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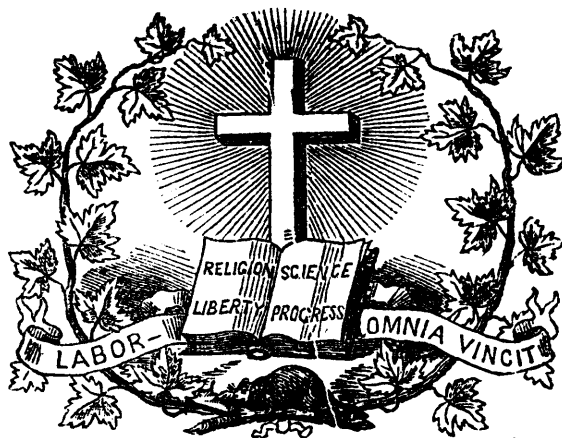
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JOURNAL OF EDUCATION.

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No 11.

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LITERATURE.

POETRY.

MY FATHER'S LAND. (1)

God bless our Father's Land,
Keep her in heart and hand
One with our own!
From all her foes defend,
Be her brave people's friend,
On all her realms descend.
Protect her throne!

Father, in loving care,
Guard Thou her kingdom's heir,
Guide all his ways;
Thine arm his shelter be
From harm by land or sea,
Bid storm and danger flee,
Prolong his days!

Lord, let war's tempest cease,
Fold the whole earth in peace
Under thy wings.
Make all thy nations one,
All hearts beneath the sun,
Till Thou shalt reign alone
Great King of Kings!

LONGFELLOW.

(1) These stanzas, by Longfellow, were sung by a thousand girls at the Winthrop School, Boston, on the occasion of the Prince's visit, to the air of "God Save the Queen."

A LA CLAIRE FONTAINE.

The following is a translation of this Song of the French Canadians, referred to in the narratives of the Saguenay Excursion of H. R. H., the Prince of Wales:—

As by the crystal fount I strayed,
On which the dancing moonbeams played,
The water seemed so clear and bright,
I bathed myself in its delight.

I loved thee from the hour we met,
And never can that love forget.

The water seemed so clear and bright,
I bathed myself in its delight;
The nightingale above my head
As sweet a stream of music shed.

I loved thee from the hour we met,
And never can that love forget.

The nightingale above my head,
As sweet a stream of music shed.
Sing, nightingale! thy heart is glad!
But I could weep for mine is sad!

I loved thee from the hour we met,
And never can that love forget.

Sing, nightingale! thy heart is glad!
But I could weep for mine is sad!
For I have lost my lady fair,
And she has left me to despair!

I loved thee from the hour we met,
And never can that love forget.

For I have lost my lady fair,
And she has left me to despair,
For that I gave not, when she spoke,
The rose that from its tree I broke.

I loved thee from the hour we met,
And never can that love forget.

For that I gave not when she spoke,
The rose that from its tree I broke;
I wish the rose were on its tree,
And my beloved again with me!

I loved thee from the hour we met,
And never can that love forget.

BEFORE THE GRAVE OF WASHINGTON.

The soft rays of the autumn sun
Fell goldenly on land and wave,
Touching with holy light the grave
That holds the dust of Washington.

A sacred Presence brooded round,
A halo of divinest flame;
The memory of the mighty name
That makes Mount Vernon hallowed ground!

A stately silent group was there—
The nation's Ruler crowned with years,
And England's Prince amid his peers
I neeved in the reverent air!

Beneath the old ancestral trees
They walked together side by side
In sun and shadow, close-allied,
Linked in the happy bands of Peace.

Two friendly nations met in them,
Two mighty nations, one of old,
On them the same gigantic mould.
Shoots from the sturdy Saxon Stem.
They gathered round his holy dust.
The wisest of the many wise.

That shaped our early destinies,
And fought our battles, sternly just.
And gloried in his common Name
Forgetting all things but his fame.
Remembering only what was good!

'Twas gracefully and nobly done.
A royal tribute to the free,
Who, Prince, will long remember thee,
Before the Grave of Washington!

EDUCATION.

Teaching Power.

(Concluded from our last.)

The elementary teacher must be a man of *action*: his functions are aggressive and call for the exercise of decision of character, a prompt judgment, a ready skill, and a facile intelligence. A passive, impressible, abstracted, or an exclusively literary character, however pleasing as the subject of speculation in connection with some offices, is foreign to the business of properly conducted schools.

To show how a skillful well trained educator can conduct a school, I shall take the liberty of copying the following passage from one of the Hon. Horace Mann's Annual Reports, in which he gives an account of some Prussian and Saxon schools, highly interesting and instructive.

He writes, "on reviewing a period of six weeks, the greater part of which I spent in visiting schools in the north and middle of Prussia and Saxony, entering the schools to hear the first recitations in the morning and remaining till the last was completed at night, I call to mind three things about which I cannot be mistaken. In some of my opinions and inferences I may have erred, but of the following facts there can be no doubt:

1. During all this time, I never saw a teacher hearing a lesson of any kind, (excepting a reading or spelling lesson), with a book in his hand.

2. I never saw a teacher sitting while hearing a recitation.

3. Though I saw hundreds of schools, and thousands—I think, I may say, within bounds, tens of thousands of pupils,—I never saw one child undergoing punishment, or arraigned for misconduct. I never saw one child in tears from having been punished, or from fear of being punished.

During the above period, I witnessed exercises in geography, ancient and modern; in the German language,—from the explanation of the simplest words, up to heides-letters disquisitions, with rules for speaking and writing;—in arithmetic, algebra, geometry, surveying and trigonometry; in book-keeping; in civil history, ancient and modern; in natural philosophy; in botany and zoology; in mineralogy, where there were hundreds of specimens; in the endless variety of the exercises in thinking, knowledge of nature, of the world and of society; in Bible history, and in Bible knowledge;—and, as I before said, in no one of these cases did I see a teacher with a book in his hand. His book,—his books,—his library, was in his head. Promptly, without pause, without hesitation, from the rich resources of his own mind; he brought forth whatever the

occasion demanded. I remember calling one morning at a country school in Saxony where every thing about the premises, and the appearance, both of teacher and children indicated very narrow pecuniary circumstances. As I entered the teacher was just ready to commence a lesson or lecture on French history. He gave not only the events of a particular period in the history of France but mentioned, as he proceeded, all the contemporary sovereigns of neighbouring nations. The ordinary time for a lesson here, as elsewhere, was an hour. This was somewhat longer, for, towards the close, the teacher entered into a strain of thought, from which it was difficult to break off, and rose to a strain of eloquence which it was delightful to hear. The scholars were all absorbed in attention. They had paper, pen, and ink before them, and took brief notes of what was said. A small text book of history was used by the pupils, which they studied at home.

I have said that I never saw a teacher sitting in his school. Aged or young, all stood. Nor did they stand apart and aloof in sullen dignity. They mingled with their pupils, passing rapidly from one side of the class to the other, animating, encouraging, sympathizing, breathing life into less active natures, assuring the timid, distributing encouragement and endearment to all.

These incitements and endearments of the teacher, this personal ubiquity, as it were, among all the pupils in the class prevailed much more as the pupils were younger. The habit of attention being once formed, nothing was left for subsequent years or teachers, but the easy task of maintaining it. Was there ever such a comment as this on the practice of hiring cheap teachers because the school is young, or incompetent ones, because it is backward!

Respecting treatment, Mr. Mann writes as follows:—

"The teacher's manner was better than parental, for it had a parent's tenderness and vigilance, without the foolish dotings or indulgence to which parental affection is prone.—I heard no child ridiculed, sneered at, or scolded for making a mistake. On the contrary, when ever a mistake was made, or there was a want of promptness in giving a reply, the expression of the teacher was that of grief and disappointment, as though there had been a failure, not merely to answer the question of a master, but to comply with the expectations of a friend. No child was disconcerted, disabled or bereft of his senses through fear. Nay, generally, at the ends of the answers the teacher's practice is to encourage him with the exclamation, 'good,' 'right,' 'wholly right,' &c., or to check him, with his slow and painfully articulated 'no'; and this is done with a tone of voice that marks every degree of *plus* and *minus* in the scale of approbation and regret. When a difficult question has been put to a young child, which taxes all his energies, the teacher approaches him with a look mingled with concern and encouragement: he stands before him, the light and shade of hope and fear alternately crossing his countenance; he lifts his arms and turns his body,—as a bowler who has given a wrong direction to his bowl will wrathe his person to bring the ball back upon its track: and, finally, if the little wrestler with difficulty triumphs, the teacher felicitates him upon his success, perhaps seizes him, and shakes him by the hand, in token of congratulation; and when the difficulty has been really formidable, and the effort triumphant, I have seen the teacher catch up the child in his arms and embrace him, as though he were not able to contain his joy. At another time, I have seen a teacher actually clap his hands with delight at a bright reply; and all this has been done so naturally and so unaffectedly as to excite no other feeling in the residue of the children—than a desire, by the same means, to win the same caresses.—What person worthy of being called by the name, or of sustaining the sacred relation of a parent, would not give any thing, bear any thing, sacrifice any thing, to have his children, during eight or ten years of the period of their childhood, surrounded by circumstances, and breathed upon by sweet and humanizing influences, like these!"

Hoping that what I am now writing will meet the eye of not a few of our teachers, I take the liberty of making one or two other extracts from the same gentleman's Reports of German schools, and those of others.—Let us compare their method of teaching the alphabet, and first lessons in teaching reading with that practised as yet in nearly all our schools.—"There, the children, before they are taught letters, are put through a course of logical training; or oral teaching in exercising the powers of observation and expression, thus preparing the mind for commencing a course of instruction.

After a suitable time spent in such exercises, the teacher then proceeds to learn them the elements of words and reading.—The first step is to exercise the organs of sound till they have acquired perfect command of their vocal powers; and this after the previous

exercises of mental and conversational training is a task soon accomplished. They are then taught to utter distinctly all the vowel sounds. The characters or letters representing these sounds are then shown and described to them, till the form and power of each are distinctly impressed upon their memories. The same process is then gone through in respect to diphthongs and consonants. When this step is mastered, they are taught the names of these letters—with the *distinct understanding* that the name of a letter and the power of a letter, as used in a word, are *distinct things*. Exercises are given to show this and repeated till the children give evidence that they *understand* the difference.—Each letter, observe, is made a subject of interesting conversation. It is described, its power or powers, are illustrated as embodied in words, and this continued till the children can in turn explain, illustrate and describe. They are then considered prepared to commence reading, which is done as follows: Letters are printed in large form on square cards—one on each card. The class stands up before a rack. The teacher holds the cards in his hand, places one on the rack, and a conversation of this kind passes between him and his pupils: what letter is that? W, sound it—give its power. W. No places another on the rack. What letter is that? E. What sound does it represent? e. Sound the two in succession. *w-e*. Join the sounds. *we*. What is the meaning of *we*? Us, not them.—When they cannot give the meaning, the teacher, of course, gives it—and leaves it not till well understood. [One thing passed before well understood is a serious defect in teaching—especially at the *beginning* of a child's education.] Another word is then brought up letter after letter, in the same way, and with similar questions and explanations; then another and another till the teacher has brought before his class as many as make a short sentence. Suppose after, *we* he brings before them in the same way, *do, like, school*, with the meaning of these four words he familiarises them both separately and conjoined. They are then read as a sentence.—*We do like school*. Other simple sentences are brought before them in the same successive way; and thus they are grounded in the knowledge and powers of letters, and are taught to read words of one syllable, or of several syllables, and to read in plain reading, by the same process, at the same time.—The rule is, *that only one thing is taken at a time, and they must be perfect in each as it occurs, before they proceed to the next*.

After being well exercised in this way with the cards and the rack, they then proceed to read suitable sentences in their spelling-books. In reading these the same care, and the same particularity, are bestowed.

But all these initiatory exercises are gone through with so much animation and zeal that the children catch the fire of the teacher, and show as much earnestness in getting hold of his instructions, as he in communicating them. Even in explaining letters and showing the differences of their powers, he manifests the same earnestness and animation as if expounding some important principle to an advanced class. The zeal of the teacher enkindles the scholar. He charges them with his own electricity almost to the point of explosion. Such a teacher has no idle, mischievous, whispering children around him, nor any occasion for the rod. He does not make desolation of all the active impulses of childhood, and call it, *peace*; nor, to secure stillness among his scholars, does he find it necessary to ride them with the nightmare of fear. At the end of an hour, both he and his pupils come from the work all glowing with excitement.²²

How different from the preceding is the method of the majority of teachers in our schools.—A teacher calls up a class of abecedarians; or, what is more common, a single child; he holds a book or a card before him, and, with a pointer in his hand, says, *a*, the child echoes, *a*; then, *b*, and the child echoes, *b*; and so on till the vertical row of lifeless and ill-favoured characters is completed, and then, remands him to his seat, to sit still and look at vacancy. If the child is bright, the time which passes during this lesson is the only part of the day when he does not think. Not a single faculty of the mind is occupied except that of imitating sounds; and even the number of these imitations amounts to only twenty-six. A parrot, or an idiot could do the same thing.—And so of the organs and members of the body. They are condemned to inactivity, for the child who stands most like a post is most approved; nay, he is rebuked if he does not stand like a post. A head that does not turn to the right or left, an eye that is moveless in its socket, hands hanging motionless at the sides, and feet immovable as those of a statue, are the points of excellence, while the child is echoing the senseless table of *a, b, c*.—As a general rule many days, in some cases, not a few months, are spent before the twenty-six letters are mastered; and when

mastered, pray, what training has the mind undergone? What done to encourage the child in his work? to make him like his teacher and his school: to convince him that school-work is a work of the understanding; and that the things taught there are engaging, interesting, and are calculated to give as much pleasure, as any out-of-door play? An effect the reverse of all this is the result.—What has this *a, b, c* work of a quickening tendency; to stir up and bring out a single enlivening thought, or to give direction and activity to the mind.—teaching it how to think—judge and reason? His tendency is the very opposite of all this. By it the child's native activity and sharpness are rendered stolid and unapt; and he whose mind needs most to be trained and stimulated to a state of energy, is in danger of becoming stereotyped in indolence and dulness. The effect of thus dealing with the mind of a child in commencing his education is serious. Impressions thus made upon his mind cannot be rubbed off as a school boy does the process of a sum worked on his slate. It is an effect which works into the *very grain* of his intellect; and seldom or never is it altogether worked out.

It is high time that this injurious, deadening, repulsive way of beginning school-work be forever banished from our schools.

But I find that this powerless—lifeless and very unintelligent way of giving instruction, is not confined to the initiatory part of teaching. It pervades the whole of the methods of teaching in very many schools. Of teaching power the teachers of these schools appear to know nothing: if they do, they are too much wedded to their own slow unprofitable way of teaching to be moved to any improvements.

We would respectfully and affectionately forewarn them that they cannot long keep their ground unless they in earnest set about improving their methods of teaching, and system of conducting schools. While improvements in teaching are advancing around them,—invading them on every side—they cannot long preserve their position, as teachers sought after, unless they keep up with the improvements of the age. Able and more efficient educators will throw them into the shade, and their applications for schools will soon be disregarded.

JOHN BRUCE,
Inspector of Schools.

How can the Young People pleasantly and profitably spend the long Winter Evenings.

This is an inquiry of no little importance, and one which should receive the serious consideration of parents and teachers. A vast amount of benefit or injury,—of improvement or contamination,—of elevation or degradation,—may be realized, according to the manner in which the evenings of even a single winter are employed. Where instructive public lectures, lyceums, and other similar means of improvement are afforded, there may be but little difficulty in finding pleasant and profitable employment for this season: but where such advantages cannot be enjoyed, as is the case, perhaps, in most of the rural neighborhoods and smaller villages, there is, frequently, no resource but reading, study or amusement at home, or at best, *profitless roving* abroad. The latter course is, too often, not merely *negative* in its results, but decidedly *pernicious*.

As tending partly to answer the inquiry, and to meet the want above alluded to, I may be allowed to mention a plan which may be new to some of the readers of the *Journal*, and which may be successfully carried out in almost any village or neighborhood. I refer to the formation of *Reading Associations*, to meet once a week, or oftener, as may be thought expedient, for the purpose of reading, criticism, inquiry, &c. The meetings may be held at private houses, or wherever may be most convenient; and while designed more particularly for the benefit of the young, should not be confined to that class. Parents or teachers should attend and see that the exercises are of a proper character, and properly conducted; but all who attend should be expected to take part in the exercises when called upon in their turn. For the benefit of any who would like to try the experiment, and wish more particular directions, I submit the following outline in the form of *Rules*, which could be varied or extended, as circumstances might require.

1st. This association shall be called the *Reading Association*; and any person may become a member by signing the Rules, if accepted by a vote of a majority of members present at any regular meeting.

2nd. The Association shall meet at such times and places as may be deemed expedient,—arrangements being made at each meeting for the next subsequent meeting,—and the exercises shall consist of reading, criticism, inquiry, etc.

3rd. The officers shall be, a President and Secretary, who shall hold office—weeks. The President shall preside at all meetings, decide all points of order and criticism, assign exercises to members, and have a general supervision over the association. The Secretary shall keep a record of proceedings, of exercises assigned, the Rules and list of members, and all papers belonging to the association.

4th. Each member shall promptly perform such exercises as may be assigned, and may take part in general criticism, inquiry and discussion, in proper order. Persons not members will not be allowed to attend the meetings, except with a view to become such, unless invited by the President.

5th. Each regular meeting shall be opened by the reading of a selection by the President, (this might be a passage of Scripture); followed by any appropriate selection by a member appointed as "1st select Reader," the week previous. Next in order shall be, the *reading by course* of such matter as may be decided upon by the association, members to read as called upon by the President at the time. After the general reading, any business, as the admission of new members, etc., may be transacted; after which a "2nd select Reader," also appointed at the preceding meeting, shall read a closing selection. Each reading exercise except the first, may be followed by criticism, inquiry, etc., to a proper extent. A special critic may be appointed for the evening, and in that case, such critic shall have precedence in correction.

I have given the foregoing as a sort of *outline* of a plan, from which variations could be made, as required. Should the plan meet with favor where something of the kind is needed, and be the means of enlisting the attention and securing the improvement of any who might otherwise spend their evenings in a less profitable manner, my object will be accomplished. It will be readily seen that not only can much improvement be thus made in the art of reading, but also, much valuable knowledge may be acquired, and thought and inquiry awakened which may lead to more thorough and diligent study at other times.

H. HUBBARD,
Inspector of Schools.

School days of Eminent Men in Great-Britain.

By JOHN TIMBS, F. S. A.

(Continued from our last.)

CXXV.

LORD CLIVE—HIS DARING BOYHOOD.

Robert Clive, the founder of the British empire in India, was born in 1726, at Styche, near Market Drayton, in Shropshire, where his family had been settled since the twelfth century.

Some lineaments of the character of the man, (says Lord Macaulay,) were early discerned in the child. There remain letters written by his relations when he was in his seventh year; and from these letters it appears that, even at that early age, his strong will and his fiery passions, sustained by a constitutional intrepidity which sometimes seemed hardly compatible with soundness of mind, had begun to cause great uneasiness to his family. "Fighting," says one of his uncles, "to which he is out of measure addicted, gives his temper such a fierceness and imperiousness, that he lies out on every trifling occasion." The old people in the neighbourhood still remember to have heard from their parents how Bob Clive climbed to the top of the lofty steeple of Market Drayton, and with what terror the inhabitants saw him seated on a stone spout near the summit. They also relate how he formed all the idle lads of the town into a kind of predatory army, and compelled the shopkeepers to submit to a tribute of apples and halfpence, in consideration of which he guaranteed the security of their windows. He was sent from school to school, making very little progress in his learning, and gaining for himself everywhere the character of an exceedingly naughty boy. One of his masters, it is said, was sagacious enough to prophesy that the idle lad would make a great figure in the world. But the general opinion seems to have been that poor Robert was a dunce, if not a reprobate. His family expected nothing good from such slender parts and such a headstrong temper. It is not strange, therefore, that they gladly accepted for him, when he was in his eighteenth year, a writership in the service of the East India Company, and shipped him off to make a fortune, or die of fever at Madras. (1)

(1) As it can be seen, that want of good behaviour in early life was severely punished by the many hardships which befel him when an exile, and this he acknowledges himself. Superior talent and a reformed conduct alone led him to honor and distinction.

Clive arrived at Madras in 1744, where his situation was most painful: his pay was small, he was wretchedly lodged, and his shy and haughty disposition withheld him from introducing himself to strangers. The climate affected his health and spirits, and his duties were ill-suited to his ardent and daring character. "He pined for his home, and in his letters to his relations expressed his feelings in language softer and more pensive than we should have expected from the waywardness of his boyhood, or from the inflexible sternness of his later years. 'I have not enjoyed,' says he, 'one happy day since I left my native country;' and again, 'I must confess at intervals, when I think of my dear native England, it affects me in a very particular manner.'" Clive, however, found one solace. The Governor of Madras possessed a good library, and permitted Clive to have access to it: he devoted much of his leisure to reading, and acquired at this time almost all the knowledge of books that he ever possessed. As a boy he had been too idle, as a man he had become too busy, for literary pursuits.

His career of prosperity and glory, of wounded honor and bodily affliction, has been vividly drawn by Lord Macaulay, who considers him entitled to an honorable place in the estimation of posterity. From his first visit to India, dates the renown of the English arms in the East; from his second visit, the political ascendancy of the English in that country; and from his third visit, the purity of the administration of our Eastern empire, which, since this was written, the wicked ingratitude of revolt has done so much to endanger.

CXXVI.

CAPTAIN COOK'S EDUCATION ON BOARD SHIP.

It was at sea that Cook acquired those high scientific accomplishments by which he became the first circumnavigator of his day. He was born in 1728, and was the son of an agricultural labourer and farm-bailiff, at Marton, near Stockton-upon-Tees. All the school education he ever had was a little reading, writing, and arithmetic, for which he was indebted to the liberality of a gentleman in the neighbourhood. He was apprenticed, at the age of 13, to a haberdasher at the fishingtown of Staiths, near Whitby; while in this situation he was first seized with a passion for the sea; and having procured a discharge from his master, he apprenticed himself to a firm in the coal trade at Whitby, on board a coasting-vessel. In this service he rose to be mate, when, in 1755, being in the Thames, he entered as a volunteer in the royal navy. He soon distinguished himself so greatly that in three or four years afterwards he was appointed master of the *Mercury*, which belonged to a squadron then proceeding to attack Quebec. Here he first showed the proficiency he had already made in the scientific part of his profession by constructing an admirable chart of the river St. Lawrence. He felt, however, the disadvantages of his ignorance of mathematics; and while still assisting in the hostile operations carrying on against the French on the coast of North America, he applied himself to the study of Euclid's Elements, which he soon mastered, and then began to study astronomy. A year or two after, while stationed in the same quarter, he communicated to the Royal Society an account of a solar eclipse, which took place August 5, 1766; deducing from it, with great exactness and skill, the longitude of the place of observation. He had now completely established his reputation as an able and scientific seaman; and was next appointed to the command of the *Endeavour*, fitted out by Government for the South Sea, to observe the approaching transit of the planet Venus over the sun's disc, which he most satisfactorily recorded, besides a large accession of important geographical discoveries. He was next appointed to an expedition to the same regions, to determine the question of the existence of a south polar continent. Of this voyage, Cook drew up the account, which is esteemed a model in that species of writing.

CXXVII.

JOHN HUNTER'S WANT OF EDUCATION.

The well-known John Hunter, one of the greatest anatomists that ever lived, scarcely received any education whatever until he was twenty years old. He was born in 1728, in Lanarkshire, and was the youngest of a family of ten. When he was only ten years old, his father died, and the boy was left to act as he chose. Such was his aversion at this time to anything like regular application, that he could scarcely be taught even the elements of reading and writing; while an attempt that was made to give him some knowledge of Latin (according to the plan of education then almost universally followed in regard to the sons of even the smallest landed proprietors in Scotland), was, after a short time,

abandoned altogether. Thus Hunter grew up, spending his time, merely in country amusements, until there was no provision for maintaining him longer in idleness. So destitute was he of all literary acquirements, that he could only look for employment of his hands, rather than his head. He was accordingly apprenticed to his brother-in-law, a carpenter, in Glasgow, with whom he learned to make chairs and tables; and this, probably, might have been for life Hunter's employment, but for the failure of his master, when John was thrown out of work. He then applied to his elder brother, Dr. William Hunter, already settled in London, and distinguished as a lecturer and anatomical demonstrator. John offered his services as an assistant in the dissecting-room, adding, that if his proposal should not be accepted, he meant to enlist in the army. Fortunately for science, his letter was answered in the way he wished: he came to London, began by dissecting an arm, and so succeeded, that Dr. Hunter foretold he would become an excellent anatomist. This was verified; but he never entirely overcame the disadvantages entailed upon him by neglect in his early years. He attained little acquaintance with the literature of his own profession, and he continued to the end of his life an awkward writer. "Of these," says Mr. Craik, "were heavy penalties, however, which he had to pay for what was not so much his fault as that of others, the eminence to which he attained in spite of them is only the more demonstrative of his extraordinary natural powers, and his determined perseverance."

CXXVIII.

EDMUND BURKE AT BALLITORE AND DUBLIN.

This renowned orator and statesman was born in Dublin, on the 1st of January, 1730, or, as the register of Trinity College, Dublin, states, 1728. His father, Richard Burke, or Bourke, a Protestant, and of good family, was an attorney in large practice. His mother was a Miss Nagle, a Roman Catholic lady, and great-niece of Miss Ellen Nagle, who married Sylvanus Spenser, the eldest son of the poet; the name of Edmund may possibly, therefore, have been adopted from the author of the *Færie Queen* by the subject of the present memoir.

During his boyhood, Burke's health was very delicate, even to the risk of consumption. His first instructor was his mother, a woman of strong mind, cultivated understanding, and fervent piety. Many years of his childhood were passed among his maternal relatives in the south of Ireland, especially with his grandfather at Castletown Roche, in a locality teeming with the romance of history; for here, at Kileolman Castle, Spenser wrote his *Færie Queen*; and here lived Essex and Raleigh. It is but natural to suppose that here, upon the beautiful banks of the Blackwater, England's future orator imbibed in the poetry of the *Færie Queen* that taste for ornate and eastern imagery which gave such splendour to his eloquence; and here, amid the memories hanging around the ruins of Kileolman, he thirsted for the historic knowledge which he afterwards threw with such power and prophetic force into his reasoning and his language. "He was an ardent admirer of the epic poet: 'Whoever relishes and reads Spenser as he ought to be read,' said Burke in afterlife, 'will have strong hold of the English language;' and there are many coincidences of expression between Burke and Spenser.

Young Burke learned the rudiments of Latin from a schoolmaster in the village of Glanworth, near Castletown Roche. This teacher, O'Halloran, afterwards boasted that "No matter how great Master Edmund was, he was the first who had ever put a Latin grammar into his hands." In his twelfth year he was sent with his brothers, Garrett and Richard, to the classical school of Ballitore, in the county of Kildare, then kept by Abraham Shackleton, a member of the Society of Friends, and a man of high classical attainments. The master liked his pupil, and the pupil became fond of his master; and during the two years that Burke remained at Ballitore, he studied diligently, and laid the foundation of a sound classical education. Burke was ever grateful to his excellent tutor.

In the House of Commons he paid a noble tribute to the memory of Abraham Shackleton, declaring that he was an honour to his sect, though that sect was one of the purest. He ever considered it as one of the greatest blessings of his life that he had been placed at the good Quaker's academy, and readily acknowledged it was to Abraham Shackleton that he owed the education that made him worth anything. A member of the Society of Friends had always peculiar claims on his sympathy and regard. Burke's bosom friend at Ballitore was Richard Shackleton, the schoolmaster's son: they read together, walked together, and composed their first verses together; unlike most schoolboy ties, which seldom endure the first rough contact with the world, the friend-

ship of Burke and Shackleton remained fresh, pure, and ardent, until the close of their existence. (1)

Burke entered Trinity College, Dublin, in the spring of 1743. He became, in 1746, a scholar of the house, which is similar to being a scholar of Christchurch, Oxford. Oliver Goldsmith, who was at Trinity with Burke, states that he did not distinguish himself in his academical exercises; and Dr. Leland, another of his contemporaries, supports Goldsmith's statement. But Burke undoubtedly acquired at Ballitore a good knowledge of the ordinary classics; and, says Mr. Macknight, his miscellaneous reading gave him more extensive views than could be acquired from the usual text-books of a college. Burke, says the same biographer, seems never to have thought of applying himself systematically to one branch of study, or seriously laboured to acquire gold medals, prize-books, and worldly distinctions. But the longer he remained at college, the more desultory his course of study became: he took up violently with natural philosophy—his *furor mathematicus*; then he worked at logic—his *furor logicus*; to this succeeded his *furor historicus*, which subsided into his old complaint, *furor poeticus*, the most dangerous and difficult to cure of all these forms of madness.

Of Burke's favourite authors, many accounts have been given. His letters show that of the Roman historians Sallust was his delight. He preferred Cicero's Orations to his Epistles; and his frequent quotation of Virgil, Horace, and Ovid, shows how deeply his mind was imbued with their classic imagery. There are few indications of his application to Greek literature. Of modern authors he took most pleasure in Milton, whom he delighted to illustrate at his Debating Society; yet, he greeted Ossian's song of the Son of Fingal with more applause than he bestowed on Shakspeare. (1) He loved Horace and Lucretius; and defended against Johnson the paradox that though Homer was a greater poet than Virgil, yet the *Æneid* was a greater poem than the *Iliad*.

While at college, Burke was a member of that excellent institution of juvenile debate for the use of the students of Trinity, called the Historical Society, which was the arena not only of his incipient oratory, but of that of many others among the greatest men Ireland has produced.

In 1748, Burke took his degree of B.A.; that of M.A. he obtained in 1751; and he was presented with the further degree of LL.D. in 1791. Meantime, having been intended for the English bar, he had entered at the Middle Temple in 1747; and early in 1750, he left Dublin for London.

Burke's college career was free from vice or dissipation.

A high moral tone and dignified bearing, tempered as they were by an extreme urbanity of manner, and a wonderful power of charming in conversation, had already become his characteristics; already, too, his company was sought among the gay and fashionable, as much as among the learned. He had the great art of good breeding which rendered men pleased with him and with themselves. He had an inexhaustible fund of discourse, either serious or jocose, seasoned with wit and humour, poignant, strong, delicate, sportive, as answered the purpose or occasion. He had a vast variety of anecdotes and stories, which were always well adapted and well told; he had also a constant cheer-

(1) There is a pleasing anecdote connected with Edmund Burke's subsequent intercourse with the Shackletons. In the early part of his political career, he was officially installed in apartments in Dublin Castle. No sooner was he there, than his good friends the Shackletons hastened to pay him a visit, and, of course, expected to find the incipient statesman, whose industry was already a public theme, immersed in Government affairs. What was their surprise when, on entering his room, they caught him at play with his children: he was on all-fours, carrying one of them on his back round the room, whilst the other, a chubby infant, lay crowing with delight upon the carpet. The incident recalls a similar story told of the famous Bourbon prince, Henry the Fourth.

(2) Yet, Burke perfected his oratory by studying Shakspeare. He is thought to have overrated Ossian to please Macpherson, who, being the agent of the Nawab of Arcot, had probably laid Burke under obligation by affording him information on Indian affairs.

Burke was more of a versifier in his youth than was ever supposed until some time after his death. When Sir James Mackintosh said that had Burke ever acquired the habit of versification, he would have poured forth volumes of sublime poetry (*Mackintosh's Memoirs*, by his Son), he little suspected that while he was at Trinity College, the great statesman and philosopher was the most inveterate of versifiers. He seldom wrote a letter to a friend without enclosing him some specimens of his verse, which, though rarely above common-place, breathe a sincere love of all that is virtuous, beautiful, and pious; he continued his poetical efforts longer, and met with less success, than any man who ever engaged in political life with a tenth part of his qualifications.—*Mackintosh*, vol. 1. p. 26.

fulness and high spirits. His looks and voice were in unison with the agreeable insinuation and impressiveness of his conversation and manners. Possessing these attractions,—his lasting possessions,—it was no wonder that at all times Burke found it easy to have whatever associates he liked : and he always chose the best.—*Peter Burke.*

(To be continued.)

Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

(Continued from our last.)

XIII.

CHEMISTRY.

The subject of Chemistry is one which may be made both interesting and useful, perhaps more so than almost any other of a secular kind, in the class of schools for the teachers of which these pages are written, whether in towns or in the rural districts.

About two years ago, the subject of chemical agriculture was introduced in this school, with Professor Johnston's Catechism as a text-book, and sufficient apparatus for the experiments required to illustrate it. What has been done and the way in which it has been received, is a sufficient proof, that instruction in this might form an important feature at the larger class of schools in our rural districts, where the teachers are qualified to give it, or where those interested in the school have an inclination to introduce it; this would attract the attention of the farmer as regards his own children, not that I think that is wanted; when the education in our parish schools is in other respects good, they will, in the end, avail themselves of it. The difficulty is in finding qualified teachers, but let them once be properly remunerated, and society made to feel and estimate at its proper value the real worth of a sound practical education, preparing them for the duties of this life as well as for a future existence, this difficulty will cease, and qualified teachers will soon be found: nor is it too much to expect from the most advanced nation in the world, as to its political and social constitution, science, and wealth, that it should grant a liberal allowance to the education of its youth: were it to do so, the gain, even in a pecuniary point of view, would in the end be great, independent of those moral considerations which ought never to be lost sight of.

The first object of the farmer is to produce food for man and beast in the cheapest way he can—to get the most productive crops, at the least possible expense; and although experience is not to be despised, yet assisted by science, much more may be done than without it—this it is difficult to persuade the farmers; some knowledge of manures, they think, may be of service, but beyond the "Muck Manual," in the way of book-learning, very few of them are inclined to go—still they are on the march, and when they see their way, through experiments successfully tried, prejudices will give way; there is something of wisdom in not abandoning a tolerably good plan, unless you have confidence in the one which is recommended being better, and the road to confidence is practical proof.

One of the first questions naturally would be—of what are all these plants composed?—On inquiry, they are all found to consist of two classes of substances, varying with different plants, one of which is volatile, called organic, the other, which remains after combustion, in the form of ashes, and called inorganic—these again are analysed into their separate elements, and it is thus seen what the plant is made up of.

Now, it is evident, that if the seed, after it is sown and germinates, as well as grasses, during their growth, cannot find such substances as they are composed of, the crop must necessarily be an unproductive one, and that in proportion to the deficiency of the substances required. The next question is—

Where are they to find all the things which enter into their composition?—which of them can be supplied by the industry of the farmer?—and which of them must he trust to atmospheric influences to supply?

To this, science gives an answer—the farmer judges from experience—the agricultural chemist would analyse the soil, and find out its separate elements—he knows the elements of the crop he wants to grow, and knowing which of these are to be found in the soil, and for which he must trust to the atmosphere, he would use that kind of manure which would supply the rest—and that such

substances as any particular crop is known to take away, must be supplied in the shape of manure, otherwise the land will be worn out.

A knowledge of the particular substances which a crop of any kind, as wheat, barley, etc., takes out of the ground, and of what is wanted by the crop which is intended to follow would point out a good rotation of cropping; and, in addition to this, knowing the composition of the soil, would lead to a proper economy in not casting useless substances on the land as manure—such substances as did not contain the particular things wanted.

This does not apply merely to grain crops, but to all others; and although long experience may have taught the farmer a right course as to the ordinary crops; yet, take the case of a new plant, a grass, or other plant which is recommended, he is then at a loss as to the soil he ought to try it in; he therefore goes by guess—if he hits upon a favourable soil he pronounces in its favour; if not, it is condemned; and it will only be after a long time, and after many successful or unsuccessful trials and much expense, that it is found out what soil will suit this plant and what will not. Now, here science might help to a speedier and less expensive mode of trying it—burning the plant, examining the ashes, and analysing the soil in which it is intended to be tried, would shew whether they suit each other or not.

Thus, science, with caution, may at once point out a right course, when it would take years of experience to find it out.

Then again, with respect to manures, although a substance thrown on the ground may contain the ingredient wanted, it may not contain it in such a form that the plant can avail itself of it. Here, again, science steps in, and teaches that the nourishment which plants take up by the roots must necessarily be in a fluid form—that they cannot assimilate to themselves any substance in a solid state; although, it may be the very thing they like best, and therefore it will be necessary to use such manures as are soluble in water—by the rains which fall, or which, from exposure to the atmosphere, become so—that after decomposition every animal and vegetable substance returns in one shape or other—the organic parts through the atmosphere in a gaseous form—the inorganic as solid substances thrown upon the ground, for the future nourishment of plants, and through them, of animals.

Also, with respect to the food of animals, chemistry points out what particular food is best fitted for a required purpose; the proximate principles of fleshy matter, such as form the muscles, fat, etc., are formed in the plants; the stomachs of animals dissolve the compound substances into their proximate principles, they circulate through the blood, and are thus assimilated to the different parts of the body.

For instance, the farmer wishes the calf, the lamb, or colt, to become a well-grown animal, to have muscle, bone, and sinew—the cow to give milk which will yield a great deal of butter and cheese, excepting in large towns, where they want quantity and not quality; the ox he wants to feed on such substances as will leave the most of fat on his bones.

In all these cases, from knowing the composition of the different vegetable substances, such as turnips, swedes, mangel-wurzel, different kinds of hay, etc., there is something of a guide as to what plants would be best suited for any particular purpose.

The farmer knows that one grass field is better than another for young stock, for milk, for fattening, etc., which is nothing more than that the grasses in one field are of that kind which have more in them of those substances of which bone, or muscle, etc., is made—in another more of the substance of milk—and in the third of fatty matter; here experience has taught that which science would confirm, if the agricultural chemist were to analyse the grasses which most abound in such pastures.

Calling attention, also, to the influence of light—heat—moisture, etc., in the atmosphere—wet and cold seasons, etc., on vegetation—that a great deal of rain has a tendency on many soils to produce more straw in our cereal crops than dry weather, etc.; in fact, calling the thinking faculties of man more into action in the business of agriculture; and not making it in the same degree that mechanical routine sort of thing which of all other occupations carried on in this country it has hitherto been; and thought to require less of intellect than anything else. Of all occupations it is that which is most natural to man, and that without which we cannot exist.

When a knowledge has been obtained of the simple elements of which vegetable matter is composed, and of the substances, starch, gluten, oil, or fat, and inorganic matter, which a healthy animal ought to derive from its food, it will be found useful and instructive to call attention to the ascertained quantities of each of these in

given weights of particular kinds of grain—or other substances of a nutritive kind, such as the following:—

According to Johnston, in his "Chemical Catechism," "100 lbs. of wheaten flour contain about 59 lbs. of starch, 10 lbs. of gluten, and 2 or 3 lbs. of oil.

"In 100 lbs. of oats there are about 60 lbs. of starch, 16 lbs. of gluten, and 6 lbs. of oil.

"In 100 lbs. of potatoes, about 75 lbs. of water, and from 15 to 20 lbs. of starch; and in 100 lbs. of turnips there are about 88 lbs. of water.

"And of animal substances. 100 lbs. of butter contain from 10 to 12 lbs. of water, about 1 lb. of curd; the rest is fat.

"100 lbs. of cheese contain from 30 to 45 lbs. of water; skim-milk cheese from 6 to 10 lbs. per cent. of butter; full-milk cheese from 20 to 30 lbs. per cent. of butter, and about as much pure curd."

An exact knowledge of the nutritive properties of vegetable substances—food for man and beast—and the exact proportions, both quantitative and qualitative, in each, is of great importance to an agricultural people, as having a tendency to induce them to cultivate the most nutritive kind.

That great permanent benefit will be conferred upon the farming classes by the introduction of such instruction into our schools, there can be no doubt, not only in an increase of produce arising out of improved modes of culture as regards the soil, but, in addition to this, it will lead to an improved culture of the mind in the rising generation of agricultural youth, and make them, as a body, a much more intelligent class of men than they are at present.

The village schoolmaster who attempts anything of this kind should, in addition to a general knowledge of the particular substances which constitute the ordinary crops, be able to manipulate in a few of the common routine things in general chemistry—in making the ordinary gases, hydrogen, oxygen, carbonic-acid gas, etc.—to show that this last is not a simple but a compound substance, and constitutes nearly one half of all the chalk, limestone, marbles, etc., on the earth; shew the weight of a piece of chalk or limestone before and after being burnt into lime—the different specific gravities of the gases—that one is combustible—another is a supporter of combustion, and to such a degree that iron will burn in it—that carbonic-acid gas extinguishes flame, destroying animal life when breathed into the lungs—danger of sleeping in a close room where charcoal is burning, or near a lime-kiln, etc. To show that all these, although the same to the eye, may in other ways be tested and made out. That ammonia consists of two gases, nitrogen and hydrogen, and how formed in the decomposition of plants and animals.

(To be continued.)

OFFICIAL NOTICES.



SEPARATION AND ANNEXATION OF SCHOOL MUNICIPALITIES.

His Excellency the Administrator of the Government was pleased, on the 6th instant, to erect into a separate school municipality, under the name of St. Antoine de Châteauguay, the territory comprised within the following limits, and situate partly in the County of Châteauguay, and partly in the County of Huntingdon; which limits include the sixth range of Jamestown, from number one to number forty; the seventh, eighth and nine ranges of said Jamestown, from number seventeen to number forty, the whole inclusively; the first range of Russelltown from number seventeen to number forty-eight; the second range from number seventeen to number forty-five; the third range from number seventeen to number thirty-seven; and the fourth range from number five to number twenty-two, the whole also inclusively.

His Excellency the Administrator of the Government was pleased, on the 9th instant, to separate from the school municipality of Malbay, in the County of Gaspé, that portion of territory called *Chien-Blanc*, extending from *Petit St. Pierre*, on the South, to *Bois-Brûlé* on the North, and to erect it into a separate school municipality by the name of St. George of Malbay.

APPOINTMENTS.

SCHOOL COMMISSIONERS.

His Excellency the Administrator of the Government was pleased, on the 6th instant, to make the following appointments of School Commissioners and of Dissident Trustees.

County of Châteauguay.—St. Antoine: Messrs. Narcisse Demers, Pierre Savary, Phillip Brady, Moïse Lemieux, and Narcisse Azelin.

County of Boulanges.—Nouvelle Longueuil: Messrs. John Crighton and Peter McNaughton, Trustees.

County of Chicoutimi.—Township of St. Jean: Messrs. David Côté, and Juste Boivin.

County of Gaspé.—Ste. Annes des Monts: Messrs. Jean Baptiste Vallée and Rigobert Mirille.

His Excellency the Administrator of the Government was pleased, on the 9th instant, to make the following appointments of School Commissioners.

County of Gaspé.—St. George of Malbay: Messrs. Jean Dumas, John Buckley, Senior, Jacques Dumas, senior, Joseph Tappe, junior, and George Prével.—Mr. Patrick Enright, Secretary-Treasurer.

His Excellency the Administrator of the Government was pleased, on the 15th instant, to appoint Mr. Alexandre Beauregard a School Commissioner for the Municipality of St. Pie, in the county of Bagot.

BOARD OF EXAMINERS FOR THE DISTRICT OF THREE-RIVERS.

Mr. Alexandre Poirier, has obtained a diploma authorizing him to teach in Model Schools.

Misses Marie Bellmare, Anna Bergeron, Zélie Bourgoïn, Louise Bourke; Messrs. Charles Blais, George Biron, Misses Albine Bailly, Joséphine Boucher, Philomène Béland; Mrs. Eloïse Boisvert, (formerly Miss Chèvrefeuille), Misses Marie Ph. Champoux, Félicité Côté, Rébecca Cloutier, Aurélie Charle, Desnoiges Charest, Clarisse Deshayes, Julie Duguay, Philomène Drolet; M. Denis Désaulniers; Misses Julie Fortier, Eugénie Gatiépy, Philomène Leblanc, Hermine Lami, Olivine Lauzere, Sarah Leclerc, Valérie Lefebvre, Marie Lotendre, Marie R. Loranger, Julie Morel, Anastasie Morin, Virginie Mansenn, Alix Marnet, Olivine Peltier, M. Louis Prince; Misses Adéline Pothier; Mrs. H. Ringuette, (formerly Miss Ph. Dumontier), Miss De Lima Rivard; Mrs. widow Emma Rhéaume, and Miss Adele Tessier, have obtained diplomas authorizing them to teach in Elementary schools.

J. M. DESILETS,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF OTTAWA.

Messrs. Joseph Moss and John McLernon have obtained diplomas authorizing them to teach in Elementary schools.

JOHN R. WOODS,
Secretary.

BOOKS APPROVED BY THE COUNCIL OF PUBLIC INSTRUCTION.

The Council of Public Instruction for Lower Canada, at its quarterly session, held at Montreal the thirteenth and fourteenth instant, approved of several books as follows, which approval has been since confirmed by His Excellency the Governor General, by order in Council. On the report of the Committee on Books:—

For Elementary Schools:

First Book for the use of schools, published by J. Lovell.
The British American Reader, by Borthwick.
The Principles of English Grammar, by W. Lemmie, 1858.
Murray's Spelling Book.
Arithmetic of the Irish National Series, published by J. Lovell, 1860
Walkingham's Arithmetic.
Abrégé de la Géographie Moderne, publié par la Société d'Education de Québec.
Arithmétique de Bouthillier, publiée par MM. Crémazie.
Grammaire de Lhomond, édition de Julien, et les exercices de la même.

For Model and for Elementary Schools:

Abrégé de l'Histoire du Canada de M. F. X. Garneau, 2de édition.

For Model Schools:

La Série des Cours de Grammaire de Julien et les Exercices sur ceux.

For Academies and for Model Schools:

La Géographie Moderne de M. Holmes, édition de 1854
Précis Élémentaire d'Histoire Naturelle, par Zeller, publié par Belin, Paris, 1858.

And on the report of the Catholic members of the Committee, the following books—

For Elementary Schools:

Le Devoir du Chrétien—The Duty of the Christian—publié par les Frères des Ecoles Chrétiennes.

For Model and Elementary Schools :

Lingard' History of England, abridged.
 Histoire Sainte de Brioux, publiée par E. Belin.
 Histoire de France, id.
 Histoire d'Angleterre, id.

For Model Schools :

Précis de Mythologie de Drioux.
 Histoire Ancienne du même.
 Histoire Ecclésiastique du même.
 Histoire du Moyen-Age du même.
 Histoire Moderne du même.

And on the report of the Protestant members of the Committee

For Model and Elementary Schools :

Pimock's Goldsmith's Catechism of the History of England, published by Lovell.

Montreal, 27th November, 1860.

LOUIS GRAND,
 Recording Clerk.

DIPLOMA REVOKED.

The Council of Public Instruction, at its meeting of the 13th instant, acting under authority of the Act 19 Viet., Chap. 14, Sect. 19, revoked Mr Pierre Caisse's diploma for Elementary Schools, dated 1st June, 1852.

LOUIS GRAND,
 Recording Clerk.

SITUATIONS WANTED.

Mr. William Webb, South Quebec, a native of London, England, aged 43 years, has a Model School diploma from the Quebec Examiners, and can be well recommended by the School Trustees of that city.

Mr. Robert Buchanan, Rodgerville, C. W. offers his services as English Teacher in any place in Lower Canada where he would have an opportunity of becoming practically acquainted with French, having already some knowledge of this language. He has a diploma from the Huron County Examiners, and one from the Provincial Normal School of Toronto, and can produce unexceptionable testimonials as to character and ability.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA) NOVEMBER, 1860.

To Our Subscribers.

Many complaints are made by our subscribers, and back numbers, which, it is stated, have never been received, are frequently asked for. We must say that the *Journal* is regularly mailed to all those who are entitled to receive it, and that an account of its dispatch is carefully kept by an officer of the department. In every instance we find that the *Journal* has been regularly mailed. The fault must be either with the Montreal Post-Office, or with the Post-Masters in the several localities. We have repeatedly called the attention of the proper authorities to the subject.

Council of Public Instruction.

The Council had on the 13th instant its fourth quarterly session. Our readers will find in the official notices a list of books approved as fit to be used in the Academies, Model and Elementary Schools in Lower Canada. This is only a part of the work to be done by the Council under that head, and until the whole of the subject has been fully examined and reported upon, it is clear that the clause of the law which gives the power to exclude

all other books from the Schools under the control of the Educational Department cannot be acted upon. But it will be, no doubt, a great advantage for both the publishers and the School authorities to know that the works mentioned in the present list, are approved of and can now be used with safety.

Our readers will also remark that some of the books are approved only on the report of the Protestant, and others only on the report of the Catholic members of the Committee. There are certain classes of books which, however carefully they may have been compiled or written, by their very nature, cannot be equally acceptable to both sections of the population; and parents as well as the School authorities, had a right to be cautioned in the matter. The mode adopted by the Council was the only one under the law, in which the desired caution could be given.

The Council has besides resolved on publishing a series of French Readers, and has entrusted to the Hon. the Superintendent of Schools the care of preparing them, which task he has consented to fulfil without any remuneration. He is to be aided in the discharge of this important duty by Mr. Joseph Lenoir, of the Educational Department, and by Messrs. Ossaye and Perrault, to whom the articles on agricultural subjects are confided.

The Council has had under consideration Reports from one of its Committees, on the subject of the creation of new Boards of Examiners, and also on rules and regulations for the guidance of all such bodies; but inasmuch as the amendments contained in the Consolidated Education Act have materially altered the position of the Council in this regard, it will be impossible for it to take final action on the subject until after the promulgation of the Consolidated Statutes.

The Council has disposed of accusations against two teachers, brought before it, according to law. In one case, after hearing of Counsel on both sides, it was determined that the diploma should not be revoked. In the other case, as may be seen by our official notices, a different result has been arrived at.

Whenever a diploma is revoked, School Commissioners and Trustees cannot employ the holder of it, under penalty of losing the school grant. No indulgence whatever can be extended to such cases by the Education Office; the object of the Law being to exclude the guilty party from the profession altogether. Although such cases may be painful to the individuals concerned, there is no doubt that by the disciplinary power thus conferred on the Council the value of all diplomas is enhanced and the standing of the profession greatly improved.

The Superintendent having laid before the Council a letter from His Excellency the Governor General, informing him of the liberal gift made by His Royal Highness the Prince of Wales of a sum of \$800 for prizes to be given in the Lower Canada Normal Schools, the Council passed the following resolutions:

1. *Resolved.*—That this Council acknowledges with deep gratitude the liberality which His Royal Highness the Prince of Wales has been pleased to extend to the Normal Schools of Lower Canada, in placing

a sum of two hundred pounds in the hands of His Excellency the Governor General, to be distributed as prizes in these schools.

2. *Resolved*.—That it is the opinion of the Council, that this sum should be permanently invested, so as to form with the interest a prize in each school, to be called, *The Prince of Wales' Prize*.

3. *Resolved*.—That this prize should be equal in amount to one third of the interest on said sum, for each school, to be paid to the most successful competitor at the examination for Model School diplomas; provided always that for Moral conduct and application to study he shall have been set down as entitled to the highest grade of merit, in both Semi-Annual "Reports of Progress;" and also entitled to the highest grade of excellence, for the following branches, in the last "Report of Progress:—Religious Instruction, Writing, Reading, Grammar, and Spelling in his vernacular idiom, Arithmetic, Book-keeping, Geography, History of Canada, the Art of Teaching, and Teaching in Model Schools." He should also be classed by said Reports at least in the second grade of excellence, for all other branches, with the exception of "Gymnastics, Drawing, and Music, vocal or instrumental," for which this proficiency should not be required of him.

4. *Resolved*.—That if no one pupil fulfil the necessary conditions, the sum accruing to the school for the year, should be deposited in a Savings' bank by the Superintendent, and when it shall have amounted to one hundred pounds, be placed at interest, together with the original principal, so as to increase the annual prize.

5. *Resolved*.—That the Superintendent should be authorized to cause bronze Medals to be struck, to serve as testimonials to the pupils taking the prize.

The Visit of His Royal Highness the Prince of Wales to America.

IX.

LOWER CANADA.

(Continued from our last.)

The addresses were read in the English and French languages, and so were the replies. It was noticed that the Prince's pronunciation of French was as perfect as that of English. Immediately after the reading of the replies, the Speakers of both Houses were knighted; this was done as each gentleman knelt, His Royal Highness touching him upon both shoulders with an unsheathed sword and ordering him to rise, at the same time calling him by his new title.

Sir Narcisse Belleau, the Speaker of the Upper House, is a member of the Quebec Bar, and is among the number of Legislative Councillors who were appointed for life by the Crown before the change in the constitution of the Council took place. Sir Henry Smith is also a lawyer, and belongs to the Kingston Bar. He has been many years the representative of the county of Frontenac in Parliament, and we believe was always returned without opposition. Previous to his being elected Speaker, he held the office of Solicitor General for Upper Canada.

More than a thousand gentlemen were presented at the levee, which, by the variety of the rich costumes of those in attendance, civil, ecclesiastical and military, offered a most brilliant *coup-d'œil*. Among them was Baron Gaukdree-Boilleau, the French Consul at Quebec, with his *attachés*. The Synod of the Church of England, and the Justices of the Peace for the district of Quebec, and several literary and national societies, presented addresses. The Huron Chiefs of Lorette also presented an address on behalf of the interesting remnants of that heroic Indian tribe.

After the levee there was a *déjeûner*, at which a part of the many high public functionaries, members of Parliament, and distinguished strangers present in town, were invited. The same thing took place on the two following days, and cards of invitation were issued according to alphabetical order, so that a large number of persons had the honor of meeting His Royal Highness without any question of precedence being raised.

In the afternoon, the Prince and his suite visited the Falls of Montmorency. To reach this beautiful cascade they passed through the large and populous suburb of St. Rochs, a town almost of itself, and through the village of Beauport, which as most Lower Canadian villages, is a long street of neat and comfortable houses. Arches of ever-green, flags, and decorations of all sorts greeted the eyes of the royal visitor all the way; and the most enthusiastic cheering resounded on every side.

In the evening, a ball given by the Mayor and citizens, at the Music Hall, drew together the *élite* of the society of Quebec, which is renowned for its elegance, refinement and gaiety. The Prince opened the ball by leading off, in a quadrille, Mrs. Langevin, the wife of His Worship the Mayor.

Another ball was given the same night at the Jacques-Cartier

Hall, and though it was of more easy access to persons of limited means, it brought together a very elegant and respectable company.

At eight o'clock an illumination of the fleet took place: rockets and fireworks of every description, and lights of every hue, gave to the basin of Quebec a fairy-like appearance.

The next day was devoted to business of a different character. In the morning, His Royal Highness visited the Laval University, and the Ursulines Convent, the two oldest institutions of learning in British North America, for although the Laval University has been but recently established and legally known as a University, its college or *petit séminaire* has ever since 1688 been in full operation. No less than three archbishops and eleven bishops now living are pupils of this institution. Among the laymen who were brought up in this college, such names as those of Bedard, Papiueau, Panet, de Sallaberry and many others who have attained to celebrity are to be found. Most of the former bishops of Canada were also among the pupils of the Seminary of Quebec (1).

The University was erected as such by Letters Patent of Her Majesty, bearing date at Westminster, the 8th December, 1852. The Faculties of Medicine and of Law are fully organized; while the chairs in those of Arts and of Theology are not yet all filled. Independently of the old Seminary college and Chapel buildings, parts of which are from Mgr. de Laval's time—there are three new and spacious buildings exclusively devoted to the University: one is the School of Medicine, another is the University bearing Laval's name, and the third is the University proper: the latter is a one stone building 296 feet in front by 50 in depth, and 80 in height. It contains the convocation hall, a beautiful room one hundred feet in length, with galleries.

On the twenty-first of August, a little before twelve, the hall, which had been tastefully decorated, was filled with a large and imposing assembly. The galleries were crowded with ladies; while dignitaries, high public functionaries, and members of parliament were seated on each side of the room. A dais surmounted with the Prince of Wales' plume, had been erected at one end, while a triumphal arch spanned the southern end of University Street. The assembly was kept waiting some time on account of the indisposition of H. L. the Governor General; but at twelve o'clock the Prince left the Parliament building, passed along the grand battery and amid cheers, entered the University, where he was received at the foot of the great staircase, by the Rector and the several Faculties.

The *coup-d'œil* as the Prince entered the hall, was most magnificent. The whole assembly rose, while from the gallery a band played the national anthem. H. R. H. preceded by the mace-bearers of the University, and followed by the Rector and faculties, reached the estrade, gracefully bowing as he passed. He declined taking a seat on the throne which had been prepared, and stood in the centre of his brilliant suite.

It had been understood that the Catholic Bishops would present their address on this occasion; their lordships, headed in the absence of the venerable Archbishop by his coadjutor, Mgr. Bailargeon, Bishop of Tloa, moved to the front of the estrade. His Lordship read the address in French, and asked leave to have it read in English by Mgr. Horan, Bishop of Kingston. The other Bishops present were Mgrs. Bourget, of Montreal; Guigues, of Ottawa; Cook, of Three Rivers; Pimonnault, of Sandwich; Farrell, of Hamilton; Laroque, of St. Hyacinthe and Lynch, of Toronto.

This concluded, the Rev. A. Taschereau, D. C. L., the newly elected Rector, stepped forward and read the address of the University in both languages. The Prince replied in English to both addresses collectively, and shortly after left the room amidst great applause and cheering.

His Royal Highness then visited the library, which already contains over 30,000 volumes. "There says the *Courrier du Canada*,—from which the above is compiled,—the Rector and other persons had the honor of being personally introduced to H. R. H. Among them we noticed the Hon. Mr. Chauveau, Superintendent of Public Instruction for Lower Canada. The Prince spoke to him in the kindest terms of what had been done for the diffusion of education and of the progress it had made in our section of the country."

The collection of philosophical apparatus, the laboratory, the medical museum and the collection of surgical instruments, are most complete. We even heard strangers say that they were unrivalled on this continent. The botanical, geological and mineralogical

(1) For a complete history of the Laval University and of the Seminary of Quebec, and also for a biography of Mgr. Laval, see *Journal of Education*, vol. 1, nos. 3, 4, 5, 6, 7 and 8; and vol. 3, no. 6, page 24.

collections, are also large, and are daily increasing. The zoological collection is only in its infancy, but we have no doubt will soon reach the same importance which the others have attained. After having glanced over those scientific treasures, the Prince and his suite went to the terrace on the roof, from which point the panorama surpasses even the one which unfolds itself from the Durham Terrace, or that from the platform erected on the ruins of the old *Château Saint Louis*.

It embraces all the luxuriant and romantic scenery of the magnificent and productive valley through which flow the river St. Charles, the St. Lawrence as far as Cape Tourmente: the Island of Orléans, the pretty villages of Charlesbourg and Beauport, with the numerous villas and country residences, on the one hand, and Pointe Lévy, on the other; the immense range of the eye being only bounded by high chains of mountains rising one above the other in the distance.

The Prince drove from the Laval University to the Ursulines Convent, where an assemblage of the fair pupils received him with music, and an address with which he seemed highly pleased. The Prince with a select and very limited party went through the monastery. The Ursulines Convent is the oldest in America. Provisions were made as early as the 23th of March 1639, by Madeleine de Chauvigny, widow of Sieur Grivel de la Peltrie, for the endowment of this institution in which she employed the whole of her estate. She landed in Quebec, with three nuns of that order, and with the first Augustines, or Hospitalières nuns, on the 1st of August of the same year. Mr. de Montmagny, Governor of the colony, with all the troops of the garrison and the whole population of the town, escorted these pious women to the cathedral, where a *Te Deum* was chanted, amidst the thunder of all the guns which Quebec could then boast of. The first convent was built in 1611; and in that very humble dwelling the nuns used to teach the young Indian girls, together with the children of the town. A venerable ash tree, under which the Revd. Sister Marie de l'Incarnation, well known in France by her writings, used to teach the alphabet to the young squaws, is at present the only remains of that primitive forest, which, in the days of Champlain, covered the site of the future city. The present convent is the third that was built: the two others having been successively destroyed by fire. The main building dates from 1686; several wings were added, one of them, which contains the reception room, was completed only last year. The Chapel, besides beautiful paintings, is celebrated as the burial place of Montcalm, to whose memory there are two marble tablets; one placed by Lord Aylmer, the other by Mr. Faribault, and other citizens of Quebec, on the hundredth anniversary of his death. The latter bears the inscription that had been written at the time by the French *Académie des Inscriptions et Belles-Lettres*, of which the valiant and learned Marquis was a member.

The Ursulines have an academy or girls' high-school, with board and half-board. They have also the girls' department of the Laval Normal School; with a day school, which is now the female model school of the Normal School; these several departments contain about 400 pupils. The total number of children who were taught in that institution since its foundation is about 20,000. The Prince in visiting the Ursulines Convent paid the most ancient, and certainly one of the most useful institutions of the kind on this continent, a compliment in every respect fully deserved.

In the evening, a great display of fireworks took place on the Esplanade, it was very successful; but a sad accident marred the pleasure of this part of the public festivities. A platform erected on the parade ground gave way, and a great number of persons were seriously wounded: one of whom died the following day.

Before leaving Quebec, H. R. H. visited the citadel, a place most attractive, not only on account of the great skill, and immense capital which has been lavished on it by the British government to make it impregnable (if in the present state of military science the word may be used), but also on account of the splendid view which, from a height of 350 feet, is there obtained of the noble St. Lawrence. It is of a different character from the landscape viewed from Durham Terrace and from the roof of the University. Immediately under the steep promontory of Cape Diamond, the St. Lawrence assumes a very different aspect, and the high banks of that part of the opposite shore which faces the observer, gives to the scenery a solemn and perhaps somewhat gloomy character.

On the twenty-third of August, at eleven o'clock in the morning, H. R. H. left the city of Quebec, not without having repeatedly expressed to the Mayor his entire satisfaction of the reception he

had met with; and of the orderly and tasteful manner in which every thing had been conducted. With the city itself and its environs, the Prince and those who accompanied him, cannot fail to have been greatly interested.

"Few cities, says Mr. Marmier (1), offer as many striking contrasts as Quebec, a fortress and a commercial city together, built up on the summit of a rock as the nest of an eagle, while her vessels are everywhere wrinkling the face of the Ocean, an American city inhabited by French colonists, governed by England, and garrisoned with Scotch regiments; a city of the middle ages by most of its ancient institutions while it is submitted to all the combinations of modern constitutional government; an European city by its civilization, its habits of refinement and still close by the remnants of the Indian tribes and the barren mountains of the north; a city with about the same latitude as Paris, while successively combining the torrid climate of southern regions with the severities of an hyperborean winter, a city at the same time Catholic and Protestant, where the labours of our missions are still uninterrupted alongside of the undertakings of the Bible society, and where the Jesuits driven out of our own country find a place of refuge under the aegis of British Puritanism!"

The historical associations which Quebec suggests to the mind of the visitor have been thus summed up by another writer.

"History is every where—around us—beneath us; from the depths of yonder valleys, from the top of that mountain, history rises up and presents itself to our notice, exclaiming: Behold me!"

Beneath us, among the capricious meanders of the River St. Charles, the Cahir-Coubat of Jacques-Cartier is the very place where he first planted the cross and held his first conference with the *Seigneur Donacoune*. Here very near to us, beneath a venerable elm tree, which, with much regret, we saw cut down, tradition states that Champlain first raised his tent. From the very spot on which we now stand, Count de Frontenac returned to Admiral Phibbs that proud answer as he said, *from the mouth of his cannon*, which will always remain recorded by history. Under these ramparts are spread the plains on which fell Wolfe and Montcalm, and where in the following year, the Chevalier de Lévis and General Murray fought that other battle, in memory of which the citizens of Quebec are erecting a monument. Before us, on the heights of Beauport, the souvenirs of battles not less heroic, recall to our remembrance the names of Longueuil, St. Hélène, and Duchesnay. Below us, at the foot of that tower on which floats the British flag, Montgomery and his soldiers all fell, swept by the grape shot of a single gun pointed by a Canadian artilleryman.

On the other hand, under that projecting rock, now crowned with the guns of old England, the intrepid Dambourgès, sword in hand drove Arnold and his men from the houses in which they had established themselves. History is then everywhere around us. She rises as well from these ramparts, replete with daring deeds as from those illustrious plains equally celebrated for feats of arms, and she again exclaims: Here I am!"

Quebec founded by Champlain, in 1608, was taken by Kirk, in 1629; it was restored to the French in 1632; and was unsuccessfully attacked by Admiral Phibbs, in 1690. Wolfe took it in 1759, and Montgomery again unsuccessfully besieged it, in 1775. It has been twice bombarded and in a great measure destroyed; it has also suffered at different times by epidemics, and by various extensive conflagrations; the most calamitous being the two great fires that destroyed at one month's interval the upper and lower suburbs, in 1845.

In 1792, the first Parliament of Lower Canada was convened at Quebec, and that city remained the seat of government of the Lower Province until the Union, although the session of the Special Council of Sir John Colborn and of Lord Sydenham, were held at Montreal. Lord Durham, in 1838, held his Special Council at Quebec, and occupied the old Parliament buildings, situated on the same site as the new ones, but far superior in every respect. The present building is ultimately to be the Post Office when the seat of government is transferred to Ottawa. In 1851, the seat of government of the United Province, which had been removed to Toronto, was again transferred to Quebec for a term of four years, in accordance with the system of alternate capitals, agreed to after the Montreal riots, in 1849; and now Quebec again owes to that system (probably for the last time) the same temporary advantage.

The population of Quebec is supposed to be at present 60,000, of which nearly two thirds are of French origin, and about three fourths are Roman Catholics.

Ship building and the lumber trade are the principal sources of

(1) *Lettres sur l'Amérique*, par X. Marmier, 2 vols. in-12o, Paris, 1860.

the prosperity of the city. The former has of late considerably decreased, and this circumstance combined with the unfavorable nature of the soil of the back country, and the frequent removals of the seat of government, has impaired its trade and checked its progress. The city is nevertheless steadily though slowly growing and improving. The exports of last year amounted to \$5,881,290, and the imports to \$3,003,752.

The streets in the Upper and Lower Town are narrow and crooked as in most of the cities of the old world, and considering the numerous and steep declivities, and the fact of the town being encompassed by fortifications, it could hardly have been otherwise.

The two finest buildings are the Marine Hospital and the Custom House. The interior of the Catholic Cathedral is of a striking and solemn aspect. The Laval University is an imposing pile, and the Grey Nunnery, outside of St. John's Gate, is also a massive edifice surmounted with a very elegant spire. There are six convents, three of which were founded in the earliest times of the colony. Besides the beautiful paintings in the Cathedral, and in the Ursulines and Seminary Chapels, there is also a gallery of paintings, the property of the Hon. Mr. Légaré's family, many of which are of great value. Literature and the fine-arts have always been cultivated in the ancient capital, sometimes with great success. The total number of pupils attending all the schools and institutions of learning, in 1859, was 8,504. There are at present eleven newspapers and periodicals published in Quebec, and several literary institutes.

The steamer *Kingston*, on board of which His Royal Highness and suite had embarked, was followed by the *Quebec*, on board of which were the members of both Houses of Parliament. Three vessels of the fleet had in the mean time reached Montreal, viz: the *Styr*, the *Valorous*, and the *Flying Fish*. In passing along the booms of the several coves above Quebec, which were decorated with flags, the Prince was loudly cheered by the raftsmen who had assembled in large numbers, and H. R. H. could there for the first time, form some idea of the peculiarities of a branch of trade which is one of our main sources of prosperity.

The evening was delightful, and the Prince had every opportunity of enjoying the scenery of the river on his way up. He reached the town of Three-Rivers at night.

A canopy had been erected on the wharf, and this as well as the whole town, was brilliantly illuminated. H. R. H. was met there by the Mayor, J. E. Turcotte, Esq., M. P. P., and a deputation of the clergy and citizens. An address was presented and replied to. Great disappointment was felt by the citizens of Three-Rivers, who had invited H. R. H. to visit their thriving and interesting town and the beautiful Falls of Shawinigan, on the St. Maurice, second to no others on this continent, save Niagara. Owing to the sad bereavement which, a year ago, had befallen the family of H. E. the Governor General on an excursion to the same place, the invitation had been declined, and all that H. R. H. could do was to receive the address of the citizens on the wharf. The *Trifluviens* bore the *contretemps* with a very good grace, and evinced their loyalty in a manner that does them great credit.

Three Rivers derives its name from the separation of the mouth of the river St. Maurice into three channels, and is after Quebec, the oldest town in Canada. In the year 1618 the French traders selected that post, about midway between Quebec and Hochelaga, with a view to making it a depot and as a place less exposed to the incursions of the Iroquois than the latter. But when in spite of all obstacles, Montreal was founded, and became able to defend itself, Three Rivers sank into neglect, and until very recently had made little progress. The opening of the lands of the St. Maurice, the building of two railways, one to the Piles on that river, and the other on the south shore of the St. Lawrence from Bécancour to Arthabaska, on the Grand Trunk Railway; the discovery of new iron mines destined to replace those of the immediate neighbourhood now exhausted,—all these favorable circumstances have given it a new impulse. The population, which by the last census in 1851, was only 4,800, is given in Lovell's Directory for 1857 as 7000. The Cathedral, recently built, is one of the finest Gothic churches in America, and in point of taste and elegance is second to no other in Canada. The Ursulines Convent, founded by Mgr. St. Vallier, in 1677, is one of the oldest in the country. There is besides a college recently opened, two academies and several large schools, the total number of pupils in 1859 being 1,058. The old parish church is interesting, and the interior is richly ornamented. It is one of those sanctuaries of the good old time which are fast disappearing from among us. The streets are narrow and the white washed houses

with trees and parterres about them, have in some parts of the city an appearance of antiquity which, to the eye tired with the red tints of brick buildings or the dark grey stone of more modern constructions, is very pleasing.

But we are nearing Montreal, where such a remark would by many be held at least as treasonable language.

As the Prince was approaching the commercial metropolis of Canada, demonstrations on both shores of the St. Lawrence were becoming more frequent, and from the beautiful villages of Lanoraie, Varemme, Vercheres, and Boucherville, the ringing of bells, the firing of cannon and of musketry, and the hoisting of flags welcomed the Heir apparent. A fleet of steamboats gaily dressed in bunting of all colors, evergreens, &c., with bands of music on board, and crowded to excess, went down the river; they were more than twenty in number; and as they met the two larger steamers, below St. Helen's Island, a scene difficult to describe took place: the booming of the guns, the cheering, the anything but harmonious tunes of all the bands heard together,—made such a noise as never before had been reached by the banks of the St. Lawrence. But all was in vain; owing to the inclemency of the weather it was determined that the landing would be postponed to the following day, and the boats had a race back into the harbour.

The next day then, being Saturday the thirtieth of August, the Prince was received on the wharf at Montreal, by the Mayor and all the functionaries of the city. The steamer came right up to the wharf, and not only the select party assembled under the canopy, but the immense crowd covering the beautiful cut stone revetment wall and the innumerable steamboats and craft of all kind in the harbour, could contemplate at leisure the impressive and even moving sight of the young and cheerful Prince dressed in his military costume standing on the deck of the boat, while everything in his countenance contrasted with the grave and stern appearance of the elderly noblemen by whom he was surrounded.

The Prince was received at the steps on the wharf and conducted to an estrade under the canopy, by C. S. Roider, Esq., the Mayor of the city, who wore on that occasion a costume somewhat similar to that of the Lord Mayor of London and who read to H. R. H. the address of the City Corporation, in the English and the French languages. After the reading of the Prince's reply the most enthusiastic cheer, running like a fire of musketry the whole length of the harbour burst forth, amidst the firing of cannon from the batteries on the wharf, from the vessels, and from St. Helen's Island. All the bells of the city were ringing, the harmony of whose voices was pervaded by the deep tones of the *Gros-Bourdon* of Notre-Dame, the largest bell on this continent,—if not the largest, one of the largest in the world.

A procession was formed, and it passed through St. Paul, Notre-Dame, St. James, and other streets up to the Exhibition building. The streets were lined by the national societies and militia, and bedecked with innumerable flags, among which the Union Jack and other British colors were most conspicuous. The French tricolor and the American stars and stripes were also in abundance. Triumphant arches of great beauty and of a very lofty and expensive construction had been erected at different places, by the care of the Reception Committee, the members of which occupied a distinguished position in the cortege. In the procession several companies of militia from Boston, and other American cities, with bands and very rich uniforms, attracted great attention. The Indians of Caughnawaga, one of the few remnants of the once powerful tribe of the *Iroquois*, dressed in their war costume, formed one of the most striking features in the display. The children of all the schools of the city were grouped at various places on the way, and saluted the Prince with the chant of the national anthem. The French pupils of the Brothers of the Christian Schools, who had possession of the platform in front of the Court House, also sang "La Claire Fontaine," and other Canadian songs.

H. R. H. and suite reached the Exhibition building at eleven o'clock, and were received at the entrance on University Street, by the President, Secretary and members of the sub-committee of the Board of Arts and Manufactures. Upon their entrance into the building, the Oratorio Society, under the direction of Professor Fowler, of the McGill Normal School, sang the National Anthem with great effect. An address was then read by H. E. the Governor General, to which His Royal Highness made the following reply:

Gentlemen,—Most readily I assent to the request you have made, a request the more agreeable because it is conveyed to me by my kind friend, your excellent Governor General.

I am not ignorant of the position attained by Canada in the great

Exhibition of 1851, which was opened under the happy auspices of the Queen and the Prince Consort, and as carrying out the design of that memorable undertaking, this smaller but to Canada most interesting collection of the products of your land and of works of art and industry has my entire sympathy, and claims my best wishes for its success. I hope and believe it will realize all the objects for which it was designed.

His Lordship the Anglican Bishop of Montreal then offered a prayer. The Prince and suite then went round the building. When passing through the mineralogical collection, H. R. H. conversed with Dr. Dawson, the President of the Board, and H. E. the Governor General who pointed out interesting specimens. At the entrance of the Fine Arts department, H. R. H. was met by the Lord Bishop in his capacity of President of the Art Association and the other members of that institution. His Lordship then informed the Prince that the Council desired to present him with a Canadian picture from the collection. H. R. H. selected Mr. Way's water color painting: "The Prince's squadron at anchor, at the mouth of Gaspé Basin." The procession then returned to the skis, and Sir Edmund Head having asked H. R. Highness's assent, said: "By command of His Royal Highness I declare this Exposition opened." The proceedings did not last much more than half an hour and were terminated by the singing of the "Hallelujah Chorus."

(To be continued in our next.)

Twelfth Conference of the Association of Teachers in Connexion with the Jacques-Cartier Normal School.

The annual election took place at that meeting. Mr. F. X. Héu was elected President. Mr. Guilbault, Vice-President, Mr. Bondrias, Treasurer and Mr. Desplaines, Secretary. Mr. St. Hilaire gave a lecture on the objects and importance of common school education. The Honorable the Superintendent of Education and Mr. Inspector Valade, addressed the meeting at length. The following subject of debate was appointed for the next meeting,— "How far can teachers contribute in preventing emigration from Canada to the United States, and what means ought to be employed by them to inspire to the rising generation a greater love of their native country." The treasurer submitted a statement of the accounts of the Association for the last year, which were approved of. Thanks were voted to the office-bearers of last year.

Report of the Superintendent of Education, for Lower Canada, for the year 1859.

OFFICE OF EDUCATION, Montreal, April 21, 1860.

To the Honorable the Provincial Secretary.

Sir,—I have the honor to present to you my Fifth Report on the state of Public Education in Lower Canada.

The appointment of the Council of Public Education, which took place on December 17th, 1859, while relieving me from a part of the responsibility which I had, till that time, borne alone, imposes on me new duties, the discharge of which will be the more agreeable to me that the high reputation enjoyed by all those whom the Government have thought fit to give me as colleagues, and their well-known zeal in the cause of public instruction—a zeal of which they have given fresh proofs by their acceptance of the office proposed to them,—assure me, that under their wise direction, the difficult and important work confided to us cannot fail to make new and rapid progress.

As speedily as possible, after I had received the official notification of the appointment of the Council, I proceeded to call a meeting on the very earliest day which I could name at that season of the year. On the 10th of January, at 2 p. m., all the members, except three,—absent under unavoidable circumstances, met in the Council Room at Montreal. Hon. Sir Etienne P. Taché was unanimously chosen to be Chairman; and the Council appointed for their ordinary meetings the second Tuesday in the months of February, May, August and November, and named three committees:—One to prepare bye-laws for the regulation of their proceedings, as appointed by law; a second to select the books, maps, globes, &c., to be exclusively used in the schools; the third to draw up a code of rules for the schools and for the organization and guidance of the Examining Board for teachers, and the ordering of the Normal Schools.

At the second meeting of the Council, on the 14th of February, the two first-mentioned committees presented Reports which

were received, and are now, according to the provisions of the law, under the consideration of His Excellency the Governor General. The third submitted the draught of a bye-law for the governance of the Boards of Examiners, which stands for discussion at the next session of the Council.

I cherish a hope that, aided by the Council, by their suggestions, and stimulating influence, the Government may overcome or greatly diminish the obstacles which still prevent the diffusion of primary education, and succeed in remedying whatever defects and supplying whatever deficiencies may still exist in our educational system.

The general results of the year 1859 have been as satisfactory as those of preceding years. The details will be found in the Reports of the Directors of the Normal Schools, in the Statistical Tables drawn up by the Department, and in the extracts from the Reports of the School Inspectors, which will be appended to this Report.

The Normal Schools have had increased success, shown not only by the number of the pupils and their advancement in learning, but also by the number of those, who, after leaving those institutions, devote themselves to the work of tuition with advantage both to themselves and to society. I should even assert that in this respect the results obtained have exceeded all the expectations of the friends of education. I must, however, observe that it is not merely by the number of those who have been trained as teachers that we are to judge of the usefulness and importance of such institutions. We shall soon find out, as others have found out elsewhere, the salutary influence which Normal Schools and Model Schools combined, are calculated to exercise independently of this direct action of their pupils: by raising the standard of capacity required in a teacher, by operating as models and examples to guide the efforts of intelligent men, friendly to the cause of education, who visit them, by inculcating the best methods of instruction and disseminating them by little and little throughout the country, where they will surely be adopted and followed when the results are made apparent, Normal Schools will still further and more effectually serve the cause of education.

All who have obtained diplomas, since these schools were established, except one, have evinced a disposition to engage as teachers, on such remuneration being offered to them, as I have deemed sufficient under the regulations made to that effect; and while many municipalities which are comparatively rich, and yet entertain none but female teachers of inferior qualifications, in many instances, without diplomas, have neglected to secure the services of male and female teachers who have been specially trained for the exercise of their profession; others, poor and remote from the great centre of population have, in order to attain that important advantage incurred the most serious sacrifices. These facts will appear in the tables appended to the Report of the Principal of each school. More than this: six of the pupils who have left the McGill Normal School are now teachers in Upper Canada, and two from the Jacques-Cartier School are teaching in Prince Edward's Island.

Meanwhile, we may entertain a hope, that in future young persons, who with a view to qualify themselves for the work of education, shall have submitted to great sacrifices will be rewarded by the protection of the friends of education in Lower Canada, and we may rely still more on the success which has attended these pupils of the Normal School who have obtained situations, to open a new field for their successors.

The total number of scholars who have attended the three schools, in 1858-9 is 219, that is to say: 50 pupil-teachers, the Jacques-Cartier School; 7 pupil-teachers (male) and 76 (female), the McGill School; 31 pupil-teachers (male) and 52 (female), the Laval School. Taking the number of (male) pupil-teachers at the Jacques-Cartier School, and that of the (female) pupil-teachers at the two other schools as a criterion, we may form some idea how many young females would have resorted to the former institution had there been means of organizing a department for their benefit. In order to that, some addition must be made, as shown in my former Reports, to the amount granted for Normal Schools.

To the close of the year 106 diplomas have been granted, that is to say: to 57 Model School Teachers, among whom were 6 pupil-teachers for the Jacques-Cartier School; 1 to male and 17 to female pupil-teachers of the McGill School; and 16 to male and 17 to female pupil-teachers of the Laval School.

Within the period of two years and a few months, that is to say: since they were established in the months of March and May 1857, 361 pupils have attended the Normal Schools; namely, the Jacques-Cartier, 88; the McGill School, 145; and the Laval School, 128. Of the number, 187 have received diplomas, i. e.: 35 from the

Jacques-Cartier School: 86 from the McGill School: and 66 from the Laval School. (1)

Of the recipients of diplomas 129 are already engaged in tuition, 30 still continue their studies with a view to embrace teaching as a profession, one died shortly after leaving the school, one declined to engage as a teacher and paid the fine required by the Bye-law; the remainder are ready to accept employment as teachers, whenever it is offered to them; several being at the point of obtaining it.

Again, a considerable number of the pupils already hold diplomas which they had received from the Boards of Examiners, and yet attended the classes or some of the classes of the Normal Schools for the purpose of adding to their store of knowledge and increasing their capacity as teachers. Some of them did not succeed in obtaining a Normal School diploma; but 11 of them continue to act as teachers under their old certificates. This circumstance brings the number of Normal School pupils, who are now engaged as teachers, up to 110.

To this number belong, as I have before said, two pupils of the Jacques-Cartier School who are teachers in Prince Edward's Island, and six of the McGill School teaching in Upper Canada. Five pupils of the latter institution are teachers in families and independent schools. Three of the (female) pupil teachers of the Laval School have become members of religious communities engaged in education, and may, according to the functions assigned to them, be teachers either in schools receiving the Government grant, or in independent institutions. The above being deducted still leave 124 male and female lay teachers following their calling in the schools receiving Government aid in Lower Canada. The pupils who have attended the Normal Schools and who have not received diplomas are in number 174. A great part of them continue their studies; two are dead, some have left on account of ill health, others have spontaneously given up a pursuit for which they were but ill qualified, a few have been perforce expelled, for the sake of maintaining that discipline without which institutions of such a kind cannot exist. Some teachers, have, as before said, attended only a part of the course with a view to perfect themselves for the task of tuition. The examinations which the pupils have had to undergo before obtaining their diplomas, have been very severe: the object of the Directors not being to fill the profession with a great number of teachers, but to train such as are worthy in all respects of the noble task to which they devote themselves; in order to receive a diploma, it is necessary to have obtained in the examination a good mark for each subject of instruction, so that pupils who have even carried off several prizes have hitherto failed to obtain a diploma. It is pleasant to observe that nearly all the pupils are from the country; and that nearly all the counties of Lower Canada have furnished their contingent.

(To be continued.)

Report of the Chief Superintendent of Public Instruction for Lower Canada for 1858.

Translated from the French by the translators to the Legislative Assembly.

Extracts from the Reports of the Inspectors of Schools.

Extract from a Report by Mr. Inspector VALAUX.

Côte de la Visitation.—The Catholic Commissioners of this locality have a school conducted by a female teacher, who is well acquainted with the French and English languages. At the time of my second visit it was attended by 45 pupils, a large number for such a small municipality; they had made satisfactory progress. The dissentient school is very irregularly kept.

Côte des Neiges.—In this municipality there are three schools, attended by 109 pupils. The school kept by Mr. Jardin had made a great deal of progress at the time of my visit. The schools at *Côte St. Antoine* and *St. Luc*, are good elementary schools. The accounts of the Commissioners are well kept. There is also a girls' school in the municipality, receiving aid from the liberality of the Seminary of *St. Sulpice*, which is extended to the rural

district of the parish of *Montreal*, as well as to the city itself; 40 pupils receive a christian education in this school. The dissentient school is very irregularly kept.

Côteau St. Pierre.—There are two schools in this municipality. There is nothing very remarkable about that which is kept by Mr. Desève. *Mme. Laclot*, who is well acquainted with the English and French languages, keeps an excellent school; pupils of her training, on entering institutions of a higher order, have done honor to her teaching. The accounts of the late secretary-treasurer were not kept in a very satisfactory manner. I look for better things from his successor.

St. Henri des Tanneries.—This municipality has an excellent model school attended by 120 pupils. Mr. Hétu still conducts this school with the most marked success. The dissentient school is also very well kept, and is attended by 40 pupils. The people of this village deserve the highest praise for their liberality and their zeal for the education of their children.

Longue Pointe.—In this municipality there is an academy for girls, conducted by the *Sœurs de la Providence*, who also give an excellent education to young deaf and dumb girls. This institution is not under the control of the Commissioners, but it is aided by the department of public instruction, from the fund for superior education. The two schools under control are an honor to the parish. The village school is now kept in a very fine two story house, built last year by the Commissioners. Total number of pupils attending the three schools, 101. The accounts are kept in perfect order. The dissentient school is attended by 20 pupils; it is well enough kept, but it is inferior to what it was in former years. The accounts of the dissentients are correctly kept.

Pointe aux Trembles.—This municipality has an academy for girls and an academy for boys. The first is conducted by the *Sœurs de la Congrégation de Notre-Dame*, the second by the *Frères de St. Joseph*. The first has 90 pupils; it is worthy to rank among the best institutions of its kind. The boys' academy is divided into three classes, two French classes, and one English; the latter is well conducted. The Elementary French class was backward at the time of my first visit, but seemed on the second occasion, to have made sufficient progress. The higher class gives but very middling results. The *Côte St. Léonard* school, which was formerly kept by *Mlle. Vizina*, is now inferior to what it was; the new mistress lacks method and energy. The Commissioners are well disposed, and the accounts have been kept in a most orderly manner by the late Captain Dubreuil. The Commissioners have sustained a heavy loss in the person of that zealous and trustworthy functionary. Total number of pupils, 174.

Rivière des Prairies.—There are two elementary schools and one model school in this municipality; the latter, which is conducted by Mr. Rivière, gives satisfactory results. *Mlle. Lecuyer's* school is remarkably well kept. The other elementary school is inferior. The three schools are attended by a total of 120 pupils. The accounts are well kept.

Sault aux Récollets.—In this municipality there are five schools and 192 pupils. The boys' school, which was neglected last year, is better kept by the present teacher, whose energy inspires hopes of greater progress. This school lacks order and discipline. The girls' school conducted by *Mlle. Arpin*, is everything that could be wished; French and English are systematically taught in this school. The other schools and that of the municipality *du haut du Sault*, are pretty good, but they might be better. The accounts of both municipalities are well kept.

COUNTY OF JACQUES-CARTIER.

St. Laurent.—In this municipality there is an excellent academy conducted by the Fathers and Friars of the order of *St. Joseph*; the object aimed at in this excellent institution is to impart a practical education and useful knowledge to the pupils. It reflects great honor on the worthy founder, the Rev. Mr. *St. Germain*, curé, whose ministry of more than forty years duration, has been so useful to religion and society. The academy for girls conducted by the *Sœurs de St. Croix*, is, as heretofore distinguished for its success; this convent is the mother-house of the other of the same religious order in this country. It is attended by several pupils from the United States. Though but a few years established, it has already branches in several other parishes. *St. Laurent* has also six elementary schools under the control of the Commissioners. The Commissioners do not own any of the school houses, and the result is that the schools are changed from one place to another every year, and the progress of education is thus impeded in this parish.

(1) The total number of diplomas granted is further classed as follows: 92 for model Schools, and 117 for Elementary Schools. Many pupils, after obtaining the diploma of an Elementary School Teacher, remain a second and even a third year, in order to get a Model School diploma; and there are at the present time four at the Laval School, who having obtained the second diploma are studying with a view of obtaining the diploma of an Academical Teacher.

Total number of pupils attending the academies and Catholic schools, 386. The Commissioners' secretary discharges his duties efficiently. The dissentient school is conducted by Miss. Phillips, a teacher who is certainly deserving of honorable mention, and whose arduous labors are crowned with success; her school is attended by 25 pupils. The accounts are well kept.

St. Anne du Bout de l'Île.—This municipality has three schools and 105 pupils. The schools conducted by Mlles. Tassé and Fontaine, are well kept, and an honor to their teachers. The third school has been greatly neglected since my January visit. The accounts are well enough kept, but the municipality is encumbered with a debt arising from a law-suit, which was imprudently commenced by former Commissioners.

Lachine.—There are four schools in this municipality under the control of the Commissioners, and one under dissentient trustees. The first are attended by 163 pupils. Mlle. Roque's school does honor to Mlle. Aussem, an excellent teacher of whom Mlle. Roque was a pupil. The schools conducted by Mrs. Côté and Mme. Paré, are especially remarkable for good order and discipline, the want of which was felt, under their predecessor. The school at Côte St. Paul is very backward. There is also a literary institute in this parish. The accounts are well kept. The dissentient school conducted by an excellent teacher, Mr. Thomas Allan, is attended by 64 pupils. The Commissioners and Trustees of this municipality are equally deserving of praise for their good will.

St. Geneviève.—In this municipality there is a girl's school conducted by the *Sœurs de Ste. Anne*, and three elementary schools, with a total of 244 pupils. The academy is everything that could be desired; its prudent discipline is calculated to educate as well as to instruct. The village school is well kept; the other two are pretty good, but there is great room for improvement. The accounts are well kept.

Municipalité du haut de Ste. Geneviève.—In this municipality there is one school, attended by 30 pupils; they are not sufficiently punctual in their attendance to make great progress. The accounts are well kept.

Pointe Claire.—This municipality has a model school for boys, conducted by the Friars of St. Joseph; an academy for girls, by the *Sœurs de la Congrégation de Notre-Dame*, and four elementary schools, with a total of 250 pupils. The classes at the academy are taught with the greatest success. I regret to say that those of the model school are not what they ought to be. The classes are backward as a whole and in their details, and very inferior to what they were in previous years. Mlle. Clement's school is very well kept; the others give satisfactory results. The teachers are deserving of higher salaries. The accounts of the secretary-treasurer are greatly in arrears.

COUNTY OF SOULANGES.

Soulanges ou Cèdres.—In this municipality there is an academy for girls conducted by the Ladies of the *Congrégation de Notre-Dame*, and four elementary schools, with a total of 259 pupils. The academy gives the most satisfactory results. The school under Mr. Joassin (who has been for the last forty years and more, devoted to teaching in this locality) is remarkable for discipline and the progress of its pupils. Mr. Joassin teaches the Gregorian chant with success. The other schools are more or less successful. The accounts are kept in a perfectly orderly manner. My thanks are due to the Rev. Mr. Roux, the parish priest, and to Mr. A. Roy, both of them school Commissioners, for the assistance they have given me in this municipality and for their zeal in accompanying me in all my visits.

St. Ignace.—The four schools in this municipality have a total of 225 pupils. Those kept by Messrs. Flotte, Tassé, and Hermann, are good, and worthy of the interest evinced in them by the parents of the children. The fourth is very backward. The accounts are very much in arrears.

St. Clot.—This municipality has four schools, attended by 152 pupils. Mr. Gareau and Mr. Gravelle, deserve praise for their close attention. The success of the pupils attending the school at Côte Emmanuel, did not by any means fulfil the hopes I had conceived at the time of my previous visit. The fourth school is very backward, and makes no progress. The Commissioners and rate-payers deserve praise for their eagerness to be present at my visits. The manner in which the accounts are conducted and the finances administered, is such as reflects credit on the Commissioners and their secretary-treasurer.

St. Zotique.—In this municipality there are four schools, attended by a total of 168 pupils. Mr. Beaudry is an excellent

teacher, and deserving of the highest praise; I found a dozen pupils in his school capable of passing creditably the examination required for obtaining a teacher's certificate. Mlle. Caron's school is more remarkable for good discipline than for the progress of its pupils; the other two are pretty well conducted. The dissentient school at Côteau Landing is attended by 40 pupils. There is little progress made in this school in consequence of frequent changes of teachers. At the same place, Miss Rombeck keeps an independent school attended by 30 young girls; this school seems to give satisfactory results.

St. Polycarpe or Nouvelle Longueuil.—The Commissioners of this municipality have nine school-houses, all well built, conveniently located and furnished. They are attended by 402 pupils. Those kept by Messrs. Charland, Picotte, and Séguin, and Mlles. Lewis and Asselin, are conducted with much ability and energy, and are very well attended. The school at Côte Ste. Marie is now backward, that of Côte St. George is closed for repairs to building; the Côte St. André and Rivière a Beaudel school is poorly attended, in consequence of ill feeling on the part of some of the parents, the result of difficulties connected with the selection of a site for the school-house. The president of the Commissioners Mr. Taylor, evinces laudable zeal, and Mr. Manseau, the secretary-treasurer keeps his accounts with regularity and exactness. The dissentient school at Côte St. George is attended by 60 pupils; it is kept by Mr. McQuaig, a young teacher, worthy of more than my highest need of praise. The striking neatness of the school-room, the manners of the pupils, and their prompt and satisfactory answers, reflect the greatest credit on this school. Several of the branches included in the programme for secondary English or grammar schools, are taught with success. I must also return my thank to the Rev. Mr. Livingston for aiding me by attending during my visit. The accounts are kept in perfect order.

Nornton.—There are two schools in this municipality, attended by 66 pupils. Miss Butterfield's school is well kept, and the pupils make marked progress. It is gratifying to find such a good school in a new settlement, in fact in the heart of the woods. The accounts are well kept by Mr. McKutcheon, the secretary-treasurer.

COUNTY OF VAUDREUIL.

Ile Perrot.—Here there are two schools, with a total of 50 pupils. This island is nearly seven leagues in circumference, and the rate-payers of one of the *Côtes* or concessions have been endeavouring to get a school; but the Commissioners have always opposed it; thus undoubtedly depriving a large number of young persons of the benefits of education. Mlle. Poirier's school still continues to progress. Mr. Lantier's school is attended by only some fifteen pupils, and the number cannot increase owing to the situation of the school. The accounts are well kept.

St. Martha.—The academy in this parish is conducted with much success by Mr. Green. His salary is \$500, and the money could not be expended to better purpose. Mr. Green spends from eight to ten hours a-day in teaching, and the anxiety with which he follows the progress of his pupils, shews that his whole heart is in the work. The school at the upper end of the parish, which seemed to give promise of great things last year, has, this year, been all but fruitless of good results. The school-mistress has lately been discharged, and her successor appears likely to succeed better. The school taught by Mrs. McManus is, as heretofore, excellent. The fourth school is very inferior, and instead of progressing, it seems to me to be more backward than it was last year. I insisted on the teacher being discharged, as she evinced no capacity for teaching. In order to meet the wants of the parish, which is daily growing larger, the Commissioners intend to establish two new schools; this is, I think, very desirable.

The accounts are greatly in arrears; but steps are being taken to collect the amounts due. The dissentient school is attended by 30 pupils in winter, in summer there is hardly any attendance. The rate-payers are but few in number, and they deserve praise for their self-imposed sacrifices for the support of this school, which is generally supplied with good teachers. The accounts are well kept by Mr. Grisdale, who also deserves credit for giving his services gratuitously.

Rigaud (parish).—This municipality has seven schools attended by 199 children. Madame Lagaré's school is very well conducted. Her close attention and ability have justly earned for her a high reputation among the rate-payers of this section. The Côte St. George school has been closed for the last year, the Commissioners are about taking immediate steps to procure a teacher acquainted with both languages. The other schools are in general pretty good. The Commissioners visit them regularly and deserve praise for

their vigilance. The accounts are well kept. The dissentient school at Pointe Verte has 24 pupils; I believe it is hardly two thirds of the year in operation, and as a consequence it is very backward.

Rigaud (village).—The Industrial College is a handsome brick building, standing on the slope of a noble mountain, commanding the prospect of an immense tract of country. I am convinced that the excellent system of instruction pursued in this Institution, combined as it does the practical with the scientific, must exert a beneficial influence on the growing population of the neighboring valleys and of the whole country. It is attended by 106 pupils, and is conducted by the *Cleres de St. Viateur*. The accounts of the school Commissioners, under whose control the Institution is placed, are kept in perfect order.

Faudreuil.—In this municipality there are five elementary schools, an academy for boys, and an academy for girls, with a total of 351 pupils. The boys' academy is conducted by Mr. Moffatt, an excellent teacher. Besides the branches required for elementary schools, he teaches book-keeping, and linear and geometrical drawing, with remarkable success. The female academy kept by the Sisters of the order of Ste. Anne affords an excellent education, at the time of my last visit great progress had been made there. Miss Séguin, a young teacher trained in this establishment also keeps a very good school. The other elementary schools manifest the most satisfactory results. The accounts are well kept, but many arrears are due. The dissentients have two schools attended by 84 pupils whose progress is but slow owing to the fact that they only attend school regularly during the winter.

Notices of Books and Publications.

WORCESTER'S PICTORIAL DICTIONARY, Boston: Swan, Brewer, and Tileston. 4to. pp. 1,854.—This is the great rival dictionary of Dr. Webster's, and it is in every way worthy of such a competitor. The two Dictionaries are American publications; but, taken as a whole, we regard Worcester's as much superior to Webster's. Worcester's is not only based upon the British standard of orthography (which is yet the only acknowledged authority in the British Empire), but, in the classifications and arrangement of its materials, Worcester's is much more convenient and satisfactory to students and scholars than is Webster's. Thus in Webster's, the Illustrations, Table of Synonyms, and the Appendix of New Words, are separated from the body of the work; while in Worcester's they are all combined in the work itself. The incorporation of the Synonyms in their appropriate places in the body of the work, is a peculiar and admirable feature in Worcester's Dictionary. The largeness and clearness of the type, the size of the pages, and the quality of the paper, as well as the number of pages in Webster's, are altogether in favor of Worcester's. The whole number of pages in Webster is 1,750; in Worcester, 1,854; while each page of Worcester is nearly one-fourth larger than that of Webster's, which amply compensates for the compression of matter by means of the smaller type in Webster's. In one or two features, however, we regard Webster's as better than Worcester's. For instance, the engravings in Webster's, although chiefly copied from *Blurkie's Imperial Dictionary*, are larger and finer than those in Worcester's. Into the matter of comparative definition we will not enter, although, after a careful examination, we find the definition of some words in Worcester's neither so critically accurate nor full as the corresponding definition in Webster's; but this is fully counterbalanced by a like superiority in some of Worcester's definitions. It may be proper to state, that both dictionaries are supplied to public libraries, schools, and teachers, at the Educational Depository.—*Upper Canada Journal of Education.*

The following article on rival dictionaries abridged from the *Globe* by our above named contemporary comes here in its proper place.

Dr. Johnson published his great work first in 1755—a work which did more to settle the external form of our language than any other—and in it he truly says: "No Dictionary of a living language ever can be perfect, since, while it is hastening to publication, some words are budding, and some are falling away." It is needless to say how rapidly the "budding" process has been going on since his day, and what advantages each lexicographer possesses over his predecessor. Similar language applies with almost equal force to orthoepy, or the pronunciation of the language. John Walker published his celebrated critical pronouncing Dictionary in 1791. He had been a teacher of elocution among the higher classes of London, and had enjoyed peculiar advantages for studying the best usage. These opportunities he carefully improved, and in his new work made pronunciation his chief study, his design being, as he expresses it, "principally to give a kind of history of pronunciation and to register its present state." In fact he holds the same rank as an orthoepist that Johnson does as a lexicographer, and almost all subsequent compilers have largely taken advantage of the labours of these two distinguished men. During the present century

many English Dictionaries have appeared both in Britain (1) and in the United States; but the two which divide public favour in America at present, are those of Dr. Webster, of New Haven, and Dr. Worcester, of Cambridge. The former of these appeared first in 1829, in two quarto volumes, and a new edition followed in 1840. An edition revised and enlarged by the late Rev. Chauncey A. Goodrich, D. D., of Yale College, appeared in 1847, in a large quarto volume. And a still later pictorial edition has been issued by the Messrs. Merriam of Springfield, Mass. Unquestionably greater pains have been taken with the definitions in this work, and if in this respect, Worcester excel, it may fairly be asked whether the improvements are not in some measure attributable to the fact that Worcester succeeded Webster. Important changes were made by Webster in the orthography, changes which are of two kinds, and which rest on different grounds. He rejected the *u* from such words as *favour*, *labour*, &c., and changed the terminations of certain words in *re* into *er*, as *centre*, *metre*, &c. Further, in adding to the formatives *ing*, *ed*, *er*, a single consonant if one precedes, is doubled when the accent falls on the last syllable, as in *forgetting*, *beginning*, &c., but it is not doubled when the accent falls on any of the preceding syllables, as in *benefiting*, *gardening*, &c. Dr. Worcester published his "Comprehensive pronouncing and explanatory Dictionary of the English Language" in 1830, and his Quarto Dictionary was published just 30 years after, on the 3rd January of present year. This splendid work, containing about 104,000 words was issued from the publishing house of Swan, Brewer & Tileston, of Boston, and had all the advantages of the personal oversight of the author, beautiful typography and pictorial illustration. Its claim to superiority over that of Webster, chiefly rests on its having adopted the English standard of orthography and orthoepy—in this respect meeting the views of Everett, Webster, Irving, and a majority of the literary men of the United States—in the better discrimination of the slighter and more obscure sounds of the vowels, giving in the "key" to the system of notation seven different sounds of *a* (three more than Webster,) five sounds of *e* (three more than Webster,) five of *i* (two more than Webster,) six of *o* (one more than Webster,) six of *u* (three more than Webster,) and four of *y*; in the copiousness of technical terms in the Arts and Sciences, and in these being illustrated by numerous diagrams and pictorial representations. We understand that an edition of Webster has also been published with pictorial illustrations, so that this can no longer be regarded as in the catalogue of improvements.

Bowen: "An historical sketch of the Isle of Orleans, being a paper read before the Literary and Historical Society of Quebec," by H. N. Bowen, 40 p. in-8o. Cary.

Mr. Bowen of Quebec, is a Notary and son of the Hon. Chief Justice Bowen. The *Transactions* of the Literary and Historical Society of Quebec form three interesting volumes, now very seldom met with. Two parts of a fourth volume were issued, and after a lamentable interruption of this work, we welcomed with pleasure an essay read before the society, and printed, no doubt, at the expense of the author. The work of Mr. Bowen, conceived in an excellent spirit, is besides well recommended by its literary merit. Local sketches of this kind, which are now adopted by some colleges as subjects to be given to their pupils for competition, not only serve to record and preserve archaeological facts, and to save traditions and legends from oblivion, but they also instil patriotic zeal, and create a practical taste for useful pursuits.

The aspect of the Island of Orleans, clothed by magnificent forests of oak, elm, pine, and cedar, and abounding with the wild grape, struck Jacques-Cartier, who, as it is known, called it the Island of Bacchus. He, however, in the spring of 1536, gave it the name which it now bears. It is 21 miles long, and in some places, is as wide as 3½ miles, and formed part of the Seigneurie of Beaupré, granted in 1536 to Sieur Gastillon, by the Company of *la Nouvelle-France*. The island which, with the Seigneurie, had passed into the hands of *Monsieur Laval*, was afterwards exchanged for the Island of Jesus, belonging to Mr. de Berthelot. It was erected into a *fief noble* under the name of County of St. Laurent, and contained as many as six *arrière-fiefs*. Mr. Bowen gives a short but very interesting synopsis of its history, topography, and of its resources. He describes the Haron colony which in 1639, settled there, and the foundations of whose fort the author has discovered upon his own farm; the establishment, in 1695, of the convent of the *Sœurs de la Congrégation*, at Ste. Famille, by the Sisters Roux and Barbier, who underwent such severe trials; and the encampment of Wolfe in the centre of the island, where he first caught a glimpse of the ramparts of Quebec. The troops now encamp on nearly the same spot every summer. The *Columbus* and the *Baron Renfrew* were built here in 1824-25, and were then the largest vessels in the world. The author also mentions the legend of a cross erected to commemorate an exchange of relics between two parishes of the island, a subject which had been the occasion of much trouble, the massacre of the Hurons by the Iroquois in 1636, the rash expedition of the youth de Lauzon against the:

(1) The most important English publications of the kind, are *Blurkie's Imperial Dictionary* in two volumes, and the celebrated *Critical Dictionary* of Dr. Charles Richardson, in two volumes. The philological and scientific copiousness and accuracy of this latter work is as yet unapproached by any of its competitors.—*Ed. Journal of Education.*

Iroquois in 1661, which ended in the destruction of his eight companions in arms and of himself. All this forms an instructive and stirring narrative which the author has well arranged within the narrow limits of his pamphlet.

BELL: "History of Canada, from the time of its discovery till the Union, year 1840-41, translated from 'l'Histoire du Canada' of F. X. Garneau, Esq., and accompanied by illustrative notes, by Andrew Bell," 3 vols., in-8o.—John Lovell, Montreal.

Mr. Bell cannot be accused of misrepresentation, for he informs his readers in the preface that many original passages have been suppressed, and that in many places he has substituted for those his own discoveries and opinions, having taken care to mark, in almost every case, such passages by parentheses. Perhaps it would have been as well not to have deviated from this rule. Many bibliophiles, and well read men of British origin might doubtless have preferred a simple translation, giving the original work intact, even at the risk of having to read many things opposed to their own opinions. The notes are in most instances, written in a spirit very different from that of the text. Most of them however are very interesting and bear the impress of much labor and research. The typography is all that could be desired.

"MEMOIRES publiés par la Société Historique de Montréal, troisième livraison," 32 p. in-8o.—Duverney, Frères, Montréal.

This, the third number of the memoirs and historical documents published by the *Société Historique*, contains, 1st. Ordonances of M. de Maisonneuve, first Governor of Montreal; 2ndly a letter from Sir Etienne P. Taché, vindicating the conduct of the French Canadian militiamen, who manned the gun-boats at the affair of Plattsburg, from the imputations cast upon them. We believe it is now generally admitted that this affair has been distorted by certain writers.

Certainly a very powerful argument in support of the cause espoused by the author is, the General Order of Sir George Prevost; reprinted with the letter, and which should carry the conviction to every unbiassed mind, that the conduct of the detachment referred to has been unjustly impugned.

As some of our readers may not have met with this document, we subjoin it.

Adjutant-General's Office,
Montreal 1 Dec. 1814.

GENERAL ORDER,

"The season of the year no longer requiring the retention of the detachment of the 3d Battalion embodied Militia, serving in the gun-boats, it is ordered to rejoin the Head Quarters of the Corps. His Excellency the Governor in Chief and Commander of the Forces, considers it an act of justice to Capt. Daly and the officers and men under his command, to express the high sense he entertains of the laudable zeal which induced them, voluntarily to embrace so arduous a branch of the service and to persevere with fortitude and steadiness in the discharge of its various duties, in the performance of which the detachment had one sergeant and eight soldiers killed and one lieutenant and two soldiers wounded in action with the enemy."

(Signed,) ED. BAYNES, Ad-Gen. N. A.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The fine building formerly known as the Baptist College, which during several years, had served for the St. Patrick's Hospital, has now passed into the hands of the Nuns of the *Congrégation*, who use it for their city boarding-school, an institution which is thus as richly provided for as that of Villa-Maria. Their day-school is always kept at the principal establishment. A wing, it is said also, will be added to the large day-school in the Quebec suburbs, as the number of pupils is daily increasing. Thus it will be seen that the schools of the Nuns of the *Congrégation* are developed from day to day and they now form a considerable proportion of the schools in Lower Canada.

—The *Quebec Mercury* announces that an old citizen of that place (Dr. Morrin it is rumoured) has presented the Revd. Dr. Cook with a sum of £12,000 for the purpose of establishing a Protestant College or University in that city.

LITERARY INTELLIGENCE.

—The winter course of lectures at the *Cabinet de Lecture Paroissial* opened early in the present month, on which occasion Mr. Rameau, author of *La France aux Colonies*, pronounced an interesting disquisition on the French populations of America. Mr. Cherrier in introducing him to the assembly, noticed his work and explained the object of his voyage. Mr. Rameau having closed his lecture, was cordially thanked by the Hon. Mr. Chauveau and the Hon. Mr. Loranger on behalf of the auditory. At a subsequent meeting, the first of a series of musical soirees which the *Union Ste. Cécile* purpose giving, took place in the same hall.

—The members of the French Canadian Institute gave a dinner to Mr. Rameau. After paying due honor to the toasts customary on such occasions, the health of the guest was proposed and drunk; he acknowledged the compliment by returning thanks in a warm and eloquent manner. Speeches were made by Messrs. Loranger, Labrèche-Viger, and others. Mr. Régnaud gave some appropriate songs composed by Mr. Marais.

—Mme Adolphe de Puibusque, who did so much to encourage the art of engraving, died at Bagnères-de-Bigorre, France. This lady, as distinguished for her learning as for her unpretending manner, had undertaken to depict the history of the royal houses of England by engravings, and had already succeeded in accumulating 3000 pieces. All the connoisseurs of London were astonished at the skill and discernment displayed in selecting the subjects of this fine collection, which will remain as a monument worthy of taking its place beside the Suchland collection,—that great ornament of the Bodleian Library of Oxford.

The lady whose name is given in the above extract, translated from the *Revue Européenne*, was the wife of the distinguished writer whose poetical talent has so often been admired in the columns of our French Journal. Mme de Puibusque was the daughter of Col. Taylor, who was long at the head of the Ordnance Department in Quebec. She was born in Canada, and revisited this country with her husband, in 1847; having remained here several years, she returned to Europe, leaving behind many friends who will deeply feel her loss.

—The Montreal Historical Society have elected as corresponding members Mr. Ed. Rameau, of Bourges, in France, Mr. John Gilmary Shea, of New York and Mr. J. M. Lemoine, of Quebec

SCIENTIFIC INTELLIGENCE.

—That which Volta achieved for electricity, Niepce de Saint Victor and Daguerre achieved for light: they revealed to the world one of nature's secrets, as valuable as it was unexpected. To fix on plates the evanescent images which are formed on the retina of the eye, was one of those astonishing revolutions which mark an epoch in the history of science, and we shall never forget the enthusiasm with which, twenty years ago, this great discovery was hailed. The daguerreotype was soon followed by photographs taken on paper and brought to a perfection which had been quite unthought of, but theoretical science in all relating to the properties of light, had made little progress. Mr. Niepce de Saint Victor, nephew to the first of that name, caused it to advance another step. He has discovered in certain bodies the property of absorbing light, which after a given time they will again emit;—in short it will now be possible to store light. The following experiment will serve to illustrate this fact. An engraving is kept for some days in a dark place, it is then exposed to the direct rays of the sun, first covering a part of it with some opaque substance, so as to protect it from the light. If this engraving be then left in a dark room for twenty-four hours, in contact with a sheet of paper impregnated with iodure of silver, photogenic impression will be the result; the light parts of the engraving will be reproduced in dark shades, but the part which was protected from the action of the sun's rays will produce no effect upon the paper. In this experiment the extraordinary effect is produced in the contact; but if the two surfaces be placed at the distance of a few millimetres from each other the dark lines of the picture will be reproduced in the same way.

This is the great object of the experiment. Mr. Niepce de Saint Victor varied it in different ways, and demonstrated beyond the possibility of a doubt that the sun's rays may be absorbed, and afterwards produce their photographic effect in the dark. Mr. Niepce exposed to the solar rays a metallic tube lined with paste-board or white paper, after which he sealed it hermetically, and kept it in a dark room six months. At the expiration of this time he unsealed it, and presented to the opening a sheet of prepared paper, and obtained a photogenic impression of the orifice. He then placed over the aperture an engraving taken upon very thin paper, against which he held a sheet rendered sensitive, and the result was a photographic copy of the engraving by the sole action of solar rays imprisoned during six months! To set at rest the suspicion that caloric might have acted a part in these experiments, they were repeated and diversified, with like success, in an ice-house.—*Revue Contemporaine*.

ERRATA.

"INACCURACIES IN PRONUNCIATION."—In the article under this head in our last number, the 3rd paragraph should have been printed as follows:—"Not unfrequently do we hear even teachers, talking of *exponents, apparatus, ideas, &c.*, for *expo'nents, apparat'us, id'ées, &c.*, without seeming to be aware that there is no good authority for their pronunciation of these words. In the 2nd paragraph the words *offen, listen, &c.*, are instanced as having one instead of two quiescent letters.

LACHINE DISSENTIENT MODEL SCHOOL. — The number of pupils who attended this school in 1859 was 60, and not 40, as stated in the statistical table annexed to the Report of the Superintendent of Education for that year, and headed, "List No. 4, Academies," &c. Page 66.