board of the floor was raised to enable us to ascertain the result of our experiment, and an immense number of rats were observed, which although they had been killed on different parts of the building, had been dragged together, forming a compact heap."

"The Ermine is then of immense benefit to the farmer. We are of the opinion that it has been over-hated and too indiscriminately persecuted. If detected in the poultry house, there is some excuse for destroying it, as, like the dog that has once been caught in the sheepfold, it may return to commit further depredations; but when it has taken up its residence under stone heaps and fences, in his fields, or his barns, the farmer would consult his interest by

suffering it to remain, as by thus inviting it to a home, it will probably destroy more formidable enemies, relieve him from many petty annoyances, and save him many a bushel of grain."

The Ermine brings forth its young from four to seven at a litter in the months of April and May, and it is said that the family usually remain in the same locality until autumn. With respect to the change of colour, Audubon is of opinion that it is effected by shedding the hair, the new coat coming out in a different color. On the other hand, an European naturalist, Mr. Bell, thinks that the hair changes colour. Upon this subject, and also upon the habits of the species in Britain, we make the following extract from Knight's English Cyclopædia, page 1006:—

With regard to the mode in which this alteration is brought about, Mr. Bell expresses his belief that the winter change is effected not by the loss of the summer coat and the substitution of a new one, but by the actual change of colour in the existing fur; and he cites, in proof of this view of the subject, the case of the Hudson's Bay Lemming, which in Captain Sir John Ross's first Polar Expedition was exposed in its summer coat on the deck to a temperature of 30° below zero, and the next morning the fur on the cheeks and a patch on each shoulder had become perfectly white. Next day the shoulder-patches had considerably extended, and the posterior part of the body and flanks had turned to a dirty white. At the end of a week the winter change was complete, with the exception of a dark band across the shoulders prolonged down to the middle of the back.

That change of temperature, and not merely change of season is necessary to effect the alteration of colour is evident from Mr. Hogg's observations. (5th vol. of London's 'Magazine of Nat. Hist. ;' Bell, 'British Quadrupeds')

Mr. Hogg, whose remarks appear to have been made in the county of Durham, states that within the last nine years from the date of his communication he had met with two Ermines alive, and in the most different winters that had occurred for many years. One was observed in the extremely severe winter (January to March) of 1823; the other in the extremely mild January of 1832.

"In consequence of the months of December, 1831, and January, 1832, having been so extremely mild, I was," says Mr. Hogg, "greatly surprised to find this stoat clothed in his winter fur; and the more so, because I had seen about three weeks or a month before, a stoat in its summer coat or brown fur. I was therefore naturally led to consider whether the respective situations which the brown and white stoats seen by me this warm winter inhabited, could alone account for the difference of the colour of their fur, in any clear and satisfactory manner. The situation then where the Brown Stoat was seen, is in nearly 54° 32' N. lat., 1° 19' W. long, upon a plain elevated a very few feet above the level of the river Tees, in the county of Durham. . . . The place where I met with the Ermine, or White Stoat, on the 23rd of January, 1832, is in the North Riding of Yorkshire, in nearly 54° 12' N. lat., 1° 13' W. long; it is situated at a very considerable elevation, and in the immediate neighbourhood of the lofty moorlands called the Hambleton Hills. These constitute the south-western range of the Cleveland Hills, which rise in height from 1100 feet to 1200 feet above the sea. At the time, the Ermine was making his way towards the hills, where, no doubt, he lived, or frequently haunted; and consequently the great coldness of the atmosphere, even in so mild a winter, upon so elevated and bleak a spot as that moorland, would satisfactorily account for the appearance of the animal in its white fur; although the place is, in a direct line, more than 23 miles distant to the south of the fields near the Tees, inhabited by the Brown Stoat."

The Ermine-Weasel, the length of whose head and body is 9 inches 10 lines, the tail being 4 inches 8 lines, is the Carlwm of the Welsh; Stoat, Stout, and greater Weasel of the English; L'Herminie and Le Roselet of the French; Armellino of the Italians; Armino and Armelina of the Spanish; Hermelin of the Germans; Hermelin and Lekatt of the Swedes; Hermilyn of the Dutch; Hermelin and Lekat of the Danes; Seegoos and Shacooshe of the Cree Indians; and Terreeya of the Esquimaux.

The Ermine is found generally in temperate Europe, but common only in the north. The finest, that is, those with the longest and thickest fur, and of the purest and brightest colour, are imported from the high latitudes. Russia, Norway, Sweden, Siberia, and Lapland, furnish them abundantly. The British importation, in 1833, was 105,139; and 187,000. In America it is found from the most northern line to the middle districts of the United States. Ermine-skins formed part of the Canada exports in the time of Charlevoix; but they have so sunk in value, that they are said not to repay the Hudson's Bay Company the expense of collecting them, and very few are brought to this country from that quarter.

"It appears that in England generally," says Mr. McGillivray, "the Ermine is less common than the Weasel; but in Scotland, even to the south of the Frith of Forth, it is certainly of more frequent occurrence than that species; and for one Weasel I have seen at least five or six Ermings. It frequents stoney places and thickets, among which it finds a secure retreat, as its agility enables it to outstrip even a dog in a short race, and the slimness of its body allows it to enter a very small aperture. Patches of furze, in particular, afford it perfect security, and it sometimes takes possession of a rabbit's burrow. It preys on game and other birds, from the grouse and ptarmigan downwards, sometimes attacks poultry or sucks their eggs, and is a determined enemy to rats and moles. Young rabbits and hares frequently become victims to its rapacity, and even full-grown individuals are sometimes destroyed by it. Although in general it does not appear to hunt by scent, yet it has been seen to trace its prey like a dog, following its track with certainty. Its motions are elegant, and its appearance extremely animated. It moves by leaping or bounding, and is capable of running with great speed, although it seldom trusts itself beyond the immediate vicinity of cover. Under the excitement of pursuit however its courage is surprising, for it will attack, seize by the throat, and cling to a grouse, hare, or other animal, strong enough to carry it off, and it does not hesitate an occasion to betake itself to the water. Sometimes when met with in a thicket or stoney place, it will stand and gaze upon the intruder, as if conscious of security; and, although its boldness has been exaggerated in the popular stories which have made their way into books of natural history, it cannot be denied that, in proportion to its size, it is at least as courageous as the tiger or the lion."

Mr. Bell was informed by the Rev. F. W. Hope that the latter, while shooting in Shropshire, was attracted by the loud shrill scream of a hare which he thought had been just caught in a poacher's snare. He ran towards the spot, and there saw a hare limping off, apparently in great distress, with something attached to the side of the throat. This proved to be a stoat, and the stricken hare made its way into the brushwood with its enemy still holding on. In England it takes advantage of the galleries of the mole for its winter retreat, as well as the rabbit burrow.

Captain Lyon, R. N., saw the Ermine hunting the footsteps of mice in the North as a hound would hunt a fox, and observed their burrows in the snow, which were pushed up in the same manner as the tracks of moles in Britain. These passages ran in a serpentine direction, and near the hole or dwelling-place the circles were multiplied as if to render the approach more intricate.

The same graphic voyager gives a lively description of a captive Ermine:—"He was a fierce little fellow, and the instant he obtained day light in his new dwelling, he flew at the bars, and shook them with the greatest fury, uttering a very shrill passionate cry, and emitting the strong musky smell which I formerly noticed. No threats or teasing could induce him to retire to the sleeping-place, and whenever he did so of his own accord, the slightest rubbing on the bars was sufficient to bring him out to the attack of his tormentors. He soon took food from the hand, but not until he had first used every exertion to reach and bite the fingers which conveyed it. This boldness gave me great hopes of being able to keep my little captive alive through the winter, but he was killed by an accident."

Sir John Richardson states that the Ermine is a bold animal, and often domesticates itself in the habitations of the fur-traders, where it may be heard the live-long night pursuing the white-footed mouse (*Mus leucopus*). He remarks that, according to Indian report, this species brings forth ten or twelve young at a time. In this country it produces about five in April or May.

In Siberia, Ermings are taken in traps baited with flesh; and in Norway they are either shot with blunt arrows, or taken in traps made of two flat stones, one being propped up with a stick, to which is fastened a baited string. This the animal nibbles, when the stone falls and crushes it. Two logs of wood are used for the same purpose and in the same manner in Lapland.

On the Pine Marten. (*Mustela martes*.)

The Marten, also called the Pine Marten, is larger than the mink, and almost always of a lighter colour. The body is slender, the head long and pointed, ears broad and obtusely pointed, legs stout, eyes small and black, and the toes with long, slender and compressed nails concealed by hair; tail bushy and cylindrical. Hair of two kinds, the outer long and rigid, the inner soft and somewhat woolly. The length from point of nose to root of tail is

about eighteen inches, length of tail seven inches.

The colour varies a good deal in different individuals, but it is generally yellowish, shaded with more or less black,—the throat is yellow. The Marten is an exceedingly active and destructive little animal,—but as its habits confine it to the depths of the forest, it seldom visits the farm-yard, and consequently is no annoyance to man. Its food consists of birds, mice, squirrels, and other small animals, and its activity is such that it climbs trees with great



facility. The female brings forth six or eight young at a litter, in a burrow under ground, a hollow tree, or in some warm nest constructed in a crevice among the rocks. The species is found in the Northern and Eastern States, throughout Canada, and in all the wooded districts of the Hudson's Bay Company's Territories. It ranges across the continent from the Atlantic to the Pacific, and is supposed to be identical with the species of Northern Europe. Sir John Richardson, the celebrated Northern traveller, in the North West, says that particular districts produce different varieties of this animal, the fur of some of the varieties being of more value than that of others. It is easily caught with traps. "A partridge's head with the feathers is the best bait for the log traps in which it is caught. It does not reject carrion, and often destroys the hoards of meat and fish laid up by the natives, when they have accidentally left a crevice by which it can enter. When its retreat is cut off it shews its teeth, sets up its hair, arches its back, and hisses like a cat. It will seize a dog by the nose and bites so hard, that unless the latter is well used to the combat it escapes. Easily tamed it soon becomes attached to its master, but is not docile. The flesh is occasionally eaten, but not prized by the Indians. The females are smaller than the males, go with young about six weeks, and produce from four to seven at a time, about the end of April. When caught in traps this species is often devoured by its near relation the Fisher. Pennant's marten (*Mustela Canadensis*.)

As an article of commerce and of luxurious and ornamental dress, the fur of this animal is well known. It is said that 100,000 skins are annually taken to Britain. Yet as the species is very prolific, it is still a common animal in the large forests. In the settlements, however, it soon becomes exterminated. The fox lingers around among the agriculturists, and pays his attentions to the farm-yard long after the marten has left the scene of advancing civilization.—(*Canadian Naturalist*.)

OFFICIAL NOTICES.



APPOINTMENTS.

His Excellency, the Governor General, has been pleased to approve of the following appointments:

JACQUES CARTIER NORMAL SCHOOL.

M. François Joseph Victor Regnaud, Bachelor of arts in the University of France, heretofore Principal of the Primary Normal School at Monbrison, and of the Lower Canada Normal School, to be an associate professor. To Mr. Regnaud is assigned instruction in the art of teaching, and mathematics.

BOARD OF EXAMINERS FOR THE DISTRICT OF STANSTRAID.

Messrs. John Neigs and William L. Thompson, to be members of the above board, in lieu of Messrs. Bienvenu and Tomkins, who no longer reside in the district.

SCHOOL COMMISSIONERS AND TRUSTEES.

County of Portneuf.—Cap Rouge: M. Louis Frechette.
County of Bonaventure.—Ristigouche: Messrs Dumontier, Francis Mann, François Marchand, Remi Sorel and Joseph Joachim.
County of Lévi.—St. Joseph de la Pointe Lévi: Mr. Charles Bourget.
County of St. Jean.—St. Jean (dissidents): Mr. Michael Whelan.

ANNEXATION TO SCHOOL MUNICIPALITY.

His Excellency, the Governor General, has been pleased to approve of the annexation of the school municipality of Coteau Landing, County of Soulanges, to that of St. Zotique, from which it was heretofore dismembered.

BOARD OF EXAMINERS, DISTRICT OF STANSTEAD.

Mr. Wright Henry, Misses Elizabeth Jane Henry, Helen White, Mr. James White, Misses Emily A. Elliott, Roxana Kezar, Josephine Bean, Sarah Jane Little, Maria L. Johnson, Mr. John W. McConnell, Misses Loellah A. Kirmey, Adeline K. Kilburn, Messrs. William Burpee, Osmond Roynton, William L. Ayer, E. R. Johnson, Sullivan Taylor, Misses Harriet Benton, and Mr. Willard Miller, have obtained diplomas authorizing them to teach in primary schools.

SITUATION AS TEACHER WANTED,

By Mr. Alexis Soulard, Canadian by birth, married, and possessing a diploma for an elementary school. Address: Cap St. Ignace, County of Montmagny.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent of Education acknowledges, with thanks, the receipt of the undermentioned donations:

From Messrs Augustin Côté & Co., Quebec: *Elémens de la Grammaire Française de Lhomond, revus et complétés*, by B. Julien, 1 vol. in-12c; *Questions et Exercices sur la Grammaire Française de Lhomond*, by the same, 1 vol. in-12c.

From Messrs. Beauchemin & Payette, booksellers, Montreal: *Dictionnaire Infernal*, by J. Collin de Plancy, 1 vol. in-8o; *Histoire de l'Eglise*, by Doëllinger, translated by Charles Bernard, 2 vols. in-8o; *Les Chrétiens sous Néron*, by Mlle Antonine Leclerc, 1 vol. in-8o; *l'Enéide de Virgile*, translated into verse by l'abbé Delille, 1 vol. in-16o; *les Géorgiques de Virgile*, translated into verse by the same, 1 vol. in-16o; *les Bucoliques de Virgile*, translated into verse by le Chevalier de Langenc, 1 vol. in-16o.

From Mr. V. Botta, Professor of Italian Literature in the University of New York: *An account of the system of Education and of the Institutions of Science and Art in the Kingdom of Sardinia*, 1 pamphlet in-12o.

From Major Lachlan, Cincinnati: *Remarks on the State of Education in the Province of Canada*, 1 pamphlet in-12o, (four copies).

JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) JANUARY, 1858.

SUPERIOR EDUCATION.

We publish on another page of this paper, the tables of the distribution of the annual grants for the above object, for the year 1857. The allocations are generally the same as those for last year, with the exception, that, the whole of the provision for the Normal Schools, out of the Superior Education fund, having been required this year, and the total amount available for distribution, having been thereby reduced, it became impossible to grant any supplementary aid, either towards the erection of buildings, or towards the payment of debts. The only considerable increase in the annual grants, is, that made in favor of the McGill University, which, is raised from £500, to £700.

There are trifling increases, and trifling diminutions to be found in the lists of annual grants to academies, these have, however, been made with a view to apportion the amount

more correctly, with reference to the number of pupils in each institution.

As there are already a sufficient number of classical colleges in the old settled districts of the country, there has been no grant made to any new institution of that class.

Laval Normal School.

His Holiness, the Pope, having elevated the Revd. Mr. Horan to the Episcopacy, by nominating him to the Bishoprick of Kingston, Upper Canada, the Laval Normal School will be deprived of its able and enterprising Principal.

While we cannot but feel gratified at an event, as honorable to the Laval Normal School, and to the whole profession of teachers, as it must ultimately prove beneficial to the diocese over which he has been called upon to preside,—we profoundly regret, that he, who, we are bound to admit, was its real and energetic founder, should be so suddenly removed from this new institution.

It would be impossible to describe the zeal and capacity evinced by Mr. Horan, in organising and putting into active operation, in so short a time, the two boarding establishments, male and female, in connection with the Laval Normal School; but we feel assured that those who are aware of the difficulties to be encountered in establishing institutions of this kind, will easily estimate the value of Mr. Horan's services heretofore, and the loss to which the district of Quebec, and public instruction generally, must be subjected in consequence of his removal.

Our most sincere wishes, as well as those of the whole profession, for the welfare of Monseigneur Horan, will accompany him to the high and difficult mission to which he has been called, in place of, or rather, we would say, in interruption of that, to which he hitherto devoted himself with so much talent, and with such eminent success.

Public Lectures at the Jacques Cartier Normal School.

The staff of professors for this school, has just been filled up, by the appointment of Mr. Regnaud as an associate Professor. The position which this gentleman held in France and in this country, would recommend him for this office more than any thing we could say in his favor, but we must add, that his appointment is nothing more than an act of public justice, more particularly, when it is to be remembered, that it was on the especial demand of the Government of Lower Canada, that he came to this country for the purpose of establishing a Normal School. We have it in our power to state that Mr. Regnaud would have been, at once, included in the staff of the Jacques Cartier Normal school, at the time of its coming into operation, had not his other occupations prevented him from accepting the offers then submitted for his acceptance.

Our readers will, we have no doubt, be pleased to learn, that the promise held out in the prospectus of this school, with reference to public lectures, is now being carried into effect. Thanks to the timely assistance of two Professors, members of two of the first Educational Institutions in this country, the Principal has been enabled to organise a series of lectures, of which the following is a programme. Each course will be composed of, from six to twelve lectures:

- Course of Literature—By the Honorable Pierre Chauveau, Superintendent of Education.
- Course of Natural Philosophy, Chemistry and Astronomy, (with experiments)—By the Revd. Père Schneider, of St. Mary's college.
- Course of General History—By the Revd. Mr. Desmazures, of the seminary of St. Sulpice.
- Course on the History of Canada—By the Revd. Mr. Verreau, Principal of the Jacques Cartier Normal school.
- Course on the Art of Teaching, and on Mathematics—By Mr. Regnaud, associate Professor, Jacques Cartier Normal school.
- Course on the French Grammar and on Philology—By Mr. Devisme, ordinary Professor, Jacques Cartier Normal school.
- Course of English Literature (in English)—By Mr. Delaney, associate Professor of the Normal school.

The course of Literature, will commence on Monday, the 1st February next, at 7 P. M., in the public Hall of the Jacques Cartier Normal school, and the course of general History, on Thursday, the fourth, at the same hour. These two courses will be continued on every Monday and Thursday.

It would have been considered desirable to admit the public

gratis to these lectures—but, the smallness of the hall, and the absolute necessity of providing for the expenses, however small, obliged the department to exact an admission fee, which, however, is scarcely more than nominal, as one ticket, for which only half a dollar is charged, will admit a gentleman and lady to all the different courses during the session.

As the pupils of the Normal school will be present at all these lectures, and will be required to give a written synopsis of them to their respective professors, it is requested that no mark, either of approbation or disapprobation, which may divert their attention, will be expressed by the audience.

Admission tickets can be obtained at the Education Office. Each professor will be enabled to dispose of a few gratuitously, as this will be the only remuneration he will receive for his services. Beyond these, no complimentary tickets will be given.

Teachers' Association in connexion with McGill Normal School.

We are gratified in having it in our power to offer to our readers for perusal, the first annual report of the "Teachers' Association in connexion with the McGill Normal School" and we are happy to find that the exertions of the Committees and of the Members of the Association, notwithstanding the difficulties they have had to contend with, have met with such marked success.

LADIES AND GENTLEMEN,

The time has now arrived when the Committee are authorized to lay before the Association their first Annual Report. They therefore, beg to submit the following statement of its affairs for the year ending 1st November 1857.

The Association, unlike many others existing amongst us, is composed of female as well as male teachers, and it is well known to you that their attendance at the general monthly and special meetings, has been as regular as that of the male portion of the members, and their interest in its proceedings quite as lively. This pleasant feature has, in a considerable degree, stimulated the Committee to persevere during the year in its efforts to establish the Association on a firm and lasting basis; and it is for you to say, after carefully reading the Report, whether they have succeeded, in so desirable a work, to your satisfaction.

In regard to the number of Members admitted during the year, the Committee would have you bear in mind, that school teachers, as a class, are less numerous, in proportion to the entire community, than the members of other professions or trades; and as the means placed at their disposal during their period of office, has been necessarily limited, they regret to say that they have been unable to adopt measures for bringing into the association, these teachers who reside at any considerable distance from Montreal. Before the end of another year, however, it is fully expected that the greater number of country teachers will have been induced to become members, as a knowledge of the advantages of so doing will, in a very short time, be circulated more extensively in the country parts.

A few words in reference to the financial affairs of the Association will be sufficient, seeing that the amount received by the Treasurer, has been, in comparison with the receipts of many other societies, so extremely small, that very little could be effected by the committee in the purchase of that indispensable article—a Library; and for other purposes so essential to the existence and well-being of the association.

Nothing would have pleased them more than to be able to report that so desirable an object, and one which your Committee has always kept most prominently in view, had been accomplished, viz. the acquisition of a Library suitable to the wants of the society. At the time the association was formed, it was thought advisable to fix the yearly subscription as low as possible, with the view of enabling country teachers to become members, being fully persuaded that with the small salaries received by the majority of those teachers, it would be a great hardship, and just cause of complaint to them to place the amount too high. The small sum, therefore, of two shillings and six pence per annum, was named as the subscription of each teacher, while assistants were admitted free.

Your Committee would recommend that this amount be increased to five shillings to teachers, and two shillings and six pence to assistants.

Encouraged by the Reports of the Superintendent of Education and several of the school Inspectors, urging the government to render aid in the formation and support of teachers' associations and conferences, as a means of materially advancing the cause of education, the Committee applied to Parliament at its last session, for assistance in procuring a suitable Library; but in the face of recommendations from officers appointed by the government to investigate and report on the educational wants of the country, and who, from their extensive experience in such matters, are so well qualified to judge, more especially in regard to the teacher, with whose wants and necessities they have frequent, nay constant, opportunities of becoming familiar, their memorial, for some unaccountable reason, did not meet with that favorable consideration which the memorialists fairly anticipated, and which they conceived they had a right to expect. This naturally occasioned the greatest disappointment to the Committee, who were thus restrained from putting into effect many

measures they had in contemplation for extending the sphere of usefulness of the association.

Your Committee would, however, strongly urge their successors to renew the application as soon as Parliament again assembles; and let not one failure to obtain a share of government aid, discourage them from persevering; for, in time, their efforts must be attended with success, as justice demands it, and public opinion will certainly sanction the demand. A precedent has also been set in the case of the Teachers' Association at Quebec, which has been allowed government assistance for many years past. Your committee now come to the most pleasing feature of the Report in connexion with the year's proceedings; viz., the subject of the monthly Essays or papers, which have been so ably prepared, read, and discussed by the members. Nothing more need be said on this head, than merely to mention the subject of each Paper. They would, however, take the liberty of expressing their earnest desire that the efforts of their successors may be continued in securing to the members of the association, the great privilege of reading and listening to good essays on subjects tending to interest and improve the mind of the Teacher.

The following are the Essays read and discussed during the year:

1st. By Mr. Hicks, subject—"The necessity and utility of a Journal devoted to Educational purposes."

2d. By Mr. Arnold, subject—"The present condition of the Common School Teachers of Lower Canada."

3rd. By Mr. Maxwell, subject—"The advantages of commerce in its bearings on Education."

4th. By Mr. Burns, subject—"Geometry."

5th. By Mr. Godfrey, subject—"Elementary Education."

6th. By Mr. Brown, subject—"Rewards and punishments."

7th. By Mr. Duncan, subject—"Education in general."

8th. By Mr. Robertson, subject—"Home preparation for School."

9th. By Mr. Pope, subject—"The Pupil Teacher System, in England."

In February last, at a special meeting called for the purpose, it was decided to change the name of the association from "The Lower Canada Teachers' Association" to "The Teacher's Association in connexion with McGill Normal School". The advantages of such connexion, consist in the following privileges being conferred on the association.

1st. That the meetings of the association be held in the Normal School building.

2d. That the members of the Association have access to the Lectures at the Normal School.

3rd. That the members of the Association be allowed to consult the library of the Normal School; and also have accommodation for their own library in the Normal School building.

The Committee has in contemplation, a scheme for making the association a medium for obtaining situation for teachers out of employment; as also the securing teachers for vacant schools; but for want of funds they have not been fully able to put it into effect; a short time, however, they trust will be sufficient to carry out so important a measure—important alike to teacher and people.

The Committee cannot conclude this Report without mentioning with pleasure and gratitude, the readiness with which our worthy and efficient Superintendent, the Honorable P. J. O. Chauveau, has on every occasion when applied to, given all the advice and assistance in his power, in order to further the interests of the association. The thanks of the Association are also due to the proprietors of the *Montreal Herald*, for allowing reports to be taken of the proceedings at its meetings, and publishing them, with many of the essays, in that excellent paper.

On the whole, then, the Committee consider that they have every reason to congratulate the members in the past year's work; and they flatter themselves that a considerable amount of good has been done through the agency of the association during its first year's existence; for it is scarcely possible that from thirty to forty Teachers (the average attendance at the monthly meetings), could be assembled together every month, for the purpose of reading essays and discussing topics relative to their profession, without some good fruits being produced. The association, therefore, has much cause to be thankful to him, Who has ordered all its doings to His Divine will; and His blessing is humbly asked on the future labours of the association.

Wm. Hicks, Chairman,
ALEX. ROBERTSON, Sect.

Montreal, Dec. 1857.

Educational Convention at Sherbrooke.

Pursuant to notice given by the District Inspector, a meeting was held at the court-house in Sherbrooke, for the purpose of forming a Teachers' Association for the District of St. Francis. The meeting was opened by Mr. Child, who explained, in a few appropriate remarks, the object for which he had called the meeting. H. Hubbard, of Barnston, then addressed the meeting, as a representative from the Eastern Townships' Educational Association, giving a brief history of the origin of that association, and claiming a recognition of it from this convention. After some deliberation, a committee, consisting of Revd. E. Cleveland, H. Hubbard and C. Burns, was appointed to consult and arrange business for the afternoon; after which the meeting adjourned until two o'clock, P. M.

At two P. M., the Convention assembled; when the following resolutions, as reported by the committee, were adopted.

1st. Resolved, That it is expedient that a Teachers' Association should exist in the District of St. Francis.

2nd. Resolved, That as there is an association within its limits, and as it is inadvisable to divide our educational interests, we adopt their constitution, with a few alterations.

The constitution, as amended, was adopted as follows:

Art. 1st.—This Association shall be styled the "Teachers' Association of the District of St. Francis.

Art. 2nd.—The object sought by this Association shall be, to devise methods for promoting the interests of education in the District.

Art. 3rd.—Its officers shall be, a President, two Vice-Presidents, a Corresponding Secretary, a Recording Secretary, two Assistant Recording Secretaries, and a Treasurer, and these, together with such others as the Association may appoint, not exceeding five, shall constitute a Board of Directors.

Art. 4th.—The Association shall meet quarterly, at such time and place as the Board of Directors may appoint, provided that the annual meeting be held in Sherbrooke during the month of December or January,—and notice of such meetings shall be given in the great papers, at least three weeks before the time of meeting.

Art. 5th.—The exercises of the meetings shall be, lectures, essays, discussions, or such other business as may be deemed appropriate.

Art. 6th.—Any person, approved by one of the Directors, may become a member of the Association, by paying to the Treasurer twenty-five cents,—females to be admitted free of charge,—said fees to be used in defraying the expenses of the Association.

Art. 8th.—This Constitution may be amended by a majority of members present at any annual meeting.

The following gentlemen were elected officers for the present year:

President, Revd. E. Cleveland, Richmond; Vice-Presidents, D. Gage, jr., Stanstead, G. Bottom, Sherbrooke; Corresponding Secretary, H. Hubbard, Barnston; Recording Secretary and Treasurer, H. H. Pierce, Sherbrooke; Assistants, N. Trenholm, Richmond, E. Wadleigh Hattry; Additional Directors, M. Child and J. S. Watton, Esqrs., Revds. Messrs. A. J. Parker, C. P. Reed, E. J. Sherrill. Adjourned, *sine die*.

Copied from minutes of proceedings by Corresponding Secretary.

Barnston, June 9, 1859.

Eastern Townships' Educational Association.

In accordance with the appointment of the Executive Committee, the Association met at Stanstead, June 1st. The meeting was opened with a few remarks by the President, D. Gage, jr., and the Secretary being absent, H. Hubbard, of Barnston, was appointed Secretary *pro tem*. Prayer was then offered by Revd. N. McDonald, after which the following resolution was adopted.

Resolved, That a delegation of three members be appointed to represent this Association at the meeting called by the District Inspector, to be held at Sherbrooke the 9th instant.

After remarks from several gentlemen, it was thought best, as the audience was somewhat thin, owing to the exceedingly unfavorable state of the weather, to adjourn the meeting till evening.

At the evening session a respectable number were present. Prayer was offered by Revd. Mr. Campbell. The President read a paper from the Superintendent of Education, stating causes which had rendered it impracticable for him to attend the meeting, as he had hoped to do.

The Convention then listened to an Address from Mr. Gage, subject—"The Successful Teacher." Next followed an essay from H. Hubbard, subject—"How should Arithmetic be taught?"—after which the meeting was addressed by C. C. Colby, Esq., of Stanstead, on the general interests of education.

The following gentlemen were then appointed as delegates to the meeting at Sherbrooke, viz.: C. C. Colby, D. Gage, Jr., H. Hubbard.

Officers for the coming year were elected as follows:—President, D. Gage, jr., Stanstead; Vice-President, C. C. Colby, Esq.; Corresponding Secretary, H. Hubbard, Barnston; Recording Secretary, H. H. Pierce, Sherbrooke; Treasurer, H. Shery, Barnston.

After some further business and discussion on various topics, the Association adjourned.

H. HUBBARD, Secretary *pro tem*.

First Conference of the Teachers residing within the District of Inspection of Mr. Inspector Archambault.

This conference was held at the village of St. Marc. Mr. J. E. Labonté was elected president; Mr. J. Augé, vice-president; Mr. Caise, secretary, and Mr. Martineau, treasurer: Mr. Inspector Archambault, and the president, delivered speeches, on the benefits to be obtained by the institution of teachers associations. The preference to be given to the different treatises on grammar and arithmetic now in common use, was then discussed. St. Marc was then chosen as the chief place (*chef lieu*) of the section.

The Lower Canada Educational Almanach.

We offer to our readers with this number of the Journal, an Educational Almanach, which we trust will be found very useful to inspectors, school commissioners, teachers and other persons connected with the administration of the school laws. We have added the principal ephemera, particularly those in America; also, the names of the officers of the Department, the school inspectors, and the professors in the three Normal schools. This Almanach being of the same size as the Journal, can easily be bound up with it, but care has been taken to leave two blank pages, so that if required, it can be pasted on board and hung up in an office as a general school reference.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The Rhode Island State Normal School was removed from Providence and opened in Bristol in September last. The people of Bristol, with commendable liberality, have furnished and fitted up very pleasant and commodious rooms for the free use of the schools.

We extract the following remarks from the speeches made at the dedication ceremony. Governor Dyer said:

"This meeting to-night is one of a peculiar character. It is not for the purpose of dedicating these rooms to the uses of a common school. But it is to open them, in this pleasant and healthful locality, as the place where you are to learn how to teach. This is not an easy task. All of us here at some time experienced the difficulty of communicating our thoughts and knowledge to our equals in age and information. How much greater the effort when we come in contact with the unformed mind of childhood. Could you bring to your aid the experience of paternal care, know the active sympathies of the child's mind, its hopes, its fears, its yearnings and its pleasures, your task would be more easily accomplished. But to you, most probably, this knowledge is theoretical. The delicate mysteriousness of this part of our nature is to you unknown. But remember always that you are in contact with the soul. Immortality is its destiny, and you cannot too keenly feel that its happiness or woe may be closely connected with your influence and favor. Let, then, your first effort as a teacher, be self-control. Let your life and teaching harmonize. Prove to your pupils the beauty of consistency. Cultivate in them, as well as in yourself, the better feelings of humanity. Enter the school-room as if in anticipation of pleasure, not toil or pain. I know it is hard to have a joyous face with a mournful heart. But you must make the effort. Bid your children welcome; wish them a happy day. Begin school with a song. Woo and win them by love. Obedience and respect will follow. Be cautious in resorting to severe discipline. Make it the exception not the rule of your government. Advance the moral as well as the intellectual faculties of your scholars. Make them to understand and appreciate the elevation of the mind and character. Teach them distinctly to know that the highest dignity is in virtue, the lowest degradation is in vice, and when you retire from these your labors, self congratulations will attend you, as the reward of a conscientious discharge of duty."

John Kingsbury, Esquire, the Commissioner of public schools, made the following remarks:

"In behalf of the public schools of the State, which I have the honor to represent on this occasion, permit me, sir, to tender to you, and through you, to the committee and citizens of Bristol, sincere thanks for this timely act of beneficence. Let me assure you that this liberality on your part will not only verify the language of Scripture, "that it is more blessed to give than to receive," but also confer a double blessing; a blessing in giving, and in the rich fruits of this school, a blessing in receiving.

"I am reminded however, by this crowded room that we have met for something more than the mere formality of giving and receiving keys. It is to dedicate, to set apart these rooms to Normal Instruction. It need not be said that Normal Schools are a modern instrumentality for the advancement of popular education. To prove that they answer this end, it is only necessary to refer to the State of Massachusetts. Soon after the revival of common schools in that State, a Board of Education was formed, with the Hon. Horace Mann as Secretary. It was soon discovered, however, that something more was needed, before their fond aspirations could be realized. It was at this time that Edmund Dwight, a name identified with the schools of Massachusetts as a great public benefactor, although pledged to pay from his own purse, \$500 annually, in addition to what was given by the State, to secure the services of Mr. Mann, proposed to give \$10,000 on condition that the State would appropriate an equal amount, for the purpose of establishing Normal Schools. He afterwards proposed to give or raise \$5,000 more, provided the State would give the same amount, for the purpose of erecting two buildings for the Normal School. The result has justified the wisdom and sagacity of this noble hearted man. There are now in Massachusetts four of these State schools, besides one sustained by the city of Boston. Massachusetts now stands at the head of these United States in public schools; and the Normal schools have been an important instrumentality in producing this

result. What these schools are to Massachusetts, this school ought to be to this State, and it will be, if the friends of education and the guardians of the public welfare give it their cordial support.

—The *Congrès International de Bienfaisance*, which met for the first time last year in Brussels, was convened in September last at Frankfurt on the Mein, under the presidency of Mr. Bethman-Holweg. Public Charity, Education and Penitentiary Reform were the several heads of debate. A long and animated discussion on the best principle of State Education, ended in a vote favorable to a compulsory system and adverse to the gratuitous or free school system.

—The several great municipal bodies of France have, this year, passed resolutions in favour of an increase in the salaries of primary school teachers, and also to the effect that a piece of ground for a garden near the school house should be given free to each teacher.

—Cardinal Patrizi has made in the name of His Holiness the Pope, a great distribution of books and clothes, as prizes to the pupils of the evening classes for mechanics in Rome.

LITERARY INTELLIGENCE.

—Macaulay, it is said, has given up the idea of continuing his "History of England down to a period within the memory of living men," as at first announced. If such is the case, it is great wisdom in the able historian. "Memoirs of my own time" will do very well; but "history" must be that of another age.

—Mr. Alexandre, Inspector-General of the University of France, has been elected to replace the late Mr. Boissonade in the "Académie des Inscriptions et Belles Lettres."

—The first volume of the great historical dictionary of the French language, which has been so long preparing and was the text of so many *plaisanteries* against the *Académie Française*, is about to be published. The first part of it will contain 400 pages in-4o, and will not be one-fortieth of the letter A!!

SCIENTIFIC INTELLIGENCE.

—The Victoria Bridge has been, not inappropriately, designated the greatest engineering work of modern times. It is tubular, and is built on the principle of the Britannia Bridge, which spans the Menai Straits, near Bangor.

It will, we believe, be, when finished, the longest bridge in the world—its length from bank to bank being only 176 feet less than two miles.

The Menai Bridge is 1,880 feet long. The Victoria Bridge is, therefore, nearly five and a half times longer; or to illustrate its length by an example familiar to most English persons—Waterloo Bridge, London: This structure is 1,362 feet long. It would, consequently, require a little more than seven and a half times its length to measure distance with its Canadian brother.

The place where it crosses the St. Lawrence is about half a mile to the westward of Montreal, a short distance below the "Lachine" Rapids, and about nine (*) miles from St. Anne's, the place immortalised in Moore's Canadian Boat Song.

There will be twenty-four piers, which, with the two abutments, will leave twenty-five spaces or spans for the tubes. The centre span will be 330 feet wide, and each of the other spans will be 242 feet. The width of each of the piers, except the two at the centre, will be fifteen feet. The two centre piers will each be eighteen feet wide. This difference is very evident in the beautiful model of the bridge, which now forms a prominent object of attraction in the Canadian department of the Crystal Palace at Sydenham. This model (the length of which is thirty-two feet) has been made in every part exactly to scale; it is, therefore, a truthful representation, in miniature, of the actual structure.

The western faces of the piers—that is, those towards the current (which flows here at a rate varying from seven to ten miles an hour)—terminate in a sharp-pointed edge, and the fore-part of each pier presents two beautifully smooth bevelled-off surfaces. They are so shaped in order that the least possible resistance may be offered to the avalanches of ice that come along at the departure of winter, and that would hurl away every impediment, less solid than massive rock, that might be opposed to their progress. For it should be remembered that, not only is the whole length of the St. Lawrence, from its first receipt of lake water at Kingston to tidal water at Quebec—a distance of 360 miles—solidly frozen over in winter; but the 2,000 miles of Lake and upper river, together with the tributaries of the St. Lawrence (one of which—the Ottawa—has herself tributaries, several of which exceed the Thames in length, depth, and in volume of water), likewise send down their defiant masses, all to aggregate in the immediate vicinity of Montreal. The "piling" of the ice is sometimes as high as thirty, forty, and even fifty feet, and on several occasions great damage has been done by it to the massive stone buildings which line the quays, and form the noble river front for which this city is celebrated.

The stone used in the construction of the piers and abutments is a dense blue limestone, partly obtained from a quarry at Pointe Claire, fifteen miles above Montreal, and partly on the borders of Vermont, United States, about forty miles from Montreal. The piers close

to the abutments will each contain about 6,000 tons of masonry. Those to support the centre tube will contain about 8,000 tons each.

The total amount of masonry in the bridge will be about 3,000,000 cubic feet, which, at thirteen and a half feet to the ton, gives a total weight of about 222,000 tons.

Scarcely a block of stone used in the piers is less than seven tons weight, and many of these exposed to the force of the breaking-up ice weigh fully ten tons. The blocks are bound together, not only by the use of the best water cement, but each stone is clamped to its neighbours, in several places, by massive iron rivets, bored several inches into each block, and the interstices between the rivet and the block are made one solid mass by means of molten lead.

At the present time fourteen of the piers are completed; eight (including the two centre ones) will be finished next year, leaving only two to erect in 1859.

The piers hitherto constructed have stood firm as a rock." Had it been otherwise, and that the mighty St. Lawrence had conquered the combined appliances above stated, there would then, indeed, have been an end to all mechanical resistances.

Each of the abutments is 242 feet long and ninety feet wide. The north shore of the St. Lawrence is connected with the northern abutment by an embanked causeway, faced with solid masonry towards the current, 1,400 feet in length. The causeway, from the south bank of the river to the southern abutment, will be 700 feet long. The distance between this outer or river end of one abutment to the outer end of the other is 8,000 feet.

The clear height of the ordinary summer level of the St. Lawrence above the under surface of the centre tube will be sixty feet, and the 8th will diminish towards either side with a gradient at the rate of 1 in 130, or forty feet in the mile, so that at the outer or river edge of each abutment the height will be only thirty-six feet above the summer level.

The navigation of the river through the Lachine Rapids is limited to steam vessels only, and they will pass exclusively between the two centre piers, as the river is unsuited for navigation at the site of the bridge, except between these two points.

The tubes will be nineteen feet high at each end, whence they will gradually increase to twenty-two feet six inches in the centre. The width of each tube is to be sixteen feet, or nine feet six inches wider than the rail track, which is five feet six inches—the national railway gauge of Canada.

The total weight of iron in the tubes will be 10,400 tons. They will be bound and riveted together precisely in the same manner and with the same machinery as at the Britannia Bridge. The tube connecting the northern abutment with pier No. 1 is now completed. The material for the second tube has reached Canada, and preparations are in progress for the despatch, from England, of eight more tubes early next year, so as to insure their erection during the summer.

Mr. Robert Stephenson and Mr. A. M. Ross are the engineers of this great work. The latter gentleman, having completed his duty as Engineer-in-Chief of the Grand Trunk Railway, now directs his skill and attention exclusively to this structure. The contractors are Messrs. Peto, Brassey, and Betts. The bridge will cost about 1,250,000l.

As regards the commercial importance of the Victoria Bridge, Mr. Robert Stephenson, in a report addressed to the directors in May, 1854, says:—

"The great object, however, of the Canadian system of railways is not to compete with the River St. Lawrence, which will continue to accommodate a certain portion of the traffic of the country, but to bring those rich provinces into direct and easy connection with all the ports on the east coast of the Atlantic, from Halifax to Boston, and even New York, and consequently through these ports, nearer to Europe.

If the line of railway communication be permitted to remain severed by the St. Lawrence, it is obvious that the benefits which the system is calculated to confer upon Canada must remain, in a great extent, nugatory and of a local character.

The province will be comparatively insulated and cut off from that coast to which her commerce naturally tends; the traffic from the West must either continue to adopt the water communication; or, what is more probable,—nay, I should say certain—it would cross into the United States by those lines nearly completed to Buffalo, crossing the river near Niagara.

There can be no doubt that without the Victoria Bridge the large and comprehensive traffic system involved in the construction of the Grand Trunk Railway could only be partially and, by comparison, ineffectually carried out at a very great cost. Montreal is the terminal point of the ocean navigation, and is connected with the Lower St. Lawrence and the ocean on one side, and with the great Canadian and American lakes—extending 2,000 miles into the heart of the continent—on the other. It is also, the centre from which lines of railway now radiate to Portland, Boston, and New York, and to which lines will converge from the Ottawa and the other rich, though as yet only partially developed districts of Canada. It is, therefore, the conviction of those persons most capable of forming a sound judgment on the question, that, great as is the cost of the bridge, by means of it a better, more rapid, and cheaper communication will be afforded for the produce of the magnificent districts of Western Canada and of the North-Western States of America, including Michigan, Illinois, Wisconsin, Minnesota, Iowa, &c., to the Atlantic seaboard, and for the supply of these districts with imported goods, than by any other route on the American continent.—*Canadian News*.

(*) St. Anne's, *Dont de l'Isle*, is about 20 miles above Montreal.

—Professor Sontag, Astronomer to the "Grinnell Expedition," in his narrative, says—"As the land adjacent to the Pole is all *terra incognita*, it is impossible to say what additions to the stores of natural science a visitor to those regions might be able to make. Certain it is however, that a new and wide field would be opened for his investigation. Everything there would be novel; and that circumstance alone would be well calculated to stimulate his attentive faculties. The difficulties which would present themselves to the investigator may be appreciated at home; but they would be greater or less, according to circumstances of which we know nothing. We know not, for example, whether the Pole is covered with open water, or icy sea, or dry land; nor do we know which of these three conditions would be most favorable for investigation. It may be presumed, however, that an open sea would be, in several respects the most disadvantageous. In the first place, it would in all probability be so deep that the ship would be unable to anchor; and the current might be too strong to permit her to keep stationary long enough to make accurate observations. In the second place, if she could not maintain her position steadily at one point, the commander would experience a new embarrassment, as the meridian must extend southwardly; he would be apt to lose that on which he approached the Pole—and consequently he would be at a loss how to shape his course homeward.

The occurrence of this strange difficulty will naturally present itself as one among many novel phenomena which will arrest the adventurer's attention, and the following observations would probably occur to him on the spot. The time of day (to use that phraseology for want of any other that would be more appropriate) would no longer be marked by any apparent change in the altitude of the sun above the horizon; because to a spectator at the pole no such change would appear, except to the small amount of the daily change of declination. Thus, not only to the eye, but also for the practical purpose of obtaining the time by astronomical observations, the sun would appear throughout the twenty-four hours neither to rise nor fall, but to describe a circle round the heavens parallel with the horizon. Therefore, the usual mode of ascertaining the time would utterly fail; and indeed, however startling may be the assertion, it is nevertheless true, that time, or the natural distinction of time, would be no more. This will appear from the consideration that the idea of apparent time refers only to the particular meridian on which an observer happens to be placed; and is marked or determined only by the distance of the sun, or some other heavenly body, from that meridian. Now, as an observer at the pole is on no one meridian, but is stationed at a point where all meridians meet, it is evident that "apparent time" for him has no existence.—*Canadian Naturalist*.

—On Monday evening last, Lieut. Col. Munro, C. B., commanding the 39th Regiment, delivered a lecture on the animals and furs of Canada, to the men of his regiment, in the regimental reading room, in the citadel. The room was crowded to its full extent, and we record with pleasure a feature of those meetings, which we most ungallantly, but most unwittingly, omitted to mention before, proving how much the interest in these lectures is extending—and that feature is the presence of the ladies connected with the officers, and many of the wives of the non-commissioned officers and men. Col. Munro's lecture was listened to with marked attention, and while its effect was highly pleasing and entertaining, we easily ascertained, from after conversation with several of his hearers, that much useful knowledge, many unknown facts, and a great amount of solid information had been communicated. He spoke in a tone of high

feeling with regard to the over-ruling power of God's providence, as manifested in all his works; pointed out the workings of that power, displayed in the care with which the meanest and the smallest, as well as the most important and greatest, insect and animal, were provided all the appliances and instincts calculated to render them thoroughly adapted to each peculiar locality and climate. The Colonel stated that ever since he had entered the army, much of his leisure time had been devoted to the study of natural history, and that, as those studies opened up before him field upon field of knowledge and information, he felt a corresponding degree of interest and excitement, until the study became a source of unalloyed enjoyment and increasing pleasure. To illustrate his subject, Col. Munro had provided a great variety of preserved animals peculiar to Canada, which enhanced the value of the lecture very much. His description of the various animals was simple and comprehensive, and the history he gave of each was replete with well arranged and extensive information.

The Beaver, especially, received great attention; and with regard to its geographical range he said, that it appeared to have been at one time co-extensive with the whole of North America, from the Arctic Ocean south to the Gulf of Mexico. The progress of civilization had, however, exterminated the animal in nearly all that portion of the continent which constituted the United States, and the settled portions of Canada. North of the Ottawa, and in the head waters of the streams which flow into the St. Lawrence below it, it is still quite abundant. They were also still quite common between Lake Huron and the Ottawa. The only feature which distinguished the American from the European beaver was, that the fur of the latter was lighter in color than that of this continent. It had at one time been an inhabitant of the British Islands. He mentioned also that the remains of an extinct species of beaver, had been discovered in Europe and America, which appeared to have been as large as a sheep. He next gave a most interesting account of the places to which beavers resort; and descanted ably and fully on the construction of their dams, their food, habits, industry, sagacity, and their mode of treating their *puresses* or idlers—beating, sometimes cutting off part of the tail, and driving out from among them the fellows that won't work—and their consequent easy capture by the trappers; the seasons in which they are found and caught with the fur in good order. Cartwright, he said, had found a beaver weighing 45 pounds, and that they had been caught weighing 61 pounds before being cleaned. Colonel Munro gave an excellent account of the whole system of trapping the beaver, intermingling this portion of his lecture with anecdotes, derived from trappers, of many singular habits of the animal; and concluded by noticing the particularly engaging qualities displayed by it when domesticated. The American, or Black Bear, was also well delineated, and a full detail given of its habits. The manner of hunting it; and its desperate struggles when fairly brought to bay, were well given, and well illustrated by many incidents extracted from many sources. The Racoon; the Wolverine, or Glutton; the Loup Cervier, or Canadian Lynx; the Fisher—Black Fox, or Black Cat, of the northern hunters; and the Musk Rat, or Musquash, each in turn received a due share of attention, by histories which displayed an amount of research and industry which amply proved how delightful the study of Natural History was to their author. It has been most truly remarked, "that the pursuit of Natural History in almost any way, as a study or an amusement, is both indicative and productive of gentleness, refinement, and virtue," and we sincerely trust that Colonel Munro's lecture will have the effect of creating among many of his auditors a taste for a study calculated to produce so many pleasing and salutary results.—*Quebec Gazette*.

TABLE of the apportionment made of the Superior Education fund for the year 1857, under the authority of the act 19th Vic. ch. 54.

LIST No. 1.—UNIVERSITIES.

| NAME OF INSTITUTION. | Number of students 1857. | 1855. | | | 1856. | | | 1857. |
|--|--------------------------|---------------|--|---------------------|---------------|--|---------------------|-----------|
| | | Annual Grant. | Grant for building and payment of debts. | Total of the Grant. | Annual Grant. | Grant for building and payment of debts. | Total of the Grant. | |
| McGill College.. | 166 | 500 | 1250 | 1750 | 500 | 500 | 1000 | 700 |
| To the same, for one year's salary of the Secretary of the Royal Institution, the salary of the Messenger, and for contingent expenses.... | | 167 15 4 | | 167 15 4 | 167 15 4 | | 167 15 4 | 167 15 4 |
| Bishop's College | 15 | 450 | | 450 | 500 | | 500 | 500 |
| | 181 | 1117 15 4 | 1250 | 2367 15 4 | 1167 15 4 | 500 | 1167 15 4 | 1367 15 4 |

LIST No. 2.—CLASSICAL COLLEGES.

| NAME OF INSTITUTION. | Number of Students in 1857. | 1855. | | | 1856. | | | 1857. |
|--|--------------------------------|---------------|---|---------------------|---------------|---|---------------------|------------------------|
| | | Annual grant. | Grant for building and payment of debts. | Total of the grant. | Annual grant. | Grant for building and payment of debts. | Total of the grant. | Annual grant for 1857. |
| Nicolet | 269 | 400 | 200 | 600 | 500 | 80 | 580 | 500 |
| St. Hyacinthe | 332 | 500 | 1000 | 1500 | 500 | 400 | 900 | 500 |
| Ste. Thérèse | 151 | 400 | 300 | 700 | 400 | 120 | 520 | 500 |
| Ste. Anne | 236 | 400 | 900 | 1300 | 500 | 355 | 865 | 500 |
| L'Assomption.. .. | 148 | 300 | 300 | 600 | 400 | 120 | 520 | 400 |
| Ste. Marie de Montreal | 176 | 300 | 500 | 800 | 400 | 200 | 600 | 400 |
| High School of McGill College, for the Education of 30 scholars named by the Government | 252 | 282 | | 282 | 282 | | 282 | 282 |
| High School of Quebec | | | | | | | | 50 |
| To the same, for the Education of 30 scholars named by the Government | 155 | 282 | | 282 | 282 | | 282 | 282 |
| St. Francis, Richmond | 75 | 390 | | 300 | 300 | | 300 | 300 |
| | 1794 | 3164 | 3200 | 6364 | 3564 | 1285 | 4849 | 3714 |

LIST No. 3.—COMMERCIAL COLLEGES.

| NAME OF INSTITUTION. | Number of students in 1857. | Annual grant. | Grant for building and payment of debts. | Total of the grant. | Annual grant. | Grant for building and payment of debts. | Total of the grant. | Annual grant for 1857. |
|-------------------------------|--------------------------------|---------------|---|---------------------|---------------|---|---------------------|------------------------|
| | | | | | | | | |
| Joliette | 234 | 100 | | 100 | 250 | | 250 | 250 |
| Masson | 204 | 250 | 150 | 400 | 250 | 60 | 310 | 250 |
| Notre-Dame de Lévi | 240 | 250 | 300 | 550 | 250 | 120 | 370 | 250 |
| St. Michel | 125 | 200 | 150 | 350 | 250 | 60 | 310 | 250 |
| Laval | 104 | 100 | 150 | 250 | 100 | 60 | 160 | 100 |
| Chambly | 90 | 300 | 100 | 400 | 250 | 40 | 290 | 250 |
| Rigaud | 103 | 250 | 100 | 350 | 250 | 40 | 290 | 250 |
| Ste. Marie de Monnoir | 119 | 100 | 100 | 200 | 100 | 40 | 140 | 100 |
| Ste. Marie de Beauce | 124 | | 200 | 200 | 100 | 80 | 180 | 100 |
| St. Germain de Rimouski | 86 | | | | 100 | | 100 | 100 |
| Lachûte | 90 | 75 | | 75 | 100 | | 100 | 100 |
| Verchères | 167 | 100 | | 100 | 100 | | 100 | 100 |
| Varenes | 125 | 75 | | 75 | 75 | | 75 | 75 |
| Mascouche | 80 | 75 | | 75 | 75 | | 75 | 75 |
| Sherbrooke | 46 | 50 | | 50 | 75 | | 75 | 75 |
| | 1937 | 1925 | 1250 | 3175 | 2325 | 500 | 2825 | 2325 |

LIST No. 4.—ACADEMIES FOR BOYS, OR MIXED.

| NAME OF INSTITUTION. | Number of Students in 1857. | 1855. | | | 1856. | | | 1857 |
|---|-----------------------------|---------------|--|---------------------|---------------|--|---------------------|------------------------|
| | | Annual Grant. | Grant for building and payment of debts. | Total of the Grant. | Annual Grant. | Grant for building and payment of debts. | Total of the Grant. | Annual Grant for 1857. |
| Aylmer (protestant) | 39 | 75 | | 75 | 67 10 | | 67 10 | 67 10 |
| Aylmer (catholic) | 50 | 75 | | 75 | 67 10 | | 67 10 | 67 10 |
| Aubigny | 110 | | | | 40 | | 40 | 40 |
| André, St., de Kamouraska | 78 | 75 | | 75 | 40 | | 40 | 40 |
| André, St., d'Argenteuil | 112 | | | | | | | 25 |
| Abbottsford | 57 | | | | | | | 25 |
| Beauharnois | 219 | 50 | | 50 | 45 | | 45 | 67 10 |
| Bonin, Argenteuil | 157 | 75 | | 75 | 67 10 | | 67 10 | 67 10 |
| Baie du Febvre .. | 136 | 50 | | 50 | 45 | | 45 | 45 |
| Barnston .. | 80 | 50 | | 50 | 45 | | 45 | 45 |
| Berthier | 27 | 100 | | 100 | 90 | | 90 | 90 |
| Buckingham | 35 | 50 | | 50 | 45 | | 45 | 45 |
| Belœil | 50 | 100 | | 100 | 90 | | 90 | 90 |
| Cap Santé. | 28 | 50 | | 50 | 45 | | 45 | 45 |
| Charleston | 162 | 100 | | 100 | 90 | | 90 | 90 |
| Clarenceville | 115 | 100 | | 100 | 90 | | 90 | 90 |
| Coaticook | 76 | | | | 40 | | 40 | 40 |
| Clarendon. | 45 | 50 | | 50 | 45 | | 45 | 45 |
| Cassville | 100 | 50 | | 50 | 45 | | 45 | 45 |
| Compton... .. | 58 | 50 | | 50 | 45 | | 45 | 45 |
| Cookshire | 40 | 50 | | 50 | 45 | | 45 | 45 |
| Cyprien St. | 216 | 50 | | 50 | 45 | | 45 | 45 |
| Danville | 75 | 75 | | 75 | 67 10 | | 67 10 | 67 10 |
| Dudswell.. .. | 44 | 50 | | 50 | 45 | | 45 | 45 |
| Dunham | 101 | 100 | | 100 | 90 | | 90 | 90 |
| Durham, No. 1 | 39 | | | | 40 | | 40 | 40 |
| Eustache, St. | 120 | 40 | | 40 | 40 | | 40 | 67 10 |
| Farnham (catholic)..... | 210 | | | | 40 | | 40 | 60 |
| Farnham (protestant) | 35 | 75 | | 75 | 97 10 | | 67 10 | 67 10 |
| Freleighsburg | 60 | | | | 40 | | 40 | 60 |
| Foye, Ste. (catholic) | 45 | 50 | | 50 | 45 | | 45 | 45 |
| Granby | 59 | 100 | | 100 | 90 | | 90 | 90 |
| Georgeville..... | 42 | 50 | | 50 | 45 | | 45 | 45 |
| Gentilly. | 110 | 50 | | 50 | 45 | | 45 | 45 |
| St. Grégoire | 72 | 50 | | 50 | 45 | | 45 | 45 |
| Huntingdon | 144 | 100 | | 100 | 100 | | 100 | 100 |
| Jean, St., Dorchester (catho.).. | 288 | | | | 45 | | 45 | 90 |
| Jean, St., Dorchester (prot.) | 72 | 100 | | 100 | 90 | | 90 | 90 |
| Jean, St., Isle d'Orléans | 86 | 50 | | 50 | 45 | | 45 | 45 |
| Knowlton .. | 64 | 100 | | 100 | 90 | | 90 | 90 |
| Kamouraska..... | 60 | 75 | | 75 | 67 10 | | 67 10 | 67 10 |
| Laprairie.. .. | 133 | 50 | | 50 | 45 | | 45 | 60 |
| Lotbinière | 20 | | | | 40 | | 40 | 40 |
| Longueuil | 272 | | | | 40 | | 40 | 75 |
| Laurent, St. | 124 | 150 | | 150 | 135 | | 135 | 135 |
| L'Islet..... | 120 | 50 | | 50 | 45 | | 45 | 67 10 |
| Montmagny..... | 170 | 75 | | 75 | 75 | | 75 | 75 |
| Montreal (acad.com.catho.) | 104 | | | | 67 10 | | 67 10 | 67 10 |
| Marthe, Ste | 113 | 50 | | 50 | 45 | | 45 | 45 |
| Missisquoi. | 56 | 50 | | 50 | 45 | | 45 | 45 |
| Pointe-aux-Trembles (Montreal, catholic)... | 74 | 100 | | 100 | 90 | | 90 | 90 |
| Phillipsburg | 40 | 50 | | 50 | 45 | | 45 | 45 |
| Patton | 42 | | | | 40 | | 40 | 40 |
| Sherbrooke | 62 | 111 2 2 | | 111 2 2 | 100 | | 100 | 100 |
| Sorel (catholic)... | 262 | 75 | | 75 | 67 10 | | 67 10 | 90 |
| Sorel (protestant) | 36 | | | | 40 | | 40 | 40 |
| Stanbridge | 54 | 75 | 50 | 125 | 67 10 | 20 | 87 10 | 67 10 |
| Shefford... .. | 51 | 100 | | 100 | 90 | | 90 | 90 |
| Sutton | 45 | 75 | | 75 | 67 10 | | 67 10 | 67 10 |
| Stanstead.. .. | 150 | 175 | | 175 | 157 10 | | 157 10 | 157 10 |
| St. Timothée..... | 72 | 37 10 | | 37 10 | 40 | | 40 | 40 |
| Trois-Rivières (catholic)..... | 51 | | | | 40 | | 40 | 90 |
| Vaudreuil | 82 | 50 | | 50 | 45 | | 45 | 45 |
| Yamachiche | 150 | 50 | | 50 | 45 | | 45 | 67 10 |
| | 5999 | 3588 12 2 | 50 | 3638 12 2 | 1702 10 0 | 20 | 1722 10 | 4095 2 2 |

LIST No. 5.—ACADEMIES FOR GIRLS.

| NAME OF INSTITUTION. | Number of Students. in 1857. | 1855. | | | 1856. | | | 1857. |
|---|---------------------------------|---------------|--|---------------------|---------------|--|---------------------|---------------------------|
| | | Annual Grant. | Grant for building and payment of debts. | Total of the Grant. | Annual Grant. | Grant for building and payment of debts. | Total of the Grant. | Annual grant for 1857. |
| Anne Ste. Lapérade | 129 | | | | 40 | | 40 | 40 |
| Ambroise St. de Kildaro | 80 | | | | 25 | | 25 | 25 |
| L'Assomption | 172 | | | | 40 | | 40 | 40 |
| St. Aimé | 120 | 37 10 | | 37 10 | 33 15 | | 33 15 | 33 15 |
| Bas St. Paul | 94 | 37 10 | | 37 10 | 33 15 | | 33 15 | 33 15 |
| Belœil | 116 | | | | 25 | | 25 | 25 |
| Boucherville | 115 | | | | 25 | | 25 | 25 |
| Bernard St. | 30 | | | | 40 | | 40 | 25 |
| Cèdres Les ... | 76 | | | | 25 | | 25 | 25 |
| Chambly | 120 | 50 | | 50 | 45 | | 45 | 45 |
| Césaire St. | 98 | 30 | | 30 | 27 | | 27 | 37 10 |
| Croix Ste. | 70 | 50 | | 50 | 45 | | 45 | 45 |
| Cowansville .. | 30 | 50 | | 50 | 45 | | 45 | 45 |
| Charles St. Industrie | 234 | 50 | | 50 | 45 | | 45 | 60 |
| Chateaugnay .. | 84 | | | | 25 | | 25 | 25 |
| Clément St. de Beauharnois | 226 | 50 | | 50 | 45 | | 45 | 45 |
| Denis St. | 115 | | | | 25 | | 25 | 25 |
| Elizabeth Ste. | 149 | 75 | | 75 | 67 10 | | 67 10 | 60 |
| Eustache St. ... | 84 | 30 | | 30 | 27 | | 27 | 27 |
| Famille Ste. | 45 | 50 | | 50 | 45 | | 45 | 45 |
| Grégoire St. ... | 168 | 50 | | 50 | 67 10 | | 67 10 | 67 10 |
| Geneviève Ste. | 90 | | | | 25 | | 25 | 25 |
| * Henri St. de Mascouche .. | 106 | | | | | | | 25 |
| Hilaire St. | 80 | | | | 25 | | 25 | 25 |
| Hugues St. | 130 | 75 | 150 | 225 | 67 10 | 60 | 127 10 | 90 |
| Hyacinthe St. Sisters of Charity ... | 142 | | | | 40 | | 40 | 40 |
| Hyacinthe St. Congregation .. | 214 | | | | 40 | | 40 | 40 |
| L'Islet | 96 | 37 10 | | 37 10 | 40 | | 40 | 40 |
| Jean St. Dorchester | 303 | 50 | | 50 | 45 | | 45 | 67 10 |
| Jacques St. L'Achigan | 126 | | | | 40 | | 40 | 60 |
| Joseph St. de Lévi | 153 | 75 | 200 | 275 | 67 10 | 80 | 147 10 | 90 |
| Kamouraska | 82 | 50 | | 50 | 45 | | 45 | 45 |
| Laprairie | 138 | | | | 45 | | 45 | 25 |
| Longueuil | 406 | 50 | | 50 | 67 10 | | 67 10 | 90 |
| Lin St. | 158 | | | | 25 | | 25 | 25 |
| Laurent St. | 133 | | | | 40 | | 40 | 60 |
| Long Point ... | 55 | 50 | | 50 | 45 | | 45 | 45 |
| To the same, for the board of 12 deaf mutes | 3 | | | | 120 | | | 120 |
| Marie Ste. de Monnoir | 118 | 50 | | 50 | 45 | 8 | 53 | 45 |
| Marie Ste. de Beauce | 138 | 50 | 75 | 125 | 50 | 30 | 80 | 50 |
| Michel St. de Bellechasse | 89 | 75 | | 75 | 67 10 | | 67 10 | 67 10 |
| Nicolet | 75 | 25 | 50 | 75 | 25 | 20 | 45 | 25 |
| * Nicolas St. | 45 | | | | | | | 25 |
| Paul St. de L'Industrie | 68 | | | | 25 | | 25 | 25 |
| Pointe Claire | 112 | | | | 25 | | 25 | 25 |
| * Pointe-aux-Trembles, (Montreal) | 140 | | | | | | | 60 |
| “ “ (Quebec) .. | 100 | | | | | | | 60 |
| * Rivière Ouelle | 90 | | | | | | | 25 |
| Rimouski | 106 | | | | 67 10 | | 67 10 | 67 10 |
| Sorel | 260 | 50 | | 50 | 45 | | 45 | 60 |
| Scholastique Ste. | 125 | 30 | | 30 | 30 | | 30 | 30 |
| * Sherbrooke .. | 64 | | | | | | | 90 |
| Thérèse Ste | 133 | | | | 25 | | 25 | 25 |
| Thomas St. de Pierreville .. | 58 | 50 | | 50 | 45 | | 45 | 45 |
| Terrebonne | 156 | | | | 25 | | 25 | 25 |
| Timothé St. | 108 | 37 10 | | 37 10 | 40 | | 40 | 40 |
| Thomas St. de Montmagny | 182 | 75 | | 75 | 67 10 | | 67 10 | 67 10 |
| Varennes | 109 | | | | 40 | | 40 | 40 |
| * Vaudreuil | 95 | | | | | | | 25 |
| Yamachiche .. | 94 | 50 | | 50 | 45 | | 45 | 45 |
| Youville | 84 | 50 | | 50 | 45 | | 45 | 45 |
| * Waterloo | 14 | | | | | | | 25 |
| * Ursulines Three Rivers | 198 | | | | | | | 67 10 |
| | 7528 | 1490 | 495 | 1985 | 2266 10 | 198 | 2464 10 | 2817 |

* The asterisk indicates those Institutions which have never before received Government aid.

LIST No. 6.—MODEL SCHOOLS.

| NAME OF INSTITUTION. | Number of Scholars in 1857. | 1855. | | | 1856. | | | 1857. |
|--|-----------------------------|---------------|--|---------------------|---------------|---|---------------------|------------------------------|
| | | Annual Grant. | Grant for building and payment of debts. | Total of the Grant. | Annual Grant. | Grant for erection of buildings and for payment of debts. | Total of the Grant. | Total of the grant for 1857. |
| Colonial Church and School Society | 1140 | 200 | 300 | 500 | 200 | 120 | 320 | 200 |
| National School of Quebec | 145 | 111 2 3 | | 111 2 3 | 111 2 3 | | 111 2 3 | 111 2 3 |
| " " Montreal | 136 | 111 2 3 | | 111 2 3 | 111 2 3 | | 111 2 3 | 111 2 3 |
| Society of Education, Quebec | 60 | 230 | | 230 | 230 | | 230 | 230 |
| British and Canadian School, Montreal | 260 | 200 | | 200 | 200 | | 200 | 200 |
| " " " Quebec | 217 | 200 | | 200 | 200 | | 200 | 200 |
| Society of Education, Three Rivers | 250 | 125 | | 125 | 125 | | 125 | 125 |
| St. Andrew's School, Quebec | 77 | 100 | | 100 | 100 | | 100 | 100 |
| Girls' School, Indian Village of Lorette | 23 | 37 10 | | 37 10 | 37 10 | | 37 10 | 37 10 |
| Boys' School, " | 19 | 37 10 | | 37 10 | 37 10 | | 37 10 | 37 10 |
| Same for year's pens. to teacher Vincent | | 25 | | 25 | 25 | | 25 | 25 |
| St. Eusèbe de Stanfold | 20 | | | 15 | 15 | | 15 | 15 |
| School, Indian Village, Caughnawaga | 42 | 50 | | 50 | 50 | | 50 | 50 |
| School, Indian Village, St. Francis | 32 | 50 | | 50 | 50 | | 50 | 50 |
| Infant School, Upper Town, Quebec | 90 | 55 11 | | 55 11 | 55 11 | | 55 11 | 55 11 |
| Infant School, Lower Town, Quebec | 55 | 50 | | 50 | 50 | | 50 | 50 |
| Ecole de St. Jacques de Montreal | 620 | 250 | 100 | 350 | 250 | 40 | 290 | 250 |
| Deschambeault | 92 | 50 | | 50 | 45 | | 45 | 45 |
| St. Constant | 92 | 37 10 | | 37 10 | 33 15 | | 33 15 | 33 15 |
| St. Jacques le Mineur | 104 | 37 10 | | 37 10 | 33 15 | | 33 15 | 33 15 |
| Somerset | 51 | 50 | | 50 | 45 | | 45 | 45 |
| Pointe Claire | 90 | 50 | | 50 | 45 | | 45 | 45 |
| Lachine | 120 | | | 20 | 20 | | 20 | 20 |
| Côte des Neiges | 60 | | | 20 | 20 | | 20 | 20 |
| L'Avenir | 32 | | | 20 | 20 | | 20 | 20 |
| St. Antoine de Tilly | 100 | | | 20 | 20 | | 20 | 20 |
| Rivière des Prairies | 31 | | | 20 | 20 | | 20 | 20 |
| St. Edouard | 92 | | | 20 | 20 | | 20 | 20 |
| St. Philomène | 52 | | | 20 | 20 | | 20 | 20 |
| St. François du Lac | 70 | | | 20 | 20 | | 20 | 20 |
| La Prairie | 70 | | | 20 | 20 | | 20 | 20 |
| Buckingham | 94 | | | 15 | 15 | | 15 | 15 |
| Roxton | 50 | | | 20 | 20 | | 20 | 20 |
| Lacolle | 95 | | | 20 | 20 | | 20 | 20 |
| Côteau St. Louis | 217 | | | 20 | 20 | | 20 | 20 |
| Pointe du Lac | 92 | | | 20 | 20 | | 20 | 20 |
| Chateauguay | 100 | | | 20 | 20 | | 20 | 20 |
| Rivière du Loup | 66 | | | 20 | 20 | | 20 | 20 |
| St. Anne de la Pérade | 108 | | | 20 | 20 | | 20 | 20 |
| St. Joseph de Lévi | 78 | | | 20 | 20 | | 20 | 20 |
| St. Isidore | 85 | | | 20 | 20 | | 20 | 20 |
| *Princeville, (Stansfold) | 35 | | | | | | | 20 |
| *St. Romuald, (Lévi) | 25 | | | | | | | 20 |
| *St. Charles, (St. Hyacinthe) | 130 | | | | | | | 20 |
| *St. Grégoire, (Iberville) | 36 | | | | | | | 20 |
| *St. Roch, Quebec | 50 | | | | | | | 20 |
| *St. Henri, Hochelaga | 153 | | | | | | | 20 |
| *Beaumont | 78 | | | | | | | 20 |
| *St. Sylvestre | 70 | | | | | | | 20 |
| *Magog | 61 | | | | | | | 20 |
| *West Brome | 34 | | | | | | | 20 |
| Cap Santé | 20 | 50 | | 50 | 45 | | 45 | 20 |
| To the Catholic Commissioners of Quebec, for their Model Schools | 500 | | | | | | | 100 |
| | 6419 | 2157 15 5 | 400 | 2557 15 6 | 2520 5 6 | 160 | 2680 5 6 | 2795 5 6 |

* This sign indicates new Institutions.

SUPERIOR EDUCATION.

Recapitulation of the sums granted for 1857.

| List No. | Numb. of scholars. | | |
|----------|--------------------|---------------------------|--------------|
| 1 | 181 | Universities | £ 1367 15 4 |
| 2 | 1794 | Classical Colleges | 3714 0 0 |
| 3 | 1937 | Industrial Colleges | 2325 0 0 |
| 4 | 5999 | Boys, or mixed Academies | 4095 0 0 |
| 5 | 7528 | Girls' Academies | 2817 0 0 |
| 6 | 5917 | Model Schools | 2795 5 6 |
| Total.. | 23356 | Total | £ 17114 0 10 |

LIST OF THE SUMS UNPAID ON THE FUND OF SUPERIOR EDUCATION FOR 1856.

| | | | |
|---|-----|----|---|
| Academy of Ste. Foye (protestant) | 45 | 0 | 0 |
| MODEL SCHOOLS. | | | |
| Indian Village of St. Regis | 50 | 0 | 0 |
| “ “ St. Liguori | 33 | 15 | 0 |
| St. Norbert d'Arthabaska | 20 | 0 | 0 |
| Chicoutimi, Diss. | 15 | 0 | 0 |
| St. François de Sales | 20 | 0 | 0 |
| St. Simon, Bagot | 20 | 0 | 0 |
| St. Michel | 20 | 0 | 0 |
| St. Hilaire | 20 | 0 | 0 |
| Ste. Geneviève | 20 | 0 | 0 |
| Total | 263 | 15 | 0 |

Statement of monies paid by the Department of Education for Canada East, between the 1st January to 31st December 1857.

| | | | |
|--|---------|----|----|
| On account of grant to common schools for 2d half of 1856 and for 1st do of 1857 | 28,550 | 18 | 9 |
| “ “ for Superior Education | 18,552 | 0 | 0 |
| “ “ for poor Municipalities | 673 | 0 | 0 |
| “ “ for Normal Schools | 8,712 | 2 | 1 |
| “ “ Salaries of school Inspectors | 4,352 | 3 | 3 |
| “ “ of officers of Department | 2,190 | 0 | 11 |
| “ “ grant for Department library | 464 | 18 | 4 |
| “ “ for Books for prizes | 517 | 11 | 3 |
| “ “ for Journals of Education | 783 | 10 | 0 |
| “ “ Office contingencies | 971 | 2 | 9 |
| “ “ Parish Libraries | 48 | 10 | 6 |
| “ “ Pensions to Teachers | 226 | 15 | 2 |
| “ “ Schools building fund | 27 | 7 | 10 |
| Total | £66,070 | 10 | 10 |

Statement of monies paid by the Department of Education for Canada East, between the 1st to 31st January 1858.

| | | | | |
|---|----------|--------|------|------|
| A, On account of grant for Common Schools, for 1st half year of 1857. | \$ | 57 | 54 | cts. |
| “ “ for 2d “ “ “ | | 26,532 | 83 | |
| B, “ for Superior Education | | 42,488 | 96 | |
| C, “ for Jacques Cartier Normal School | | 1,175 | 76 | |
| E, “ Laval “ “ | | 1,477 | 79 | |
| F, “ Journals of Education | | 292 | 40 | |
| G, “ Contingent Expenses Office of Depart. | | 787 | 33 | |
| L, “ Salaries of School Inspectors | | 4,312 | 50 | |
| M, “ Grant to poor Municipalities | | 160 | 00 | |
| Total | \$77,335 | 11 | cts. | |

Statement of the Correspondence of the Department of Education, between the 1st of January and 31st December 1857.

| | January. | February. | March. | April. | May. | June. | July. | August. | September. | October. | November. | Décember. | TOTALS. | Total number of letters received and despatched |
|-------------------------|----------|-----------|--------|--------|------|-------|-------|---------|------------|----------|-----------|-----------|---------|---|
| Letters received | 778 | 606 | 142 | 482 | 298 | 416 | 1103 | 625 | 483 | 664 | 433 | 537 | 6186 | 19671 |
| Letters &c. despatched. | 719 | 1240 | 419 | 613 | 273 | 1839 | 6454 | 621 | 119 | 413 | 319 | 924 | 13185 | |

ADVERTISEMENT.

FOR SALE,
AT THE
EDUCATION OFFICE,
AT MONTREAL,

AND AT THE
PRINCIPAL BOOKSELLERS

IN MONTREAL & QUEBEC:

“The Journal of Education,”

AND

“JOURNAL DE L'INSTRUCTION PUBLIQUE,”

FOR 1857.

The two journals bound together with a rich cloth cover..... \$2,00
Each journal with same rich cloth cover..... 1,30
Each journal in boards..... 1,12½

These collections will be found useful for distribution as prize books, in Colleges and Schools. Directors of Colleges and Academies, School Commissioners and Teachers generally, who will buy six copies, or any number over six, for that object, will obtain a DEDUCTION OF TWENTY PER CENT on the above prices. They will obtain their copies either at the Education Office, in Montreal, or at the Office of the Agent of the Department, Thomas Roy, Esquire, Quebec.

A limited number of copies only being on hand, parties desirous of securing them, will do well to send in their orders immediately.

The terms of subscription to the “Journal de l'Instruction Publique,” edited by the Superintendent of Education and M. Jos. Lenoir, will be FIVE SHILLINGS per annum and, to the “Lower Canada Journal of Education,” edited by the Superintendent of Education and Mr. John Radiger, also FIVE SHILLINGS per annum.

Teachers will receive for five shillings per annum the two Journals, or, if they choose, two copies of either the one or of the other. Subscriptions are invariably to be paid in advance.

4,000 copies of the “Journal de l'Instruction Publique” and 2,000 copies of the “Lower Canada Journal of Education” will be issued monthly. The former will appear about the middle, and the latter towards the end of each month.

No advertisements will be published in either Journal except they have direct reference to education or to the arts and sciences. Price—one shilling per line for the first insertion, and six pence per line for every subsequent insertion, payable in advance.

Subscriptions will be received at the Office of the Department Montreal, by Mr. Thomas Roy, agent, Quebec; persons residing in the country will please apply to this office per mail, enclosing at the same time the amount of their subscription. They are requested to state clearly and legibly their names and address and also the post office to which they wish their Journals to be directed.