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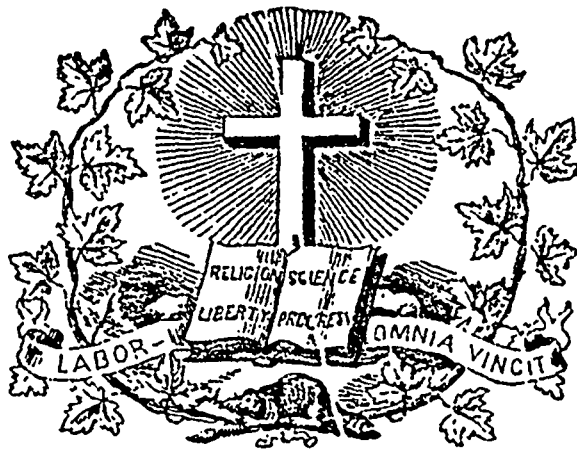
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JOURNAL OF EDUCATION.

Volume IX.

Montreal (Lower Canada), October and November, 1865.

Nos. 10 and 11.

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And, th, the long bright days,
With a hum of bee and bird's sweet song
Trilled 'midst your shade, the whole day long,
Nature's sweet hymn of praise.

Recalling freshness fled,
And seeing now how low ye lie,
Trampled in mire by passers-by,
I mourn your beauty dead.

And, yet, why should I grieve?
Ye did your part, gave beauty—cheer—
Unto a season of the year,
And now fair life ye leave.

E'en so, let us not mourn,
When our life's changeful season past,
Shall come that sentence stern, at last,
"Dust to dust return."

LITERATURE.

POETRY.

(Written for the Journal of Education.)

THE FALLING LEAVES.

By Mrs. LEPROHON.

Oh fading, fallen leaves,
Strewing each lonely forest dell,
Our crowded city paths as well,
Thickly as autumn sheaves.

Whilst rustling 'neath my feet,
I think of ye in freshness green,
In summer's glorious satin sheen,
Giving shade—fragrance sweet.

When broke the summer dawn,
Whilst flooded in that rosy light,
Studded with diamond dew drops bright,
How fair to look upon!

Fair too at evening hour,
When silver moonbeams flick'ring played,
Between, around, in light and shade,
A soft, translucent shower.

GROWING OLD.

Touch us, oh, Time! with light hand as you pass,
Tempt us to think it a loving caress;
Tread on our hearts, too, with reverent care—
Crush not the flowers of life blooming there;
Furrow our foreheads with care if you will,
But let youth linger within our hearts still.

'Mid dark tresses are fibres of gray—
Silent reminders of life's fleeting day;
And when we turn to the shadowy past,
On its bright altars lay ashes and dust;
All its fair idols are marked with decay—
All its sweet pictures are faded away.

Sadly ye look for the friends of the past—
They of strong heart and the beautiful trust;
Some we find sleeping beneath sculptured stone;
Some toiling wearily onward alone;
Some thro' ambition grown heartless and cold,
But one and all, save the dead, growing old.

Oft we grow weary in watching in vain
O'er hopes that always but shadows remain;
Weary of counting the joys that have died;
Weary of leaving bright visions aside;
Weary of taking but dross for pure gold;
Weary, so weary, of hearts growing old.

Chase from us, Time, all shadowy fears;
Lift from our lives the slow burden of years;
Shadow our foreheads and silver our hair,
But oh, shield our hearts from the furrows of care.
Let not the heart e'er grow selfish or cold,
And we shall no longer fear to grow old.

LINES TO DU PERRIER ON THE DEATH OF HIS DAUGHTER.

FROM THE FRENCH OF MALHERBE.

Thy grief, Du Perrier, will it ne'er depart?
And shall the words of woe
Paternal love is whispering to thy heart
For ever make it flow?

Thy daughter's fate, in sinking' mid the dead—
The lot in store for all—
Is it some maze, wherein thy reason, fled,
Is lost for evermore?

I know what charms were spread about her youth,
Nor hath it been my aim,
My injur'd friend, the fatal blow to soothe,
By weakening her fame.

But she was of that world, whose brightest flow'rs
To saddest fate are born;
A rose, she number'd all a rose's hours,
The space of one bright morn.

Oh! Death hath rigours beyond all compare,
To pray to her is vain;
The cruel sprite is deaf to all our care,
She heeds no cry of pain.

The poor man in his hut, whate'er his state,
Must meet the dart she flings;
And sentries watching at the palace gate
Cannot defend our kings.

THE WITHERED LEAF.

(From the French of A. V. Arnault.)

"De ta tige détachée."

From thy branchlet torn away,
Whither, whither dost thou stray,
Poor dry leaf?—I cannot say.
Late, the tempest struck the oak
Which was hitherto my stay.
Ever since that fatal stroke,
To the faithless winds a prey,
Not a moment's rest I gain.
From the forest to the plain,
Without fear or show of pain,
I am carried by the gale.
Yet I only go the way
That the rose-leaf shuns in vain,
And where laurel-leaves grow pale.

Mascouche, July, 1865.

J. R.

CANADIAN HISTORY

Champlain on the Ottawa. (1)

The arrangements just indicated were a work of time. In the summer of 1612, Champlain was forced to forego his yearly voyage to New France; nor, even in the following spring, were his labors finished and the rival interests brought to harmony. Meanwhile, incidents occurred destined to have no small influence on his movements. Three years before, after his second fight with the Iroquois, a young man of his company had boldly volunteered to join the Indians on their homeward journey and winter among them. Champlain gladly assented, and in the following

(1) A chapter from Mr. Parkman's new work, of which a notice appeared in our last number. It will derive additional interest from the fact that the seat of government is now established at Ottawa. Champlain never dreamt that near these wonderful falls of the *kettles*, where an offering of tobacco was made to the *manitou* of the place, a city would be built that, two hundred and fifty years afterwards, should deprive his own dear Quebec of the metropolitan honors.

summer, the adventurer returned. Another young man, one Nicholas de Vignan, next offered himself; and he, also, embarking in the Algonquin canoes, passed up the Ottawa and was seen no more for a twelvemonth. In 1612 he reappeared in Paris, bringing a tale of wonders; for, says Champlain, "he was the most impudent liar that has been seen for many a day." He averred that at the sources of the Ottawa he had found a great lake; that he had crossed it, and discovered a river flowing northward; that he had descended this river, and reached the shores of the sea; that here he had seen the wreck of an English ship, whose crew, escaping to land, had been killed by the Indians; and that this sea was distant from Montreal only seventeen days by canoe. The clearness, consistency, and apparent simplicity of his story deceived Champlain, who had heard of a voyage of the English to the northern seas, coupled with rumors of wreck and disaster, (1) and was thus confirmed in his belief of Vignan's honesty. The Maréchal de Brissac, the President Jeannin, and other persons of eminence about the court, greatly interested by these dexterous fabrications, urged Champlain to follow up without delay a discovery which promised results so important; while he, with the Pacific, Japan, China, the Spice Islands, and India stretching in flattering vista before his fancy, entered with eagerness on the chase of this illusion. Early in the spring of 1613, the unwearied voyager crossed the Atlantic, and sailed up the St. Lawrence. On Monday, the twenty-seventh of May, he left the island of St. Helen, opposite Montreal, with four Frenchmen, one of whom was Nicholas de Vignan, and one Indian, in two small canoes. They passed the swift current at St. Ann's, crossed the Lake of Two Mountains, and advanced up the Ottawa till the rapids of Carillon and the Long Saut checked their course. So dense and tangled was the forest, that they were forced to remain in the bed of the river, trailing their canoes along the bank with cords, or pushing them by main force up the current. Champlain's foot slipped; he fell in the rapids, two boulders against which he braced himself saving him from being swept down, while the cord of the canoe, twisted round his hand, nearly severed it. At length they reached smoother water, and presently met fifteen canoes of friendly Indians. Champlain gave them the most awkward of his Frenchmen and took one of their number in return,—an exchange greatly to his profit.

All day they plied their paddles. Night came, and they made their camp-fire in the forest. He who now, when two centuries and a half are passed, would see the evening bivouac of Champlain, has but to encamp, with Indian guides, on the upper waters of this same Ottawa,—to this day a solitude,—or on the borders of some lonely river of New Brunswick or of Maine.

As, crackling in the forest stillness, the flame cast its keen red light around, wild forms stood forth against the outer gloom;—the strong, the weak, the old, the young; all the leafy host of the wilderness; moss-bearded ancients tottering to their death, saplings slender and smooth, trunks hideous with wens and goitress and strange deformity; the oak, a giant in rusty mail; the Atlantean column of the pine, bearing on high its murmuring world of verdure; the birch, ghastly and wan, a spectre in the darkness; and, aloft, the knotted boughs, uncouth, distorted shapes struggling amid dim clouds of foliage.

The voyagers gathered around the flame, the red men and the white, these cross-legged on the earth, those crouching like apes, each feature painted in fiery light as they waited their evening meal,—trout and perch on forked sticks before the scorching blaze. Then each spread his couch—boughs of the spruce, hemlock, balsam-fir, or pine—and stretched himself to rest. Perhaps, as the night wore on, chilled by the river-damps, some slumberer woke, rose, knelt by the sunken fire, spread his numbed hands over the dull embers, and stirred them with a half-consumed brand. Then the sparks, streaming upward, roamed like fire-flies among the dusky boughs. The scared owl screamed,

(1) Evidently the voyage of Henry Hudson in 1610-12, when that voyager, after discovering Hudson's Strait, lost his life through a mutiny. Compare Jérémie, *Relation*, in *Recueil de Voyages au Nord*, VI.

and the watcher turned quick glances into the dark, lest, from those caverns of gloom, the lurking savage might leap upon his defenceless vigil. As he lay once more by the replenished fire, sounds stole upon his ear, faint, mysterious, startling to the awakened fancy,—the whispering fall of a leaf, the creaking of a bough, the stir of some night insect, the soft footfall of some prowling beast. From the far-off shore the mournful howl of a lonely wolf, or the leaping of a fish where, athwart the pines, the weird moon gleamed on the midnight river.

Day dawned. The east glowed with tranquil fire, that pierced, with eyes of flame, the fir-trees whose jagged tops stood drawn in black against the burning heaven. Beneath, the glossy river slept in shadow, or spread far and wide in sheets of burnished bronze; and, in the western sky, the white moon hung like a disk of silver. Now, a fervid light touched the dead top of the hemlock, and now, creeping downward, it bathed the mossy beard of the patriarchal cedar, unstirred in the breathless air. Now, a fiercer spark beamed from the east; and, now, half risen on the sight, a dome of crimson fire, the sun blazed with floods of radiance across the awakened wilderness.

The paddles flashed; the voyagers held their course. And soon the still surface was flecked with spots of foam; islets of froth floated by, tokens of some great convulsion. Then, on their left, the falling curtain of the Rideau shone like silver betwixt its bordering woods, and in front, white as a snow-drift, the cataracts of the Chaudière barred their way. They saw the dark cliffs, gloomy with impending firs, and the darker torrent, rolling its mad surges along the gulf between. They saw the unbridled river careering down its sheeted rocks, foaming in unfathomed chasms, wearing the solitude with the hoarse outcry of its agony and rage.

On the brink of the rocky basin where the plunging torrent boiled like a caldron, and puffs of spray sprang out from its concussion like smoke from the throat of a canon,—here Champlain's two Indians took their stand, and, with a loud invocation, threw tobacco in the foam, an offering to the local spirit, the Manitou of the cataract. (1)

Over the rocks, through the woods; then they launched their canoes again, and, with toil and struggle, made their amphibious way, now pushing, now dragging, now lifting, now paddling, now showing with poles. When the evening sun poured its level rays across the quiet Lake of the Chaudière, they landed, and made their peaceful camp on the verge of a woody island.

Day by day brought a renewal of their toils. Hour by hour, they moved prosperously up the long winding of the solitary stream; then, in quick succession, rapid followed rapid, till the bed of the Ottawa seemed a slope of foam. Now, like a wall bristling at the top with woody islets, the Falls of the Chats faced them with the sheer plunge of their sixteen cataracts. Now they glided beneath overhanging cliffs, where, seeing but unseen, the crouched wild-cat eyed them from the thicket; now through the maze of water-girded rocks, which the white cedar and spruce clasped with serpent-like roots, or among islands where old hemlocks, dead at the top, darkened the water with deep green shadow. Here, too, the rock-maple reared its verdant masses, the beech its glistening leaves and clean, smooth stem, and behind, stiff and sombre, rose the balsam-fir. Here, in the tortuous channels, the muskrat swam and plunged, and the splashing wild duck dived beneath the alders or among the red and matted roots of thirsty water-willows. Aloft, the white pine towered "proudly eminent" above a sea of verdure. Old fir-trees, hoary and grim, shaggy with pendent mosses, leaned above the stream, and beneath, dead and submerged, some fallen oak thrust from the current its bare, bleached limbs, like the skeleton of a drowned giant. In the weedy cove stood the moose, neck-deep in water

(1) An invariable custom with the upper Indians on passing this place. When many were present, it was attended with solemn dances and speeches, a contribution of tobacco being first taken on a dish. It was thought to insure a safe voyage; but was often an occasion of disaster, since hostile war-parties, lying in ambush at the spot, would surprise and kill the votaries of the Manitou in the very presence of their guardian.

to escape the flies, wading shoreward, with glistening sides, as the canoes drew near, shaking his broad antlers and writhing his hideous nostril, as with clumsy trot he vanished in the woods.

In these ancient wilds, to whose ever verdant antiquity the pyramids are young and Nineveh a mushroom of yesterday; where the sage wanderer of the Odyssey, could he have urged his pilgrimage so far, would have surveyed the same grand and stern monotony, the same dark sweep of melancholy woods; and where, as of yore, the bear and the wolf still lurk in the thicket, and the lynx glares from the leafy bough;—here, while New England was a solitude, and the settlers of Virginia scarcely dared venture inland beyond the sound of cannon-hot, Champlain was planting on shores and islands the emblems of his Faith. (1) Of the pioneers of the North American forest, his name stands foremost on the list. It was he who struck the deepest and boldest strokes into the heart of their pristine barbarism. At Chantilly, at Fontainebleau, at Paris, in the cabinets of princes and of royalty itself, mingling with the proud vanities of the court; then lost from sight in the depths of Canada, the companion of savages, sharer of their toils, privations, and battles, more hardy, patient, and bold than they;—such, for successive years, were the alternations of this man's life.

To follow on his trail once more. His Indians said that the rapids of the river above were impassable. Nicholas de Vignan affirmed the contrary; but from the first, Vignan had been found always in the wrong. His aim seems to have been to involve his leader in difficulties, and disgust him with a journey which must soon result in exposing the imposture which had occasioned it. Champlain took the counsel of the Indians. The party left the river, and entered the forest.

Each Indian shouldered a canoe. The Frenchmen carried the baggage, paddles, arms, and fishing-nets. Champlain's share was three paddles, three arquebuses, his capote, and various "*baguettes*." Thus they struggled on, till, at night, tired and half starved, they built their fire on the border of a lake, doubtless an expansion of the river. Here, clouds of mosquitoes gave them no peace, and piling decayed wood on the flame, they sat to leeward in the smoke. Their march, in the morning, was through a pine forest. A whirlwind had swept it, and in the track of the tornado the trees lay upturned, inverted, prostrate, and flung in disordered heaps, boughs, roots, and trunks mixed in wild confusion. Over, under, and through these masses the travellers made their painful way; then through the pitfalls and impediments of the living forest, till a sunny transparency in the screen of young foliage before them gladdened their eyes with the assurance that they had reached again the banks of the open stream.

At the point where they issued it could no longer be called a stream, for it was that broad expansion now known as Lake Coulange. Below, were the dangerous rapids of the Calumet; above, the river was split into two arms, folding in their watery embrace the large island called Isle des Allumettes. This neighborhood was the seat of the principal Indian population of the river, ancestors of the modern Ottawas; (2) and, as the canoes

(1) They were large crosses of white cedar, placed at various points along the river.

(2) Usually called Algonquins, or Algonquins, by Champlain and other early writers,—a name now always used in a generic sense to designate a large family of cognate tribes, speaking languages radically similar, and covering a vast extent of country. The Ottawas, however, soon became known by their tribal name, written in various forms by French and English writers, as *Outouais*, *Outaouaks*, *Tawaas*, *Oudawcaus*, *Outavie*, *Outaouacs*, *Utuwas*, *Ottawacicug*, *Outozets*, *Oultawaats*, *Allawcas*. The French nicknamed them "*Cheveux Revers*," from their mode of wearing their hair. Champlain gives the same name to a tribe near Lake Huron.

The Ottawas or Algonquins of the Isle des Allumettes and its neighborhood are most frequently mentioned by the early writers as *la Nation de l'Isle*. Lalemant (*Relation des Hurons*, 1639) calls them *Ehonkeronons*. Vimont (*Relation*, 1640) calls them *Kichesipirini*. The name *Algonquin* was used generally as early as the time of Sagard, whose *Histoire du Canada* appeared in 1636. Champlain always limits it to the tribes of the Ottawa.

advanced, unwonted signs of human life could be seen on the borders of the lake. Here was a rough clearing. The trees had been burned; there was a rude and desolate gap in the sombre green of the pine forest. Dead trunks, blasted and black with fire, stood grimly upright amid the charred stumps and prostrate bodies of comrades half consumed. In the intervening spaces, the soil had been feebly scratched with hoes of wood or bone, and a crop of maize was growing, now some four inches high. (1) The dwellings of these slovenly farmers, framed of poles covered with sheets of bark, were scattered here and there, singly or in groups, while their tenants were running to the shore in amazement. Warriors stood with their hands over their mouths,—the usual Indian attitude of astonishment; squaws stared betwixt curiosity and fear; naked papposes screamed and ran. The chief, Nibachis, offered the calumet, then harangued the crowd: "These whitemen must have fallen from the clouds. How else could they have reached us through the woods and rapids which even we find it hard to pass? The French chief can do anything. All we have heard of him must be true." And they hastened to regale the hungry visitors with a repast of fish.

Champlain asked for guidance to the settlements above. It was readily granted. Escorted by his friendly hosts, he advanced beyond the head of Lake Coulonge, and, landing, saw the unaccustomed sight of pathways through the forest. They led to the clearings and cabins of a chief named Tessouat, who, amazed at the apparition of the white strangers, exclaimed that he must be in a dream. (2) Next, the voyagers crossed to the neighboring island, then deeply wooded with pine, elm, and oak. Here were more desolate clearings, more rude cornfields and bark-build cabins. Here, too, was a cemetery, which excited the wonder of Champlain, for the dead were better cared for than the living. Over each grave a flat tablet of wood was supported on posts, and at one end stood an upright tablet, carved with an intended representation of the features of the deceased. If a chief, the head was adorned with a plume. If a warrior, there were figures near it of a shield, a lance, a war-club, and a bow and arrows; if a boy, of a small bow and one arrow; and if a woman or a girl, of a kettle, an earthen pot, a wooden spoon, and a paddle. The whole was decorated with red and yellow paint; and beneath slept the departed, wrapped in a robe of skins, his earthly treasures about him, ready for use in the land of souls.

Tessouat was to give a *tabagie*, or solemn feast, in honor of Champlain, and the chiefs and elders of the island were invited. Runners were sent to summon the guests from neighboring hamlets; and, on the morrow, Tessouat's squaws swept his cabin for the festivity. Then Champlain and his Frenchmen were seated on skins in the place of honor, and the naked guests appeared in quick succession, each with his wooden dish and spoon, and each ejaculating his guttural salute as he stooped at the low door. The spacious cabin was full. The congregated wisdom and prowess of the nation sat expectant on the bare earth. Each long, bare arm thrust forth its dish in turn as the host served out the banquet, in which, as courtesy enjoined, he himself was to

have no share. First, a mess of pounded maize wherein were boiled, without salt, morsels of fish and dark scraps of meat; then, fish and flesh broiled on the embers, with a kettle of cold water from the river. Champlain, in wise distrust of Ottawa cookery, confined himself to the simpler and less doubtful viands. A few minutes, and all alike had vanished. The kettles were empty. Then pipes were filled and touched with fire brought in by the dutious squaws, while the young men who had stood thronged about the entrance now modestly withdrew, and the door was closed for counsel. (1)

First, the pipes were passed to Champlain. Then, for full half an hour, the assembly smoked in silence. At length, when the fitting time was come, he addressed them in a speech in which he declared, that, moved by affection, he visited their country to see its richness and its beauty, and to aid them in their wars; and he now begged them to furnish him with four canoes and eight men, to convey him to the country of the Nipissings, a tribe dwelling northward on the lake which bears their name. (2)

His audience looked grave, for they were but cold and jealous friends of the Nipissings. For a time they discoursed in murmuring tones among themselves, all smoking meanwhile with redoubled vigor. Then Tessouat, chief of these forest republicans, rose and spoke in behalf of all.

"We always knew you for our best friend among the Frenchmen. We love you like our own children. But why did you break your word with us last year when we all went down to meet you at Montreal to give you presents and go with you to war? You were not there, but other Frenchmen were there who abused us. We will never go again. As for the four canoes, you shall have them if you insist upon it; but it grieves us to think of the hardships you must endure. The Nipissings have weak hearts. They are good for nothing in war, but they kill us with charms, and they poison us. Therefore we are on bad terms with them. They will kill you, too."

Such was the pith of Tessouat's discourse, and at each clause, the conclave responded in unison with an approving grunt.

Champlain urged his petition; sought to relieve their tender scruples in his behalf; assured them that he was charm-proof, and that he feared no hardships. At length he gained his point. The canoes and the men were promised, and, seeing himself as he thought on the highway to his phantom Northern Sea, he left his entertainers to their pipes, and with a light heart issued from the close and smoky den to breathe the fresh air of the afternoon. He visited the Indian fields, with their young crops of pumpkins, beans, and French peas,—the last a novelty obtained from the traders. (3) Here, Thomas, the interpreter, soon joined him with a countenance of ill news. In the absence of Champlain, the assembly had reconsidered their assent. The canoes were denied.

With a troubled mind he hastened again to the hall of council, and addressed the naked senate in terms better suited to his exigencies than to their dignity.

"I thought you were men; I thought you would hold fast to

(1) Champlain's account of this feast (*Quatrieme Voyage*, 32) is unusually minute and graphic. In every particular—excepting the pounded maize—it might, as the writer can attest, be taken as the description of a similar feast among some of the tribes of the Far West at the present day, as, for example, one of the remoter bands of the Dacotah, a race radically distinct from the Algonquin.

(2) The *Nebeccerini* of Champlain, called also *Nipissingues*, *Nipissiriniens*, *Nipissiriniens*, *Bissiriniens*, *Epiciriniens*, by various early French writers. They are the *Ashikouanheronons* of Lalemant, who borrowed the name from the Huron tongue, and were also called *Sorciers* from their ill repute as magicians.

They belonged, like the Ottawas, to the great Algonquin family, and are considered by Charlevoix (*Journal Historique*, 186) as alone preserving the original type of that race and language. They had, however, borrowed certain usages from their Huron neighbors.

(3) "Pour passer le reste du jour, je fus me pourmener par les jardins, qui n'étoient remplis que de quelques citrouilles, phasioles, et de nos pois, qu'ils commencent à cultiver, où Thomas, mon truchement, qui entendoit fort bien la langue, me vint trouver," etc.—*Champlain*, (1632), l. IV. c. II.

As the Ottawas were at first called Algonquin, so all the Algonquin tribes of the Great Lakes were afterwards, without distinction, called Ottawas, because the latter had first become known to the French. Dablon, *Relation*, 1670, c. X.

Isle des Allumettes was called also Isle du Borgne, from a renowned one-eyed chief who made his abode here, and who, after greatly exasperating the Jesuits by his evil courses, at last became a convert and died in the Faith. They regarded the people of this island as the haughtiest of all the tribes. Le Jeune, *Relation*, 1636, 230.

(1) Champlain, *Quatrieme Voyage*, 29. This a pamphlet of fifty-two pages, containing the journal of his voyage of 1613, and apparently published at the close of that year.

(2) Tessouat's village seems to have been on the Lower Lake des Allumettes, a wide expansion of that arm of the Ottawa which flows along the southern side of Isle des Allumettes. Champlain is clearly wrong, by one degree, in his reckoning of the latitude,—47° for 46°. Tessouat was father, or predecessor, of the chief Le Borgne, whose Indian name was the same. See note, *ante*, p. 347.

your word: but I find you children, without truth. You call yourselves my friends, yet you break faith with me. Still I would not incommode you; and if you cannot give me four canoes, two will serve." (1)

The burden of the reply was, rapids, rocks, cataracts, and the wickedness of the Nipissings.

"This young man," rejoined Champlain, pointing to Vignan, who sat by his side, "has been to their country, and did not find the road or the people so bad as you have said."

"Nicholas," demanded Tessouat, "did you say that you had been to the Nipissings?"

The impostor sat mute for a time, then replied,—

"Yes, I have been there."

Hereupon an outcry broke forth from the assembly, and their small, deep-set eyes were turned on him askance, "as if," says Champlain, "they would have torn and eaten him."

"You are a liar," returned the unceremonious host; "you know very well that you slept here among my children every night and rose again every morning; and if you ever went where you pretend to have gone, it must have been when you were asleep. How can you be so impudent as to lie to your chief, and so wicked as to risk his life among so many dangers? He ought to kill you with tortures worse than those with which we kill our enemies." (2)

Champlain urged him to reply, but he sat motionless and dumb. Then he led him from the cabin and conjured him to declare if, in truth, he had seen this sea of the North. Vignan, with oaths, affirmed that all he had said was true. Returning to the council, Champlain repeated his story: how he had seen the sea, the wreck of an English ship, eighty English scalps, and an English boy, prisoner among the Indians.

At this, an outcry rose, louder than before.

"You are a liar." "Which way did you go?" "By what rivers?" "By what lakes?" "Who went with you?"

Vignan had made a map of his travels, which Champlain now produced, desiring him to explain it to his questioners; but his assurance had failed him, and he could not utter a word.

Champlain was greatly agitated. His hopes and heart were in the enterprise; his reputation was in a measure at stake; and now, when he thought his triumph so near, he shrank from believing himself the sport of an impudent impostor. The council broke up; the Indians displeased and moody, and he, on his part, full of anxieties and doubts. At length, one of the canoes being ready for departure, the time of decision came, and he called Vignan before him.

"If you have deceived me, confess it now, and the past shall be forgotten. But if you persist, you will soon be discovered, and then you shall be hanged."

Vignan pondered for a moment; then fell on his knees, owned his treachery, and begged for mercy. Champlain broke into a rage, and, unable, as he says, to endure the sight of him, ordered him from his presence, and sent the interpreter after him to make further examination. Vanity, the love of notoriety, and the hope of reward, seem to have been his inducements; for he had, in truth, spent a quiet winter in Tessouat's cabin, his nearest approach to the Northern Sea; and he had flattered himself that he might escape the necessity of guiding his commander to this pretended discovery. The Indians were somewhat exultant. "Why did you not listen to chiefs and warriors, instead of

(1) "... et leur dis, que je les avois jusques à ce jour estimez hommes, et veritables, et que maintenant ils se monstroient enfans et mensongers," etc.—*Champlain*, (1632,) l. IV. c. II.

(2) "Alors Tessouat... luy dit en son langage: Nicholas, est-il vray que tu as dit avoir esté aux Nebecerini? Il fut longtemps sans parler, puis il leur dit en leur langue, qu'il parloit auccunement: Ouy j'y ay esté. Aussitôt ils le regardèrent de travers, et se jetant sur luy, comme s'ils l'eussent voulu manger ou deschirer, firent de grans cris, et Tessouat luy dit: Tu es un assureur menteur; tu sçais bien que tous les soirs tu couchois à mes costez avec mes enfans, et tous les matins tu t'y levois: si tu as esté vers ces peuples, ç'a esté en dormant," etc.—*Champlain*, (1632,) l. IV. c. II.

believing the lies of this fellow?" And they counselled Champlain to have him killed at once, adding that they would save their friends trouble by taking that office upon themselves.

No motive remaining for farther advance, the party set forth on their return, attended by a fleet of forty canoes bound to Montreal (1) for trade. They passed the perilous rapids of the Calumet, and were one night encamped on an island, when an Indian, slumbering in an uneasy posture, was visited with a nightmare. He leaped up with a yell, screamed that somebody was killing him, and ran for refuge into the river. Instantly all his companions were on their feet, and hearing in fancy the Iroquois war-whoop, they took to the water, splashing, diving, and wading up to their necks in the blindness of their fright. Champlain and his Frenchmen, roused at the noise, snatched their weapons and looked in vain for an enemy. The panic-stricken warriors, reassured at length, waded crestfallen ashore, and the whole ended in a laugh.

At the Chaudière, an abundant contribution of tobacco was collected on a wooden platter, and, after a solemn harangue, was thrown to the guardian Manitou. On the seventeenth of June they approached Montreal, where the assembled traders greeted them with discharges of small arms and canoes. Here, among the rest, was Champlain's lieutenant, Du Parc, with his men, who had amused their leisure with hunting, and were revelling in a sylvan abundance, while their baffled chief, with worry of mind, fatigue of body, and a Lenten diet of half-cooked fish, was grievously fallen away in flesh and strength. He kept his word with De Vignan, left the scoundrel unpunished, bade farewell to the Indians, and, promising to rejoin them next year, embarked in one of the trading-ships for France.—(*Pioneers of France in the New World.*)

FRANCIS PARKMAN.

SCIENCE.

Leaves from Gosse's Romance of Natural History.

THE RECLUSE.

(Continued.)

The character of this interesting antelope, as well as that of the scenery in which it dwells, are so pleasantly touched in a little poem that I have lately met with, by Miss Crewdson, that I make no apology for quoting it at length:—

THE GEMZÉ FAWN. (2)

In a sunny Alpine valley
 'Neath the snowy Wetterborn,
 See a maiden, by a chalet,
 Playing with a Gemzé fawn.
 How he pricks his ears to hear her,
 How his soft eyes flash with pride,
 As she tells him he is dearer
 Than the whole wide world beside!
 Dearer than the lambskins gentle,
 Dearer than the frisking kids,
 Or the pigeon on the lintel,
 Coming—going—as she bids.
 Dearer than the first spring lily,
 Peeping on the snowy fell;
 Dearer than his little Willio
 To the heart of William Tell.

(1) The name is used here for distinctness. The locality is indicated by Champlain as *le Saut*, from the Saut St. Louis, immediately above.

(2) In all the German-Swiss cantons, and throughout the Tyrol, the Chamois is called the "Gemzé;" the other name, "Chamois," prevailing only in those cantons in which French is spoken.

By a gushing glacier fountain,
On the giant Wetterhorn,
'Midst the snow-fields of the mountain,
Was the little Gemzè born:
And his mother, though the mildest
And the gentlest of the herd,
Was the fleetest and the wildest,
And as lightsome as a bird.
But the gazer watch'd her gliding
In the silence of the dawn,
Seeking for a place of hiding,
For her little, tender fawn;
So he mark'd her, all unheeding
(Swift and sure the bolt of death);
And he bore her, dead and bleeding,
To his Alpine home beneath.
And the orphan Gemzè follows,
Calling her with plaintive bleat,
O'er the knolls and through the hollows,
Trotting on with trembling feet.

See, the cabin latch is raised
By a small and gentle hand,
And the face that upward gazed
Had a smile serene and bland;
Bertha was the Switzer's daughter,
And herself an orphan child;
But her sorrows all had taught her
To be gentle, kind, and mild.
You might see a tear-drop quivering
In her honest eye of blue,
As she took the stranger, shivering,
To her heart so warm and true.
"I will be thy mother, sweetest,"
To the fawn she whisper'd low;
"I will heed thee when thou bleatest,
And will solace all thy woe."
Then the tottering Gemzè, stealing
Towards her, seem'd to understand,
Gazing on her face, and kneeling,
Placed his nose within her hand!

Every day the Switzer maiden
Shared with him her milk and bread;
Every night the fawn is laid on
Moss and ling beside her bed.
Blue as mountain periwinkle
Is the ribbon round his throat,
Where a little bell doth tinkle
With a shrill and silvery note.
When the morning light is flushing
Wetterhorn so cold and pale,
Or when evening shades are hushing
All the voices of the vale,
You might hear the maiden singing
To her happy Gemzè fawn,
While the kids and lambs she's bringing
Up or down the thymy lawn.

Spring is come, and little Bertha,
With her chamois at her side,
Up the mountain wander'd further
Than the narrow pathway guide.
Every step is paved with flowers:—
Here the bright mezerion glows;
Here the tiger-lily towers,
And the mountain cistus blows;
Here the royal eagle rushes
From his eyrie overhead;
There the roaring torrent gushes
Madly o'er its craggy bed.
Hark!—from whence that distant bleating,
Like a whistle clear and shrill?
Gemzè! ah, thy heart is beating,
With a wild and sudden thrill!
Voices of thy brothers, scouring
Over sparkling fields of ice,
Where the snow-white peaks are towering
O'er the shaggy precipice.

Bertha smiled to see him listening,
(Arching neck, and quivering ear,
Panting chest, and bright eyes glistening,
To that whistle wild and clear.

Little knew she that it sever'd
All that bound him to the glen,
That her gentle bands are shiver'd,
And the tame one—wild again!
To the next wild bleat that soundeth,
Makes he answer strong and shrill;
Wild as wildest, off he boundeth
Fleet as fleetest o'er the hill.
"Gemzè! Gemzè! Kommt, mein lieber!" (1)
Echoes faint, from height to height:
Dry thy tears, sweet Bertha! never
Will he glance again in sight.
But, when paling stars are twinkling
In the twilight of the morn,
Thou may'st hear his bell a-tinkling
'Midst the snows of Wetterhorn.
And the kindness thou bestowest
On the helpless, thou shalt prove,
Somehow, when thou little knowest,
In a blessing from above!

An interesting scene of recluse life is exhibited by many a little pool in tropical America, such as I have seen in Jamaica, and such as I have seen, too, in the parts of the northern continent bordering on the tropics. You penetrate the sombre woods perhaps for miles, and suddenly, in the midst of the most perfect quietude, you see a great light, and open upon an area occupied by a green level, which, from indications here and there, you perceive to be water, covered with a coat of vegetation. The lofty trees rise up in closely-serried ranks all around, from the very margin, and their long branches, as if rejoicing in the unwonted room and light, stretch out over the water, and dip their twigs into it. The long, pendent strings of parasites hang down, and lightly touch the surface, whipping the floating duck-weed aside when a storm agitates the great trees. From time to time, one and another have been prostrated before the tempest, and, falling into the pond, project their half-decayed trunks in great snags from the sluggish surface, or form piers, which stretch away from the banks into the midst of the lake, and precarious bridges across different portions.

If we make our way by the starlight of the early morning to such a forest-pond as this, arriving silently and cautiously at its margin, before the light of the advancing dawn has yet struggled into the little inclosure, and take our station behind the shelter of a leafy bush, we shall discern that the spot is instinct with life. A loud clanging cry is uttered, like the note of a child's trumpet, which is immediately taken up in response from the opposite side of the pool. Then a whirring of wings, and much splashing of water. More of the loud clangours, and more splashing; and now the increasing light enables us to discern a dozen or a score of tiny black objects sitting on the surface, or hurrying to and fro. They look like the tiniest of ducks, but are jet black; some are sitting on the points of the projecting snags; and, by their erect attitude, we readily recognise that they are grebes.

Now it is light enough to see clearly, and the suspicious birds do not yet seem to be aware of our presence. Yonder, on the branch of a half-submerged tree, is a great dark mass, and a little bird sitting in it; it must surely be her nest. We must examine it.

Yet, stay! What is that serpent-like object that so quietly sits on yonder overhanging bough? Is it indeed a black snake reposing, with elevated neck, upon the horizontal limb? It moves! It is a bird! The lithe and slender neck is thrown round, and we see the head and beak of a bird, which begins to preen and arrange the plumage of a black body, which is squatted close to the bough. Mark that sudden start! The neck is elevated to the utmost; the head is raised in an attitude of attention; and the bird remains in the most absolute stillness. It was that leaf that we rustled, in the nervousness of our desire to see him more distinctly; he heard it, and is on the watch. Lo, he is gone! he dropped, like a stone, perpendicularly into the pool below; and yet not like a stone, for he made no splash, and we are amazed that so large a body could be immersed from so great a distance, and yet produce scarcely a perceptible disturbance of the surface.

The little grebes, too, have taken the warning; they are gone, all but the faithful mother on the nest. She yet lingers; but we show ourselves, and advance; and now she jumps into the green water, and disappears; and all is as still and sombre as if we were gazing on a grave.

In our sequestered rural districts we have a little animal not uncommon, almost the times, of all quadrupeds, the water-shrew, whose graceful form and pleasing habits are very seldom seen, because of its cautious timidity. With great care it may, however, be occasion-

(1) Come, my darling!

ally detected in its gambols, and, with due precaution, watched. The following charming picture of the little creature at freedom, all unconscious of observation, has been drawn by Mr. Dovaston:—"On a delicious evening, far in April 1825, a little before sunset, strolling in my orchard, beside a pool, and looking into the clear water for insects I expected about that time to come out, I was surprised by seeing what I momentarily imagined to be some very large beetle, dart with rapid motion, and suddenly disappear. Laying myself down, cautiously and motionless, on the grass, I soon, to my delight and wonder, observed it was a mouse. I repeatedly marked it glide from the bank under water, and bury itself in the mass of leaves at the bottom; I mean the leaves that had fallen off the trees in autumn, and which lay very thick over the mud. It very shortly returned, and entered the bank, occasionally putting its long, sharp nose out of the water, and paddling close to the edge. This it repeated at very frequent intervals, from place to place, seldom going more than two yards from the side, and always returning in about half a minute. I presume it sought and obtained some insect or food among the rubbish and leaves, and retired to consume it. Sometimes, it would run a little on the surface, and sometimes, timidly and hastily, come ashore, but with the greatest caution, and instantly plunge in again.

"During the whole sweet spring of that fine year I constantly visited my new acquaintance. When under water he looks gray, on account of the pearly cluster of minute air-bubbles that adhere to his fur, and bespangle him all over. His colour, however, is very dark brown." . . .

After entering into some descriptive details of the specimen, Mr. Dovaston proceeds:—"This minute description I am enabled to give, having caught it in an angler's landing-net, and carefully inspected it in a white basin of water. The poor creature was extremely uneasy under inspection, and we soon, with great pleasure, restored it to liberty and love, for he had a companion, which, from her paler colour and more slender form, we doubted not was his mate, and we were fearful, by our intrusion, of giving offence to either.

"He swims very rapidly; and though he appears to dart, his very nimble wriggle is clearly discernible. He is never seen till sunset; but I saw him every evening I watched, with the most perfect facility. They are easily discovered about the going down of the sun, on still evenings, by the undulating semicircles quickly receding from the bank of the pool, when they are dabbling at the side. I believe this to be the animal said to be so long lost in England, the water-shrew (*Sorex fodiens* of Pennant). . . .

"I have said he only appears at evening, and such are his habits. Once, at broad and bright noon, while leaning on a tree, gazing on the sun-sparkles passing (like fairy lights) in numberless and continual succession under the gentlest breath of air, I was aware of my little friend running nimbly on the surface among them. My rapture caused me to start with delight, on which he vanished to security, within his rush-fringed bank. . . . I should have mentioned that, on very still evenings, when my ear was close to the ground, I fancied I heard him utter a very short, shrill, feeble sibilation, not unlike that of the grasshopper-lark, in mild, light summer nights, but nothing near so loud, or long continued. Though I have watched for him warily in that and other places, after having, to the end of May, contributed to the myriads of my amusements, I never saw him more."

THE UNKNOWN.

Letouillant tells us, in his "Travels in the East," that whenever he arrived at an eminence, whence he could behold a distant mountain range, he felt an irrepressible desire to reach it; an unreasoning persuasion that it would afford something more interesting, more delightful, than anything which he had yet attained. The charm lay here, that it was *unknown*: the imagination can people the unexplored with whatever forms of beauty or interest it pleases; and it does delight to throw a halo round it, the halo of hope.

"'Tis distance lends enchantment to the view,
And clothes the mountain in its azure hue."

One of the greatest pleasures of the out-of-door naturalist depends upon this principle. There is so great variety in the objects which he pursues, and so much uncertainty in their presence at any given time and place, that hope is ever on the stretch. He makes his excursions not knowing what he may meet with; and, if disappointed of what he had pictured to himself, he is pretty sure to be surprised with something or other of interest that he had not anticipated. And much more does the romance of the unknown prevail to the natural history collector in a new and unexplored country. It has been my lot to pursue various branches of zoology, in regions where the productions were to science largely, to myself wholly, unknown. In a rich tro-

pical island, such as Jamaica, where nature is prodigal in variety and beauty, and where, throughout the year, though there is change, there is no cessation of animal or vegetable activity, there was novelty enough in every day's *opima spolia* to whet the expectation of tomorrow. Each morning's preparation was made with the keenest relish, because there was the undefined hope of good things, but I knew not what; and the experience of each day, as the treasures were gloated over in the evening, was so different in detail from that of the preceding, that the sense of novelty never palled. If the walk was by the shore, the state of the tide, the ever varying wave-washings, the diverse rocks with their numerous pools and crannies and recesses, the cliffs and caves, the fishes in the shallows, the nimble and alert crustacea on the mud, the shelled mollusca on the weedbeds, the echinoderms on the sand, the zoophytes on the corals, continually presented objects of novelty. If I rode with vasculum and insect-net and fowling-piece into the mountain-woods, there was still the like pleasing uncertainty of what might occur, with the certainty of abundance. A fine epiphyte orchid scents the air with fragrance, and it is discovered far up in the fork of some vast tree; then there is the palpitation of hope and fear as we discuss the possibility of getting it down; then come contrivances and efforts,—pole after pole is cut and tied together with the cords which the forest-climbers afford. At length the plant is reached, and pushed off, and triumphantly bagged; but lo! while examining it, some elegant twisted shell is discovered, with its tenant snail, crawling on the leaves. Scarcely is this boxed, when a gorgeous butterfly rushes out of the gloom into the sunny glade, and is in a moment seen to be a novelty; then comes the excitement of pursuit; the disappointment of seeing it dance over a thicket out of sight; the joy of finding it reappear; the tantalising trial of watching the lovely wings flapping just out of reach; the patient waiting for it to descend; the tiptoe approach as we see it settle on a flower; the breathless eagerness with which the net is poised; and the triumphant flush with which we contemplate the painted wings within the gauze; and the admiration with which we gaze on its loveliness when held in the trembling fingers. Another step or two, and a gay-plumaged bird rises from the bush, and falls to the gun; we run to the spot and search for the game among the shrubs and moss; at last it is found, admired, and committed to a little protective cone of paper. Now a fern of peculiar delicacy appears; then a charming flower, of which we search for ripe seed: a glittering beetle is detected crawling on the gray bark of a lichenized tree; here is a fine caterpillar feeding; yonder a humming-bird hovering over a brilliant blossom; and here a female of the same spangled bird sitting in her tiny nest. By and by we emerge into a spot where, for some cause or other, insects seem to have specially congregated; a dozen different kinds of butterflies are flitting to and fro in bewildering profusion of beauty, and our collecting-box is half filled in the course of an hour. Meanwhile we have shot two or three more birds; caught a pretty lizard; seen a painted tree-frog, which escaped to be captured another day; obtained some strange nondescript creatures under stones; picked a beautiful spider from a web; taken a host of banded shells;—and so the day wears on. And then in the evening what a feasting of the eager eyes as they gloat over the novelties, assigning each to its place, preparing such as need preparation, and recording the facts and habits that help to make up the as yet unwritten history of all.

I turn from my own experience to that of those who have, with similar tastes and similar pursuits, rifled still more prolific regions. Let us hear Mr. Bates, who for the last eleven years has been exploring the very heart of South America in the service of natural history, chiefly devoting himself to the gorgeous entomology of the great Valley of the Amazon. He has drawn a picture of an average day's proceedings, such as makes a brother naturalist's mouth water, and almost induces him to pack up his traps, and look out in *The Times'* shipping column for the next ship sailing for Pará:—

"The charm and glory of the country are its animal and vegetable productions. How inexhaustible is their study! Remember that, as to botany, in the forest scarcely two trees of the same species are seen growing together. It is not as in temperate countries (Europe), a forest of oak, or birch, or pine—it is one dense jungle; the lofty forest trees, of vast variety of species, all lashed and connected by climbers, their trunk covered with a museum of ferns, tillandsias, arums, orchids, &c. The underwood consists of younger trees—great variety of small palms, mimosas, tree-ferns, &c; and the ground is laden with fallen branches—vast trunks covered with parasites, &c. The animal denizens are in the same way of infinite variety; not numerous, as to give the appearance at once of tumultuous life, being too much scattered for that; it is in course of time only that one forms an idea of their numbers. Four or five species of monkey are constantly seen. The birds are in such variety that it is not easy to get two or three of the same species. You see a trogon one day; the

next day and the day after, another each day; and all will be different species. Quadrupeds or snakes are seldom seen, but lizards are everywhere you meet with; and sometimes you get to lizards, tree-frogs, &c. Insects, like birds, do not turn up in swarms of one species; for instance, you take a dozen longicorns one day, and they are sure to be of eight or ten distinct species. One year of daily work is scarcely sufficient to get the majority of species in a district of two miles' circuit.

"Such is the scene of my present labours; and all the rest of the Amazon is similar, though less rich; the river Tapajos alone differing, being a mountainous country. Having thus my work at hand, I will tell you how I proceed. My house is in the centre of the town, but even thus only a few minutes' walk from the edge of the forest. I keep an old and a young servant, on whom I rely for getting eatables and preparing my meals, so as to leave me unembarrassed to devote all my thoughts to my work. Between nine and ten a. m. I prepare for the woods; a coloured shirt, pair of trousers, pair of common boots, and an old felt hat, are all my clothing; over my left shoulder slings my double-barrelled gun, loaded, one with No. 10, one with No. 4 shot. In my right hand I take my net, on my left side is suspended a leathern bag with two pockets, one for my insect-box, the other for powder and two sorts of shot; on my right side hangs my "game-bag," an ornamental affair, with red leather trappings and thongs to hang lizards, snakes, frogs, or large birds. One small pocket in this bag contains my caps; another, papers for wrapping up the delicate birds; others for wads, cotton, box of powdered plaster; and a box with damper cork for the Micro-Lepidoptera; to my shirt is pinned my pin-cushion, with six sizes of pins. A few minutes after entering the edge of the forest, I arrive in the heart of the wilderness; before me notbin; but forest for hundreds of miles. Many butterflies are found on the skirts of the forest; in the midst of numbers flitting about, I soon distinguish the one I want—often a new one—*Erycinide*, *Hesperia*, *Taencla*, or what not. *Coleoptera* you see nothing fine of at first; a few minute *Halticæ* on the leaves, or small *Curculios*, or *Eumolpi*. When you come to the neighborhood of a newly-fallen tree, is soon enough to hunt closely for them; not only wood-eating species, but all kinds seem to congregate there; *Agras* and *Lebias* in the folded leaves, *grand Cisside*, and *Erotyli*, *Rutelæ*, or *Melolonthids*, *Gymnetis*, &c.; often a *Ctenostoma* running along some slender twig. It requires a certain kind of weather for *Coleoptera*, and some days all seem to be absent at once.

"Whilst I am about these things, I often hear the noise of birds above—pretty tanagers, or what not. You cannot see the colours of red, cobalt-blue, or beryl-green, when they are up in the trees; and it takes months of experience to know your bird. I have sometimes shot at small, obscure-looking birds up the trees, and when they have fallen, have been dazzled by their exquisite beauty.

"I walk about a mile straight ahead, lingering in rich spots, and diverging often. It is generally near two p. m. when I reach home, thoroughly tired. I get dinner, lie in hammock a while reading, then commence preparing my captives, &c.; this generally takes me till five p. m. In the evening I take tea, write and read, but generally in bed by nine."

Africa is the land of wild beasts. The grandest forms of the terrestrial creation have their habitation in that continent. The elephant, the hippopotamus; several different sorts of rhinoceros, the zebra, the quagga, the gaffe; multitudes of antelopes, some of them of colossal dimensions; the buffalo; the gorilla, the chimpanzee, the mandril, and other baboons and monkeys; the lion, the panther, the leopard;—these are only the more prominent of the quadrupeds which roam the plains and woods of Africa.

It is highly probable that an animal of ancient renown, and one in which England has (or ought to have) a peculiar interest, resides in the region just indicated. I refer to one of the supporters of Britain's shield, the famed Unicorn. We may not, to be sure, find him exactly what the heraldic artists delight to represent him—a sort of mongrel between a deer and a horse, with cloven hoofs, a tuft-tipped tail, and a horn spirally twisted to a point; but there may be the original of the traditional portrait of which this is the gradually corrupted copy.

Dr. Andrew Smith, an able and sober zoologist, who has investigated with much enterprise and success the zoology of South Africa, has collected a good deal of information about a one-horned animal which is yet unknown to Europeans, and which appears to occupy an intermediate rank between the massive rhinoceros and the lighter form of the horse. Cavassi, cited by Labat, heard of such a beast in Congo under the name of *Abada*; and Ruppel mentions it as commonly spoken of in Kordofan, where it is called *Nillekma*, and sometimes *Arase*—that is *unicorn*. Mr. Freeman, the excellent missionary whose name is so intimately connected with Madagascar, received the most particular accounts of the creature from an intelligent native of a region lying northward from Mozambique. According to this witness, an animal called the *Ndzoodzo* is by no means rare in Makooa. It

is about the size of a horse, extremely fleet and strong. A single horn projects from its forehead from two feet to two and a-half feet in length. This is said to be flexible when the animal is asleep, and can be curled up at pleasure, like an elephant's proboscis; but it becomes stiff and hard under the excitement of rage. It is extremely fierce, invariably attacking a man whenever it discerns him. The device adopted by the natives to escape from its fury, is to climb a thick and tall tree out of sight. If the enraged animal ceases to see his enemy, he presently gallops away; but, if he catches sight of the fugitive in a tree, he instantly commences an attack on the tree with his frontal horn, boring and ripping it till he brings it down, when the wretched man is presently goaded to death. If the tree is not very bulky, the perseverance of the creature usually succeeds in overturning it. His fury spends itself in goring and mangling the carcass, as he never attempts to devour it. The female is altogether without a horn.

Almost as little known as the heart of Africa are the depths of ocean. The eye penetrates in the clear crystalline sea a few fathoms down, and beholds mailed and glittering forms flitting by; the dredge gathers its scrapings; divers plunge out of sight, and bring up pearls; and the sounding-lead goes down, down, down, hundreds of fathoms, and when it comes up, we gaze with eager eyes to see what adheres to the tallow "arming;" the tiny shells, the frustules of diatoms, even the atoms of coral sand,—curious to learn what is at the bottom of the deep. But, after all, it is much like the brick which the Greek fool carried about as a sample of the house he had to let.

Who can penetrate into the depths of the ocean to trace the arrowy course of the mailed and glittering beings that shoot along like animated beams of light? Who can follow them to their rocky beds and coral caverns? The wandering mariners with interested curiosity the flying-fishes leaping in flocks from the water, and the eager bonito rushing after them in swift pursuit; but who can tell what the flying-fish is doing when not pursued, or how the bonito is engaged when the prey is not before him? How many pleasing traits of conjugal or parental attachment the waves of the fathomless sea may conceal, we know not: what ingenious devices for self-protection; what structures for the concealment of eggs or offspring; what arts of attack and defence; what manœuvres and stratagems; what varied exhibitions of sagacity, forethought, and care; what singular developments of instinct;—who shall tell?

The aquarium has, indeed, already enlarged our acquaintance with the curious creatures that inhabit the waters; and not a few examples of those habits and instincts that constitute animal *biography*, have by this means been brought to light. Much more will doubtless be learned by the same instrumentality; but there will still remain secrets which the aquarium will be powerless to resolve. From its very nature it can deal only with the small, and those which are content with little liberty; for the multitude of large, unwieldy, swift-finned races, which shoot athwart the deep, and for the countless hosts of tiny things, to whose organisation even the confinement of a vessel is speedy death, we must find some other device before we can cultivate acquaintance with them.

It is true, we can put together a goodly number of individual objects, which various accidents have from time to time revealed to us from the depths, and form them into an imaginary picture. Schleiden has done this, and a lovely delineation he has made. You have only to gaze on it to admire it: I would not abate your admiration; I admire it too;—but remember, after all, it is but a fancy sketch of the unknown; it is only "founded on fact."

"We dive," he observes, "into the liquid crystal of the Indian Ocean, and it opens to us the most wondrous enchantments of the fairy tales of our childhood's dreams. The strangely branching thickets bear living flowers. Dense masses of *Meandrias* and *Astræ* contrast with the leafy, cup-shaped expansions of the *Explanarias*, the variously-ramified *Madrepores*, which are now spread out like fingers, now rise in trunk-like branches, and now display the most elegant array of interlacing branches. The colouring surpasses everything: vivid green alternates with brown or yellow; rich tints of purple, from pale red brown to the deepest blue. Brilliant rosy, yellow, or peach-coloured *Nullipores* overgrow the decaying masses, and are themselves interwoven with the pearl-coloured plates of the *Retipores*, resembling the most delicate ivory carvings. Close by, wave the yellow and lilac fans, perforated like trellis-work, of the *Gorgonias*. The clear sand of the bottom is covered with the thousand strange forms and tints of the sea-urchins, and star-fishes. The leaf-like *Flustras* and *Escharas* adhere like mosses and lichens to the branches of the corals; the yellow, green, and purple-stiped *Limpets* cling like monstrous cochineal insects upon their trunks. Like gigantic cactus-blossoms, sparkling in the most ardent colours, the *Sea-anemones* expand their crowns of tentacles upon the broken rocks, or more modestly embellish the bottom, looking like beds of variegated *ranunculuses*. Around

the blossoms of the coral shrubs play the humming-birds of the ocean, —little fish sparkling with red or blue metallic glitter, or gleaming in golden green, or in the brightest silvery lustre.

"Softly, like spirits of the deep, the delicate milk-white or bluish bells of the jelly fishes float through this charmed world! Here the gleaming violet and gold-green Isabelle, and the flaming yellow, black, and vermilion-striped Coquette, chase their prey; there the band-fish shoots, snake-like, through the thicket, like a long silver ribbon, glittering with rosy and azure hues. Then come the fabulous cuttle-fish, decked in all colours of the rainbow, but marked by no definite outline, appearing and disappearing, intercrossing, joining company and parting again, in most fantastic ways; and all this in the most rapid change, and amid the most wonderful play of light and shade, altered by every breath of wind, and every slight curling of the surface of the ocean. When day declines, and the shades of night lay hold upon the deep, this fantastic garden is lighted up in new splendour. Millions of glowing sparks, little microscopic Medusas and Cistaceans, dance like glow-worms through the gloom. The Sea-feather, which by daylight is vermilion-coloured, waves in a greenish, phosphorescent light. Every corner of it is lustrous. Parts which by day were dull and brown, and retreated from the sight amid the universal brilliancy of colour, are now radiant in the most wonderful play of green, yellow, and red light; and to complete the wonders of the enchanted night, the silver disc, six feet across, of the moon-fish, moves, slightly luminous, among the crowd of little sparkling stars.

"The most luxuriant vegetation of a tropical landscape cannot unfold us great wealth of form, while in the variety and splendour of colour it would stand far behind this garden landscape, which is strangely composed exclusively of animals, and not of plants: for, characteristic as the luxuriant development of vegetation of the temperate zones is of the sea-bottom, the fulness and multiplicity of the marine Fauna is just as prominent in the regions of the tropics. Whatever is beautiful, wondrous, or uncommon in the great classes of fish and echinoderms, jelly-fishes and polypes, and the molluscs of all kinds, is crowded into the warm and crystal waters of the tropical ocean,—rests in the white sands, clothes the rough cliffs, clings where the room is already occupied, like a parasite, upon the first comers, or swims through the shallows and depths of the element—while the mass of the vegetation is of a far inferior magnitude. It is peculiar in relation to this, that the law valid on land, according to which the animal kingdom, being better adapted to accommodate itself to outward circumstances, has a greater diffusion than the vegetable kingdom;—for the Polar Seas swarm with whales, seals, sea-birds, fishes, and countless numbers of the lower animals, even where every trace of vegetation has long vanished in the eternally frozen ice, and the cool sea fosters no sea-weed;—that this law, I say, holds good also for the sea, in the direction of its depth; for when we descend, vegetable life vanishes much sooner than the animal, and, even from the depths to which no ray of light is capable of penetrating, the sounding-lead brings up news at least of living infusoria."

Who has not felt, when looking over a boat's side into the clear crystal depth, a desire to go and explore? Even on our own coasts, to see the rich luxuriant forests of *Laminaria* or *Alaria*, waving their great brown fronds to and fro, over which the shell-fishes crawl, and on which the green and rosy-fingered Anemones expand like flowers, while the pipe-fishes twine about, and the brilliant wrasses dart out and, decked in scarlet and green,—is a tempting sight, and one which I have often gazed on with admiration.

"Nothing can be more surprising and beautiful," says Sir A. de Capell Brooke, "than the singular clearness of the water of the Northern Seas. As we passed slowly over the surface, the bottom, which here was in general a white sand, was clearly visible, with its minutest objects, where the depth was from twenty to twenty-five fathoms. During the whole course of the tour I made, nothing appeared to me so extraordinary as the inmost recesses of the deep unveiled to the eye. The surface of the ocean was unruffled by the slightest breeze, and the gentle splashing of the oars scarcely disturbed it. Hanging over on the gunwale of the boat, with wonder and delight I gazed on the slowly moving scene below. Where the bottom was sandy, the different kinds of *Asterias*, *Echinus*, and even the smallest shells, appeared at that great depth conspicuous to the eye; and the water seemed, in some measure, to have the effect of a magnifier, by enlarging the objects like a telescope, and bringing them seemingly nearer. Now, creeping along, we saw, far beneath, the rugged sides of a mountain rising towards our boat, the base of which, perhaps, was hidden some miles in the great deep below. Though moving on a level surface, it seemed almost as if we were ascending the height under us; and when we passed over its summit, which rose in appearance to within a few feet of our boat, and came again to the descent, which on this side was suddenly perpendicular, and overlooking a watery gulf, as we pushed gently over the last point of it, it seemed

as if we had thrown ourselves down this precipice; the illusion, from the crystal clearness of the deep, actually producing a start. Now we came again to a plain, and passed slowly over the submarine forests and meadows, which appeared in the expanse below; inhabited, doubtless, by thousands of animals, to which they afford both food and shelter—animals unknown to man; and I could sometimes observe large fishes of singular shape gliding softly through the watery thickets, unconscious of what was moving above them. As we proceeded, the bottom became no longer visible; its fairy scenes gradually faded to the view, and were lost in the dark green depths of the ocean."

(To be continued.)

EDUCATION.

The Hearty Worker.

A sound mind in a sound body, a sound mind soundly worked, are precious gifts.

But these suppose, and, alas, have opposites,—bodies diseased, and minds diseased—minds working, but unsoundly working. To secure physical soundness, the efforts and the skill put forth, and the labour gone through, and the means spent, exceed counting—lie not within the reach of knowledge. To give soundness to the mental man, and make his working sound, needs as much skill, and doing and means, and experimenting, as the other; nay more; but with each and every success—with heaven's blessing—there attend higher, nobler and more lasting results.

The machinery of the body is marvellous; but it will perish; that of the living man will never. Health to the first is momentary; soundness to the second is an eye, eye,—sempiternity. The enjoyment which the first gives is just like itself—a moment may measure it; the second has a fruition *which time cannot kill*. And however much the latter depends on the former for energy and life's relish, there lies within itself an undying power, and a life fountain, whose rill, duration cannot dry. It, then, so much is done to preserve, and restore when impaired, bodily soundness, think you that at least as much should be done to give mental soundness? To work out in the mind, by sound working, a soundness that will leaven the whole man, and chase infirmity from his being; to make hale what was diseased; strong what was feeble; to cure what a thousand ills had crippled and battered; work a living energy out of what was morbid and vitiated, a healthy *vis viva* out of an active virus, is surely a work which in value cannot be computed. And applies not all this to man on the stage of time? At one time he is found all health and life; at another, the prey of ills without number,—his mind, the greater sufferer—a suffering not so readily felt, not so easily traced, not always so perceived as to be acknowledged. How many unsound states of mind are there which none of us guess at,—concealed beneath apparent mental health, beneath a brilliant exterior, even under an acknowledged healthy state?—Some part lies prostrate and withering, and no one knows it; a measure of activity is manifest while the withering part lies under insidious concealment, and the blighting power is doing his work, till, unless checked and subdued by an opposing power, the mind's noble powers become a wreck,—an irrecoverable ruin.

In our endeavours to draw attention to mental culture, we confine not our address to men of exuberant gifts, distinguished scholars, whose gifts and trained skill, and first-rate success have given them marked distinction;—rank in training their own and other minds—to *help on our work*. We address every one, whether in school or out of school, who tries to teach youth.—To be a hearty worker in this great work is our EARNEST.

The hearty worker is he whom we want, and must, if possible, have, be he the instructor of the mere elements of words, or of subjects which require the most shining powers and intellects of highest train. And such, whatever his standing may be, or his developed state of mind, or his fund of general knowledge, we recognize as the true man of his place.

There he may show, in what he does, and in what he effects, the power of the giant, the intellect of a Bacon, or the working skill of a Watt.—But we denounce as unworthy of his vocation, name and place, the lukewarm, the at-it-and-from-it man, the dry lifeless routiner—who works because he cannot help it, whose teaching eye is more and more frequently on the pay than on the work, on the expiry of his working hours, or on the termination of his term, than on his work, how he may do justice to his pupil, develop, train, enrich with knowledge his immortal part.

It would be good for the country, good for our youth, good for the prosperity of our schools, were our school-doors shut against such. But they have got in, and they cannot easily be got out. And I think the best and most prudent thing we can do is, now that they are in, to remind them of their duty,—their responsibility and accountability,—the importance of their work,—the loss to youth of their inefficient teaching,—the evils they inflict on society,—and the disserviceable effects of their examples.

We hope they are within the reach of reformation; that they are not deaf to earnest remonstrance; that yet a spark of zeal, which admits of kindling, lies within; that that self-respect, to be worthy of their profession, still glimmers in their bosom. We certainly have a claim on them as within the sphere of the intelligent and active—men of high effort and true progress. We, therefore, stop not out of our province to address them. And in doing so, let us not disguise the truth, that many, not a few of our teachers need a little of the life of a resurrection. Indeed, we ALL need a little of a resurrection life. We have yet too much teaching and too much inspection without sufficient life. We need more of the *vidua vis animi*—more of spring life power, before our educational institutions give evidence of sound thorough teaching.—In stirring up one another to hearty efforts, let us consider the high position which our vocations give us. Whatever our place in the teaching field may be, clustered around the schoolroom, however humble, gives us an exalted position.—The celebrated Dr. Chalmers said “that one of the sublimest sights on earth is seeing a child learning the letters of his mother tongue.” And so it is. For here is his grand starting point; the first step on the path which time's close cannot shut; the first uplifting of a developing intellect, which may one day find it standing by the archangel. Taking this high and heavenward view of our subject, who would wish to see an unworthy hand put to the work of training this the richest gift of the Creator,—the breathing of the Infinite, in its first virgin efforts, where the gentlest handling the most skilful treatment, and the most patient persevering efforts, with a knowledge of its unfolding powers and peculiarity of mould, IS DEMANDED? Every inch of its training course is too consecrated, too noble to be trodden by the slack, and the inefficient and soulless would-be teacher.

Fellow labourers, co-workers in the same field, let us be serious in this matter. We have taken up our position as educators of youth,—the promoters of a cause which is second to none. On its success the civilization of the human race depends,—the recovery of the human race from barbarism depends,—the improvement of every art and every science depends,—the safety of life and property depends.—To make house and home places of comfort and safety, of intelligence and sobriety—bringing all within that bond of intelligence, moral and God-fearing love, which is the very cordial of life,—the lenitive of our sorrows,—the multiplier of our joys,—the grand source of our animation and repose, DEPENDS ON EDUCATION,—viewing it in its broad legitimate sense.

To every teacher—every educator, I would say, if you desire to be of value in your sphere of life,—a credit to your profession,—and respect your own character as an educator, suffer not yourself to come near, much less to enter the waste of the unworthy mind culturist; and if there, escape, if you wish to be at all of any use in your position, or cease to be an encumberer on the hallowed ground of education. Who would not wish those to whom the rising life of the world is entrusted, to be the

fittest men and the fittest women for the work; to be hearty workers in that field from which are daily springing up the countless men and the countless women to whom is committed, by a higher than man, the working out of the destinies of society—of the world?—Tell me the class of men which comes in before them, which precedes them in worth, from which society derives more benefit, civilization more life and growth, and religion more help?—It matters not where the teacher ranks in this sphere; whether he is dealing with, directing and encouraging, the virginal efforts of the child, or giving cast and mould to the student, a finishing touch to his equipment for the battles of life; in position and worth, the true teacher stands high.—The grandeur and beauty and value of his work give him this position.

Whatever light we consider the subject upon which we have touched, and only touched, it is a subject which deeply concerns us; a subject which can never be too much pressed upon our consideration, as educators.

In our teaching we must distinguish which is sun and which is shade; which gives light and soundness, and which only a false glimmer; which gives health and vigour, and which only their semblance.—We object to that kind of teaching which works only in shade; we object to that education whose every part bears the stamp of unsoundness; we object to that training which reaches not to the intellect's core, and with a power which pervades the whole man; we seriously object to that abnormal way of teaching which is without judgment and trained skill.—There may not be the absence of the *volu*, yet an infirmity of purpose,—a paralysis of the will, leading to weak, ineffective efforts.—What we want is that instruction, that mind training which throws across the student's course of training rays of light fresh and healing; that mind training which makes the man—an active unite in society—well equipped for the battles of life.

Would lazy loungers ever advance society to its present state? Would the influence of our stand-still men ever energize men's spirits to manly efforts—hearty working?—Never would man's intellectual, moral and physical nature have reached its present state of advance without the million efforts of active, earnest men. Where do we look for our bravest, noblest and purest characters? Is it not among our men of work, physical and mental? Who constitute the drags to the advancement of our race? those whose motive to work is necessity—the impending fear of starving: Not surely our hearty working classes; not our earnest effort men, whose capital is time, turning its moments to account. These are our life-men—who adorn humanity, on whom hang the progress of society. See what such men have done to enlighten our race, to dispel those dark clouds of ignorance and superstition which hang over our world, and to give health and vigour to the very frame of society. Let us follow up these ideas a little.—I pronounce him the hearty worker who worketh with skill, energy and talent—ever under train. It is by hearty efforts steadily continued that man raises himself in knowledge. It is by a mind attuned to healthy action that the man of science and of art educates himself to higher and more successful efforts. It is when the mind is nourished and fed by wholesome aliment that it acquires that masculine character by which it is able to act and carry out the results of its own ponderings and head-work masculinely, in applicative results. Take Newton and Watt as examples of unyielding, and ultimate successful efforts. Consider Newton scanning the cycles of the heavens and eliciting from the scroll of enigmatical characters, which himself had framed, the secrets of a sublime astronomy, that high field so replete with wonders, yet surpassed by this greater wonder,—the intellectual mastery which man has over it. Just think and wonder how a creature so feeble could have made such a conquest,—that a light struck out within the little earth cell,—the work-shop of the human intellect, should have led to a disclosure so magnificent, that by a calculus of his own formation, the heavens, with their stupendous masses, and inconceivable distances, never trodden by mortals, should have thus been opened to his gaze! Can this be explained any way but by the intervention of Him who sitteth above the heavens and leadeth the cogitations of man

to discoveries otherwise beyond his reach? So would I understand how man, by the working of his spirit, should have been able to penetrate so far and so correctly into the workmanship of Him, whose presence encompasseth the universe, and is enthroned above creation, permitting man, just as He wills, to penetrate the arcana of creation,—enabling him to tell of the suns and the systems which are afar, and of the power which binds them all together in harmonious working,—“as if he had travelled with the line and plummet in his hand to the outskirts of creation, or had carried the torch of discovery round the universe.”—Mark, likewise, the successful results of untiring efforts, and perseverance in working, in the late Mr. Watt, in perfecting the steam engine, and rendering it applicable to every purpose of art. For 36 years did Mr. Watt distinguish himself for his highly inventive talents and never tiring experimenting, and at last with crowning results; and till the expiry of time will such men as Newton and Watt cease to be held up as extraordinary instances of untiring efforts, and of what the human intellect can effectuate, when its powers are brought under high and skilful training.

But we need not travel far for high and inviting and encouraging examples to hearty working. They surround us. The very state and advancing stage of literature and erudition—of arts and sciences, the progress and state of society, the comforts of our homes, the freedom of the tongue, the pen and the press, securely guaranteed, all tell us of thousands, hearty working men and women, who have successfully battled oppositions,—countless foes—beaten to pieces their strongest phalanxes; and we see and enjoy and reap the rich fruit of their toiling efforts, improved and extended skill, persistent determination, never yielding to adversaries, nor succumbing to difficulties—even at the expense of health and life.—It is the glory of our profession as educators of youth to have it carried on by intelligent men and women; to have the different subjects of education taught, sent home to the head and hearts of youth, intelligently, with light and life. It is the glory of teaching to be bringing successively on the field of time, to fight life's battles, generations of men and women well equipped to press on and increase the ennobling current of civilization—improving the heads and hearts of men, promoting the growth and health of society, and thus to be multiplying means and multiplying skill, to raise our race, in character and intelligence, in wisdom and sound knowledge, and in energy and moral excellence.—And this is not to be done—it cannot be done, without hearty workers—educators of skill and intelligence, as distinguished for untiring efforts as for erudition and professional ability.

Now with these few statements before us, the results of the working of genius, of intellectual force and training skill, of educated perseverance, and intelligent working, what voice have they to us? What lesson do they teach? Tell they of no duties inseparable from our position? or all they of no preparatory requirements for the work, and the ever growing skill and intelligence which should ever accompany our doings?—The voice they send us, the lessons they teach us, and the duties and trainings they suppose, court attention.—In a few plain words let us a little further talk the matter.

To teach others well, supposes that we train ourselves well. The true self-cultivator is, generally, the true pupil cultivator. The teacher who labours most in improving his own mind is the best prepared, and is, generally, the most successful in improving the minds of others. He who has encountered and vanquished difficulties in educating himself, is likely the most successful, successfully to carry his scholars through theirs. He, who in his own experience knows best the gradual unfolding and the developing progress of his own faculties, is surely the best qualified to deal with the minds of his pupils in their perplexities and difficulties, and to lead them on through the progressive stages of their education, by a system more in harmony with mental development, than the teacher who never made this a subject of earnest study. He who has well methodized his own ways of study, so as suitably to answer the peculiarities of his mind, ought to be the best qualified to give suitable character to his

methods of teaching others, with respect to their temperaments and dispositions.

The healthier and sounder, and more extended our own culture becomes, the more solid and expansive will the education of our youth become; and, surely, the more sound-headed and sound-hearted and skilful our educators are, the greater the chance is that those whom they instruct will be so too. If, then, we are in earnest in the matter of education,—doing our best to give it a higher tone, and a character ever on the ascendant, the more should our efforts be, to become, each, the hearty worker in the cultivation of self, and in the discharge of duty.—We are backed by pen and type, the poet's harp, and thousands of living voices.

Men of thought! be up and stirring
Night and day:
Sow the seed—withdraw the curtain—
Clear the way!
Men of action, aid and cheer us,
As ye may!
There's a fount about to stream,
There's a light about to beam,
There's a warmth about to glow,
There's a flower about to blow.
There's a midnight blackness changing
Into grey:
Till education rule the day.
CLEAR THE WAY!
Once the welcome light has broken,
Who shall say
What may be the lustrous glories
Of the day?
What the evil that shall perish
In its ray?
Aid the dawning, tongue and pen;
Aid it hopes of honest men,
Aid it paper—aid it, type—
Aid it, for the hour is ripe,
And our effort must not slacken
Into play.
Men of thought, and men of action
CLEAR THE WAY!

JOHN BRUCE,
Inspector of Schools.

Essentials for a Successful Teacher.

APPRECIATING the end of his own being, the teacher himself wishes to *know*, that he *may do*. It is not merely knowledge for itself, for the mere sake of knowing, which is desired. This would be mere curiosity, which is by no means an elevated feeling. If one knew all the languages into which Babel has cleft the earth, and were that the end of his acquisitions, a day-laborer with a very moderate share of knowledge of his mother tongue, but who took the well-being into his thoughts and feelings, his plans and end, would be not only a better man in the moral aspects of the question, but also a better educated man, in the true sense of the word education. Nor is the knowledge sought because by the acquisition its possessor can become rich and powerful. This is mere selfishness, which is a base and sordid feeling; and wherever it gets the mastery, it renders a man so consciously base that, self-condemned, he excludes himself, as unworthy, from the society and converse of men of eminent virtue and philanthropy. But the thirst for knowledge which the good can approve is his who, while he does not ignore self, or seek to be better than our Lord required, since he commands us to love our neighbor as *ourselves*, nevertheless wishes to know *much*, in order that he may do more, which will be beneficial unto others.

In a word, then, the successful teacher must first have become a successful scholar. He must, in some way or other, have learned the lesson, and learned it thoroughly, that a man is not his own, having no relations or affinities to others. He is placed here to be rain and sunshine, fresh air and fragrance, food and flowers, any thing and every thing that is good and beautiful, consolatory and strengthening, reforming and purifying, unto every one that needs his help and unto whom he is able to render it. Let this big thought come down into the soul (and what contractility must first have been overcome before this thought could find room in these shriveled, sunken souls of ours!)—let this big thought, I say, come down into the soul, and it converts the man at once into a most diligent learner. What must I do, and how can my duty be best done? are now the life-questions which are ever asked, and unto which ready answers are also ever vouchsafed;

for here he who asks receives, and he who seeks finds. And now, on the strength of the answers, you find him diligently prosecuting his work of preparation for future usefulness. Grammar, Geography, Mathematics, Natural Sciences, Mental or Moral Philosophy, Latin or Greek, French or German, whatever it be whereby his usefulness can be promoted, is unweariedly pursued. Early and late you find him employed, and no figure of speech brings up so forcibly before us the desire which ever prompts his action as that just used by us when we spoke of a *thirst* for knowledge.

Now put the young man who has gone through such experiences into a school-room, and would you not expect him to succeed? Can you be near a fire and not get warm? Shall the sunshine, and darkness not flee away? Shall a young woman pass before you day by day into the school-room, who has consecrated herself for the good of the children to a life of weariness, bearing their perverseness and waywardness, and manifesting an unceasing regard for the welfare of her pupils, without becoming more fragrant to their moral senses than perfumes and spices are to our natural organs? Before such a teacher an unwillingness to study this subject or that would pass away as soon as the precept of the teacher, fortified by her own beautiful example, had taken hold of the tender heart of the pupil, and convinced him wholly that any study was to be loved and pursued according as it was fitted to make him better and more useful.

It is back of the school-room where the success may be gained, that the foundation of that success was laid. In the private chamber, where, seen only by God, he devoted himself to a life of usefulness; in the distant rural school-house, where, under many and almost insurmountable difficulties, he prosecuted his studies; in the rooms of this noble institution, where his industry and regard for every thing that is seemly and good has made his name almost a proverb,—in these spots his success was gained. Here he has sown: what remained for him was to go forth and reap his harvest.

A love for communicating knowledge. This, in the most successful teachers, is, in a greater or less degree, a natural gift. They are born teachers. They never knew when they did not love to teach. But this gift is also susceptible of high cultivation; and under those moral experiences, of which I have already spoken as giving life, energy and persistence to the thirst for knowledge, this love for communicating information becomes so intense that the mid-day meal will often be neglected for the pleasure of imparting knowledge. This it is that takes from the school-room now all that gloom and horror which, under the rule of some pedagogical tyrants, makes it appear as if it were draped in mourning. Under the smiles and sunshine of him who loves to teach, the school-room becomes to the pupil a place of pleasant and useful pursuits, and of joyful mastering of difficulties; the birth place of bright hopes and aspirations, and the spot to which memory, in after years, will look with a pure and serene joy. So well satisfied I am that the success of the teacher, in the highest sense of this word, depends on his own thirst for knowledge and his love for communicating, that if I were examining a teacher with a view to his employment, I should question him first and most fully on these two points; and if he was right here, I should feel that there was little reason to fear any deficiency in respect to mere book-learning. But if I should find that a hireling, an impostor, had come to be examined, a man or—oh, tell it not in Gath!—a woman, who neither loved children nor loved to teach them, I should expect to find him deficient also in the mere learning of books; and I should most assuredly try to find out his deficiencies, if he had any, and with heartfelt joy would see him turn his back—and with hearty good-will would help to turn his back—on the school-house of my or any other district. For if there is any one thing, short of the immediate frown of Deity, which more than another a parent may deprecate, it is the subjugation of his children to the tyrannous, soul-shriveling rule of a man or woman who, for six hours of the day, and for six days of the week, has under his care—care, indeed!—oh, sad misnomer!—the susceptible minds of children, to train them to the love and pursuit of those things which he himself hates.

Aptness to teach is the last element of the character of the successful teacher which I shall name.

It has been said that "what we know thoroughly we can usually express clearly, since ideas will supply words." If this statement is correct—and I believe it is,—then our teacher, with his thirst for knowledge and his love of communicating it, will almost of necessity fall into an easy, simple, clear method of communicating his thoughts, which will make teaching as natural and easy as the putting-on of an old glove. There will also be such a hearty sympathy between him and his pupils, almost by intuition he will see what is needed to make the lesson of to-day clearer and more impressive; and what was seen to be difficult to-day, the zeal and intelligence of the teacher will supply to-morrow. I never, indeed, knew a hearty teacher who did not thus become apt to teach. I have known those who, at first, were slow of

speech, and through diffidence hesitated much; at times, too, thoughts were given forth confusedly, and hence they failed at first to interest the children. But these difficulties soon disappeared before the zeal and industry of the teacher, who loved his work, and was resolved to succeed. He who himself thirsts for knowledge soon learns that right methods of study are essential to progress; that there is also a right and a wrong way of putting things, and that when the right method is used instruction glides gently into the understanding, wins the love of the heart, and then calls forth the prompt activities of the will. The whole man in the scholar awaits the bidding of the earnest, intelligent loving teacher.—*American Educational Monthly.*

OFFICIAL NOTICES.



APPOINTMENTS.

SCHOOL COMMISSIONERS.

His Excellency the Administrator of the Government in Council was pleased, on the 20th October, 1865, to approve of the following appointments of School Commissioners, viz.:

County of Gaspé.—Ste. Adélaïde de Pabos: Mr. Herménégilde Tétu.

County of Beauce.—Forsyth: Rev. Honoré Desruisseaux, Thomas Morel de la Durantaye and Hippolite Boutin, Esquires.

County of Arthabaska.—Tingwick: Messrs. François E. C. Proulx and Martin Corby.

Same county.—St. Norbert: Mr. Daniel Talbot.

County of Ottawa.—Hartwell: Messrs. Pierre Pilon, Bénéoni Proulx and Hilaire Lavallée.

County of Portneuf.—St. Bazile: Messrs. F. X. Mollard, François Boutel, William Shanahan, Jr., W. Paquin and Félix Richard.

County of Dorchester.—St. Edouard de Frampton: Messrs. Henry Courty, Thomas Lapointe and Rev. Hyacinthe Gagnon.

TRUSTEES OF DISSENTIENT SCHOOLS.

His Excellency the Administrator of the Government in Council was pleased, on the 20th October, 1865, to approve of the following appointment of a Trustee of Dissentient Schools:

Three Rivers.—Mr. James Shortis.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

MONTREAL BOARD OF PROTESTANT EXAMINERS.

1st Class Academy (E).—Mr. John N. Muir.

1st Class Model School (E).—Messrs. Solomon Falkner, Donald McMaster, Solomon W. Young, and Miss Charlotte Maria Smith.

1st Class Elementary (E).—Misses Mary Gladwell, Annie Conoley, Grace Graham, Susan Grimshaw, Jemima Hartley, Elizabeth Hyatt, Catherine Irwin, Mary Jane Lindsay, Catherine McCormick, Catherine McGibbon, Jane McIntyre, Jessie McLaren, Sarah Odell, Rebecca Scales, Adaline Eliza Seely; (E. & F.).—Mr. William Henry Wadleigh.

2nd Class Elementary (E).—Miss Eliza J. Gibson.

September 23, 1865.

T. A. GIBSON,
Secretary.

BOARD OF EXAMINERS OF THREE RIVERS.

1st Class Model School, (F).—Miss Marie Exilis Deshayes and Miss Marie Délima Guilmet.

2nd Class Model School, (F).—Madame L. M. E. Toulain de Courval.

1st Class Elementary, (F).—Misses Beatrix Désillets, Marie Camille Gauthier, Marie Anne Lamanger, Ernestine Ouellet and Marie Louise Plourde.

2nd Class Elementary, (F).—Misses Marie Adeline Caya, Emélie Miché, Marie Adèle Morel, Rose-de-Lima Poisson.

August 1, 1865.

J. M. DÉSILLETS,
Secretary.

BOARD OF EXAMINERS OF GASPÉ.

1st Class Elementary, (F.)—Mr. Alexis Ouellet.
August 1, 1865.

T. VIBERT, Jr.,
Secretary.

SITUATION WANTED.

A teacher with the degree of B. A., and the holder of a diploma from the Montreal Board of Protestant Examiners authorizing him to teach in academics, is desirous of obtaining a situation. Enquire at this office.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), OCTOBER AND NOVEMBER, 1865.

The Council of Public Instruction.

The Council of Public Instruction for Lower Canada held its half-yearly meeting on the 12th October. The Honorable the Superintendent of Education having formally announced to the Council the death of their late President, Sir Etienne Paschal Taché, and having also paid a just tribute of respect to his memory, moved the following Resolution, which was seconded by Rev. Mr. Dowd and unanimously agreed to:

That the members of this Council have heard of the death of Sir Etienne Paschal Taché, the late Premier and President of the Council of Public Instruction, with profound sorrow, and that they desire to place on record in the archives this their formal expression of the love and respect with which they had ever regarded him, and also of the sorrow felt at the loss of one that, notwithstanding the calls of so many pressing engagements, had still found time to preside even at the last meeting; of one that had never ceased to take an interest in the progress of education nor to labor assiduously for its success.

On motion of J. Crémazie, Esq., LL.D., seconded by C. Delagrave, Esq., it was unanimously

Resolved,—That the foregoing Resolution be published in *le Journal de l'Instruction Publique* and the *Journal of Education*, and that a copy be transmitted to Lady Taché, together with an address of condolence on the part of the members of this Council.

On motion of the Hon. the Superintendent, seconded by Rev. Mr. Dowd, C. S. Cherrier, Esq., LL.D., Q.C., was chosen President, in the room of the late Sir Etienne Taché.

Mr. Cherrier having alluded with much feeling to his predecessor in office, accepted the charge and returned thanks to the Council.

The Council then proceeded to the consideration of other business. The decisions that were arrived at will be published when they shall have received the approval of His Excellency the Administrator of the Government.

Judicial Decision.

We have already acquainted our readers with the decisions of Judge Coursol and Judge Short as regards the question which came up before each, concerning the right of non-residents to become dissentients and pay their school taxes to the trustees of the religious minority to which they belong. Judge Coursol's judgment was in favor of the dissentients, but that of Judge Short was the reverse. Judge Sicotte, who recently decided the

same point, also gave judgment in favor of the dissentients, that is to say against Judge Short's ruling. The case was between the School Commissioners of St. Bernard de Lacolle and J. C. Bowman, in the District of Iberville, and the *St. John's News* promises a full report, for which we will endeavor to find a place in our next.

The New Inspectors of Schools.

The *Presbyterian*, in its last issue says: "One change is being managed quietly and apparently unnoticed, that, namely, of dividing up the districts of School Inspectors in the Protestant parts of Lower Canada and making new districts for Roman Catholic Inspectors," and "that already FOUR of these new appointments have been made."

It is true that FOUR inspectors were recently appointed, but the facts are as follows.

1st. When Inspectors of Schools were first appointed, that is to say in 1851, Protestant and Catholic inspectors were jointly appointed for the cities of Quebec and Montreal; this was done at the request of the Protestants, and, as the Catholic population was a large majority, it was evident that if but one inspector had been appointed for each, these inspectors would have been Catholic. Protestant inspectors were appointed for the Eastern Township counties and Catholic inspectors for all the other districts.

2nd. On the resignation of Mr. McCord, a Catholic, who was inspector for the counties of Ottawa and Pontiac, the Protestant population insisted on having a Protestant inspector; at their request the district was divided and a Catholic and a Protestant inspector were appointed. This was in June 1861.

3rd. About the same time the Catholics of the Eastern Townships, who had become very numerous and who in several counties are now a majority, sent in petitions to the Government and to the Education Office to obtain Catholic Inspectors. It was only very recently, that is to say in March last, that something was done towards granting their request.

4th. The FOUR inspectors recently appointed are: 1st. Mr. McGrath, a Protestant, to inspect the Protestant schools of the Counties of Ottawa and Pontiac, vice Mr. Hamilton, also a Protestant, who had resigned; 2nd. Mr. Alexander, a Catholic, vice Mr. Bourgeois, also a Catholic, who had resigned. In addition to the district which had been assigned to Mr. Bourgeois, Mr. Alexander is to inspect the Catholic schools of the county of Shefford in Mr. Parmelee's district, leaving the Catholic schools of the counties of Brome and Missisquoi still under Mr. Parmelee's care; 3rd. Mr. Stenson, a Catholic, is appointed for the Catholic schools of Mr. Hubbard's district; and 4th. Mr. DeCazes, a Catholic, replaces Mr. Leroux, also a Catholic (dismissed), for a district almost exclusively Catholic.

The following extract from a series of articles already published in this journal, will show how matters stood previously to these appointments, and also, that while very few Protestant schools are now under the inspection of Catholic inspectors, there are still a great many Catholic schools under the inspection of Protestant inspectors in the districts assigned to Mr. Parmelee and Mr. Hume:

"The next grievance alluded to in the Report is that 'Protestant schools are examined by Roman Catholic Inspectors who do not understand the English language, and who cannot therefore make correct reports concerning them, though desirous to be impartial; and that sometimes rewards are given (to Protestant children we suppose) connected with the Roman Catholic faith.'

For every one who knows something of Lower Canada, it is easy to see that with a mixed population like ours, and with Protestant schools scattered at great distances from each other to Catholic districts, and vice versa, it is almost impossible that the schools belonging to one religious denomination of the community should not sometimes be visited by Inspectors of a different religious persuasion.

The first division of districts was made to secure to all large sections of the Protestant community the advantage of having Inspectors of their own faith, and every thing that has been done since was with

a view of extending that principle as far as possible. It is thus that when Inspector Hubbard was appointed, on the death of the late Mr. Childs, the Protestant schools of the Townships of Chester Tingwick, Kingsley, and Durham (in the district of Mr. Bourgeois,) were assigned to him; the Dissenters of St. Foy, near Quebec, were also, at their own request, placed under the control of the Rev. Mr. Pices; and when Mr. McCord (a Catholic) retired from the inspectorship of the counties of Ottawa and Pontiac, two inspectors, a Catholic and a Protestant, were appointed in his stead.

The following table of the Catholic and Protestant populations forming the districts of the Protestant Inspectors, shows that if there is good ground for complaint, it certainly falls to the lot of the Catholic and French-speaking population.

INSPECTORS AND COUNTIES.	Protestants in each county, or part of county.	Total of Protestants in each district of inspection.	Catholics in each county, or part of county.	Total of Catholics in each district of inspection.
Inspector HUME.				
Megantic.....	5046		12843	
Part of Beauce.....	1		4493	
do Dorchester.....	832	5879	2581	19922
Inspector PLEES.				
City of Quebec.....	9632			
Part of the county of Quebec.....	1299	10931		
Inspector HUBBARD.				
Stanstead.....	10121		2137	
Richmond.....	5859		3025	
Compton.....	7824		2386	
Wolfe.....	999		5549	
Sherbrooke.....	3296		2603	15700
Part of Drummond and Arthabaska...	3234	31333		
Inspector PARMELEE.				
Brome.....	10192		2540	
Missisquoi.....	11153		7455	
Shefford.....	5562	26907	12217	22212
Inspector BRUCE.				
City of Montreal.....	24427			
Huntingdon.....	9471		8040	
Part of Chateauguay.....	3416			
do Argenteuil.....	7418	44712	4427	12467
Inspector HAMILTON.				
(Inspectorship vacant.)				
Ottawa.....	7864			
Pontiac.....	6002	13866		
Grand total.....		133628		70311

If we now deduct from the total Protestant population of Lower Canada (169,313) (1) the Protestant population under the supervision of Protestant Inspectors, we shall find that 34,685 Protestants only have their schools visited by Catholic Inspectors, while 70,301 Catholics are subjected to a disadvantage of the same nature. These 34,685 Protestants are scattered over the whole surface of Lower Canada, and all groups of Protestant population that could be placed under the control of Protestant Inspectors, with the present staff and present salaries, have had that benefit. Not so with Catholics. In Messrs. Hubbard, Parmelee and Hume's districts, the interests of large, compact French and Catholic populations are entrusted to the care of Protestant and English-speaking Inspectors. In Mr. Parmelee's district the Catholics are nearly one half, and in Mr. Hume's they are more than three fourths of the population.

(1) In our calculations we give Protestants all that are not reported as Catholics, including Jews, persons without a creed, and persons of creeds unknown.

The views of the present Superintendent on this subject are contained in the following extract from his special report of the 23rd April 1863, on the Inspection of Schools, printed by order of the Legislative Assembly.

"I have drawn up a table marked B, containing a plan of inspection on the footing of ten districts only, and comprising approximately the same heads of information with respect to them as the other table does for the old districts. I believe that it would be impracticable to throw the country into larger districts than are comprised in this table, even if the number of visits were reduced to one in the year. We might indeed further reduce the number of district to eight, if we disregarded the difference between Catholic and Protestant communities; but I could not in this respect recommend a deviation from the system introduced and by me sought to have extended. The aim of our educational legislation is to give the most, the best possible guarantee to religious minorities in the education of their children. We have separate schools, separate Boards of Examiners as far as practicable, and it seems to me that as nearly as may be, we ought to have separate Inspectors. In Prussia and everywhere else throughout Germany the Inspectors are even members of the respective clerical bodies. In England and Scotland there are Inspectors for each religious denomination; and provision is even made by Order in Council that the heads of the different religious bodies shall have a voice on the choice of them."

This report was made at a time when the abolition of the office of inspector having been proposed in Parliament, the administration of the day was considering the propriety of modifying the system, either by reducing the number of Inspection districts, or by leaving the appointment and the payment of Inspectors to the Municipal Councils. The frequent changes which have since taken place in the government, and the all absorbing questions which have been and are still discussed, may explain how the matter has remained in abeyance.

Meanwhile the above mentioned circumstances may account for the unusual length of time during which no Inspectorships (one a Catholic, the other a Protestant) have been suffered to remain vacant. The same reason may also apply in the case of the Catholics of the Eastern Townships who have petitioned the Government for the appointment of a Catholic Inspector."

The Grammar Schools of Upper Canada.

We copy from the *Upper Canada Journal of Education* the two following articles on the Grammar School system of the Upper Province. It has been frequently observed that some system of the kind might be advantageously substituted for our present system of Superior Education. We are not, of course, expected to offer any opinion on this subject until the Government shall have undertaken to change the present system. We merely place the information contained in the following articles before our readers, so that they may better understand the nature, origin and progress of the institutions referred to.

THE NEW GRAMMAR SCHOOL ACT OF 1865.

The giving of the Royal Assent to the new Grammar School Act by the Governor General, and the subsequent reference to the value of the measure in His Excellency's Speech from the throne, marks an important epoch in the history of educational progress in Upper Canada. The Hon. William McDougall, Secretary of the Province, in his capacity of Minister in charge of Education, deserves the cordial thanks of the educational authorities in Upper Canada for his active exertions in getting this Bill through the Legislature. In conferring on the subject with the officer from the Educational Department having charge of the matter at Quebec, he devoted a good deal of time to a careful consideration of Grammar School Education in Upper Canada, and sought in various ways to render the Bill under consideration as practical in its objects as possible.

Some valuable improvements were made in the original draft of Bill by Mr. McDougall. Among others is the section relating to Elementary Military Education in Upper Canada. This section was highly approved of by the Adjutant General of Militia, and cannot fail to add to the influence of the Grammar Schools. It will be found to be the first practical step which has been taken in the direction of a permanent and systematized plan of military instruction for the youth of our country, to be followed up in some future Canadian Sandhurst or West Point Military Academy yet to be established. Such an Academy must eventually supersede the present temporary system of local Military Schools which are now established at a considerable aggregate cost in various parts of the Province.

Few, except those practically acquainted with the state of the Grammar Schools, can form an idea of the great service which the new Grammar School Act will render to the cause of intermediate education in Upper Canada. Before the beginning of the present year, many of the Grammar Schools were doing little more than Common School work; and some of them even did this work very imperfectly. The effect of the new regulations, which went into operation this year, has been, we are happy to say, very materially to improve the condition of most of the inferior Grammar Schools; while, under the provisions of the new Act just passed, the managers of these schools will still further feel the necessity of confining them exclusively to their own legitimate work. This work they will be required to do *bonâ fide*, to the best of their ability, in order to be entitled to the right to compete for a share in the Legislative Grant. The system of apportioning money to the Common Schools, according to the basis of average attendance of pupils therein, has been found to have had a most salutary influence not only upon the attendance of children at the schools, but also upon the character of the instruction given and the length of time in the year during which the schools have been kept open.

A great drawback to the advancement of the Common Schools, especially in rural villages, has been the facility with which some of the so-called Grammar Schools could interfere with and even reduce the standard of education below that of an ordinary Common School. Under the new Act, however, the Grammar School standard of Education will be definitely fixed and uniformly maintained in all of the schools; while the efforts of the Department can now be directed without hindrance to raising the standard of the Common Schools, so that both classes of schools will be able to perform their own work without clashing with each other. There are other projects under consideration for the improvement of the condition of the schools, and rendering their inspection more systematic and thorough, which are not yet matured, but which will be publicly discussed in due time.

The following analysis of the new Act we take from the editorial correspondence of the *Montreal Gazette*, written during the time the Bill was under the consideration of the Legislature:

"Mr. McDougall has brought in a Bill respecting Grammar Schools, for which he deserves credit. Heretofore these institutions have been supported by grants from the Provincial chest without exacting local contributions. Hereafter the counties are to be called upon to contribute half as much as the Provincial grant, and no school can be hereafter opened with a less grant than \$300. This insures that the minimum income shall be \$150, a sum still rather too small to secure the amount of ability and erudition necessary for an efficient Grammar School. It is provided also that, except in the case of teachers already licensed and teaching, the teachers of the Grammar Schools must hereafter be graduates of some University within the British dominions; and the curriculum is to be prescribed by the Council of Public Instruction, so as to prevent an abuse only too common in both sections of the Province, of degrading Grammar Schools into Elementary Schools, by filling them up with pupils learning their A B C. It were much to be desired that similar provisions to these should be extended to the so-called Academies and Grammar Schools of Lower Canada. It is high time a thorough revision of these grants should take place. But a feature in this bill, for which Mr. McDougall deserves special praise, is this—that he provides that the Governor in Council may establish a curriculum of elementary military studies to be used in the Grammar Schools, and that every teacher who shall pass an examination to show himself qualified to impart instruction in those studies, and secure a class of not less than five pupils in them, shall receive \$50 addition to his salary in each year. This is decidedly a step in the right direction. The present military schools are admirably answering the temporary purpose of providing the first set of officers for the Militia. But the work must be permanently done by other methods, the supply of educated military men maintained by another organization. Our schools receiving Government money must all teach drill. Our Grammar Schools and Academies must all teach the elements of military science, and attached to one or two of the Universities or as a separate institution, we must have at least one great Military School where men may receive as high and perfect a military training as West Point or Sandhurst now gives. Perhaps for a time scholarships at Sandhurst might serve the purpose. It is a matter for congratulation, therefore, that so important a step in the right direction has been taken. We may hope to see the work gradually extended year by year."

PROGRESS OF GRAMMAR SCHOOL EDUCATION IN UPPER CANADA.

With a view to furnish our readers with a brief view of the history and progress of Grammar School Education in Upper Canada, we

insert the following summary sketch which we have prepared on the subject:

In 1789, in compliance with a memorial presented to Governor-General Lord Dorchester, praying for the establishment of a public school near Cataract (Kingston)—the most central part of Upper Canada—he directed the setting apart of land for the endowment of schools in the new townships in that part of the Province; but no school was actually established at that time.

In 1792, a private Classical School was established at Newark (Niagara), and in 1796, one was established at York (Toronto).

In 1797, the subject having been brought before the Upper Canada Legislature by Governor Simcoe, on a despatch received from the Duke of Portland, a memorial was sent to the King, praying for the grant of a sufficient quantity of land to endow a Grammar School in each of the four districts into which the new Province was divided, and a University for Upper Canada. The prayer of the memorial was granted; and 500,000 acres of land were set apart for the purposes specified. In 1798, President Russell requested his Executive Council, the judges and the law officers of the Crown, to submit to him a scheme of education for the Province. They did so; and recommended a sum of money to be granted for the erection of a school-house at Kingston, and in the Newcastle District, for the accommodation of 100 pupils, with a residence for the master. They also recommended that a University be erected at York. The claims of Cornwall and Sandwich for a school were, in the meantime, to remain in abeyance. Nothing was done, however, except to bring out from Scotland, Mr. (now the Right Rev. Bishop) Strachan, as President of the proposed college. Before Mr. Strachan arrived, however, the project of the college was abandoned, Governor Simcoe went to England, and Dr. Strachan opened a school at Kingston and subsequently one at Cornwall.

In 1806, a temporary Act was passed, establishing a Public School in each of the eight districts into which Upper Canada was divided, and granting £100 per annum for each teacher. In 1807-8, this Act was made permanent.

In 1817, Common Schools were first established by law in Upper Canada.

In 1819, another District School was opened; and provision was first made for holding public examinations—for reporting on the condition of the schools to the Government and for educating ten Common School pupils as free scholars at each District School. The allowance of £100 was reduced to £50 wherever the number of pupils did not exceed ten.

In 1823, a Provincial Board of Education was established. In 1824, the germs of a library system were developed. Subsequently, and down to 1839, other steps of progress were made.

In 1839, the terms "District School" were changed to those of "Grammar School;" and £200 were offered to each District which would raise an equal amount for the erection of a Grammar School building. £100 were also offered for the establishment of a school in each of four towns (not nearer than six miles to the County Town) at which not less than sixty pupils were to be educated.

In 1853, the present Grammar School Act was passed. To render the transition from an old to a new system more easy, many of the provisions of the former Grammar School Acts were retained. For instance, (1) the distinction between senior and junior County Grammar Schools—(2) the granting of £100 to each senior County Grammar School over and above that given to a junior school, on condition (3) that the daily average number of pupils reached ten, and £50 in case the average was below ten. These senior schools were, however, required to make meteorological returns to the Educational department.

In order to see what has been the gradual progress in the number of Grammar Schools in Upper Canada and the number of pupils attending them, we append the following table:—

In the Year	No. of Schools.	No. of Pupils.	In the Year	No. of Schools.	No. of Pupils.
1844	25	1,000 approx.	1864	95	5,590
1854	64	4,287	1865	101	5,700 estim.
1863	95	5,352			

Of the 5,590 pupils in the various branches of instruction in 1864, there were as follows:—

In the English branches	5,053
In Latin	2,102
" Greek	726
" French	2,828
" Mathematics	5,387
" Geography	4,963
" History	3,833
" Physical Science	2,911

In 1865, the number of pupils attending Grammar Schools from the cities, towns, and villages (incorporated) are about	4,400
Ditto ditto from Counties	1,300
Estimated total as above.....	5,700

—showing that while the new Act will give County Councils equal power with Town and Village Councils to appoint trustees, only one-fourth of the pupils attend from the rural portions of the country over which the County Councils exercise jurisdiction.

Twenty-sixth Meeting of the Teachers' Association in connection with the Laval Normal School.

This Convention was held on the 25th August last.

Present, Rev. Principal J. Langevin, Ptre.; Messrs. J. B. Cloutier, F. X. Toussaint, C. Dufresne, N. Lacasse, Ed. Carrier, C. Dion, E. Saint-Hilaire, F. X. Chabot, Ls. Roy, G. Labonté, P. Giroux, V. Bérubé, Etz. Marceau, H. Tremblay, F. Fortier, O. Goulet, F. Morisset, C. Robitaille, J. Cloutier, Ls. Mercier, H. Rousseau, and a number of the pupils of the Normal School.

The President being absent, Mr. J. B. Cloutier, Vice-President, was called to the Chair.

The minutes of last meeting having been read and adopted, the Principal lectured on *Mechanics* and the *Laws of motion*.

Mr. J. B. Cloutier then read a paper on *Geography*, in which he labored to show the great importance of that particular branch of learning and the best methods to be employed in imparting instruction therein.

The hour being now far advanced, the meeting adjourned to the following morning.

SECOND SITTING.

Present, Rev. Principal J. Langevin, Ptre.; Messrs. Inspectors P. M. Bardy and F. E. Juneau; Messrs. J. B. Cloutier, F. X. Toussaint, D. McSweeney, N. Lacasse, Ed. Carrier, C. Dion, G. Labonté, J. Létourneau, F. X. Gilbert, M. Ryan, E. Saint-Hilaire, A. Esnouf, C. Labrecque, M. Ahern, P. Giroux, F. Parent, F. X. Chabot, B. Garneau, V. Bérubé, P. Bourassa, F. Fortier, Frs. Pagé, J. Pelletier, G. Tremblay, F. Robitaille, J. Couture, F. Morisset, H. Rousseau, O. Goulet, Etz. Tremblay, S. Fréchette, Ls. Dion, P. Provençal, Ls. Mercier, J. Delisle, and a number of the pupils of the Normal School.

In the absence of Mr. Thibault, Mr. J. B. Cloutier was called to the Chair.

The following members were then elected office-bearers for the year: Mr. J. B. Cloutier, President; Mr. Ed. Carrier, Vice-President; Mr. E. Saint-Hilaire, Secretary; Mr. N. Lacasse, Treasurer; Messrs. C. Dion, Frs. Fortin, N. Thibault, C. J. L. Lafrance, C. Dufresne, A. Esnouf, D. McSweeney, F. X. Gilbert, and Frs. Parent, Committee of Management.

Mr. N. Lacasse then lectured on *Osteology*, showing the position of the different bones in the human frame from a skeleton in the possession of the Normal School.

Mr. Inspector Bardy read an essay on *Man*, in which he spoke of the greatness, power and genius of man in his primitive state.

The following subject was then debated: *What is the best method of teaching Geography?* The Principal, Messrs. Inspectors Bardy and Juneau, and Mr. F. X. Toussaint took part in the debate.

The Principal, at the request of the meeting, summed up the question substantially as follows: Geography should be taught in every school, that children may have a correct idea of different countries, their extent, climate, productions, objects of commerce, forms of government, manners and religion of their inhabitants; geography should be taught as soon as children are able to read; as to younger children the teaching should be confined to explanations with the aid of maps and globes, while an abridged work should be used for more advanced pupils. In this country that part of geography which should be taught first is that relating to this continent and more particularly to Canada, concerning which ample details should be given, and this should be done as soon as the child has acquired the rudiments. In model schools a more advanced course should be followed—the late Rev. Mr. Holmes' French Geography being recommended for the purpose, or, in English, Mr. Lovell's Atlas. Children should be taught to point out countries and localities with care, and not merely the names by which they are designated; the boundaries of different countries and the courses of rivers should also be pointed out. The teach should be careful to explain the lesson beforehand from the map, and those children who have no atlas to study at home, should be allowed to look over the maps in school.

Skeleton maps are preferable for the more advanced pupils. It is useful to accustom pupils to trace out maps, which can be done at first on black-boards.

Mr. Jos. Létourneau moved, seconded by Mr. Frs. Fortin, and it was accordingly

Resolved,—That a vote of thanks be tendered to the members retiring from office, for the able manner in which they have conducted the affairs of the association during the past year.

The Rev. Principal, Mr. Inspector Juneau, Messrs. Ed. Carrier and E. Saint-Hilaire promised to lecture at the next meeting.

The Principal proposed the following subject for debate at that meeting: *What is the best method of teaching the Rule of Interest?*

The Convention was then adjourned to the last Friday in January next, at 7 P.M.

Report of the Superintendent of Education for Lower Canada, for the Year 1864.

(Concluded from our last.)

At first the law gave discretionary power to the commissioners and trustees with respect to the engagement of teachers, and their dismissal and salaries. The great difficulties which the establishment of the schools presented at first may account for that legislation; but the abuses which resulted from it induced the Legislature to place some bounds to the power of the commissioners. By a summary petition addressed to the Superintendent, the dismissed teachers may, if they have been unjustly dismissed, obtain compensation, which is deducted from the share of the grant allotted to the municipality for the following half-year.

The Department has also revived a regulation made by my predecessor, which directed the commissioners to give three months' notice before the expiry of their engagement to teachers whom they did not intend to retain in office for another year.

Of the total number (743) of candidates, 110 were rejected and 633 were admitted; 6 with academy diplomas, 23 with model school diplomas, and 599 with elementary school diplomas.

The briefness of the term of engagement, a year at the longest, provides the commissioners with easy means of getting rid of an individual whose only fault is sometimes that of not having conciliated their personal friendship or having a rival in a male or female relation of some one of them.

Accordingly, it was decided that, failing the three months' notice, the engagement should be held as continued, and that the dismissal of a teacher in such a case would need to be justified by some grounds specified and admitted in the statute as sufficient. This decision of the Department has been frequently ratified by the Government. The courts of law have, moreover, decided that the dismissal of a teacher must always be authorised by the strictest principles of justice, and that the discretion permitted to the commissioners by no means exempts them from an action for damages on the part of a teacher, requiring them to prove the facts on which they rely to justify their proceeding.

It would appear that the teacher must be, by all these provisions of the law, very sufficiently protected from arbitrary and unjust dismissal. But if we believe this we know little of the ingenious spirit of persecution arising from the pettiest interests in some places. As a means of evading the law, and the regulations of the Department, it has been stipulated, in treating with teachers, that they should be made subject to dismissal at any moment and for any or no reason, or three months' notice has been given beforehand, and without distinction to all that their engagement would not be renewed, in order, as the commissioners thought, that their salaries might be reduced by offering the places to those willing to accept the lowest remuneration, and retaining none but those who would be satisfied with the smallest salaries. These stipulations and wholesale notices, having for their object the evading of the law and the regulations, have frequently been declared null and void, and the commissioners have been informed that when they have recourse to those practices they will forfeit all right to their share of the Government grant.

Notwithstanding this, but little progress has been made in the raising of the salaries of male and female teachers, and the question has been long discussed, and is still being discussed in the associations of teachers and in the newspapers, whether it would not be expedient to fix a *minimum* of salary; but besides that that *minimum* would have to be fixed at a low rate, with the alternative of seeing closed an even greater number of schools than were closed in the course of the past and of the present year, in consequence of the determination which was come to no longer to tolerate teachers not holding diplomas, there would also be this disadvantage that many municipalities in

which higher salaries are at present given would content themselves with the *minimum*, which, as Mr. Inspector Dorval remarks in his report, would speedily become a *maximum*.

The increase in the school-rates may cause it to appear strange that there is so little increase in the salaries of the lay female teachers; but this increase serves in part to counterbalance the diminution of the grant to each municipality in consequence of the total grant remaining the same. It must be observed, moreover, that it is precisely in those parishes in which the largest amount is collected in school-rates, and where, by consequence, male and female teachers might be liberally remunerated, that there exist academies or boarding schools, directed by persons belonging to religious orders, or academies under the control of trustees and beyond that of the commissioners.

The following table of school-rates since the year 1856 exhibits continuous and steady progress. It is to be remarked, however, that

all the taxes imposed are not always regularly collected. The Department, in a direct manner, and also through the school inspectors, endeavors to impart an impulse to the collection of these rates; and in the case of localities where there is real negligence in this respect, payment of the grant is suspended. Generally, according to the reports of the inspectors, and the accounts sent in by the commissioners, there is a greater degree of activity in the collection of arrears. In some parishes considerable amounts have been collected within a few years.

The difference between the rates collected in 1853, amounting to \$165,843, and those of this year, which amount to \$593,264, gives proof of very great improvement in the disposition of the population in relation to public education. The increase in the land assessments over those of 1863 has been \$15,055, and that in the monthly fees has been \$13,399, making a total of \$28,454—a more considerable increase than that of the preceding year.

TABLE of Assessments imposed annually since the year 1856.

	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Assessment to equal the grant.....	113854 87	113887 08	115195 09	115792 51	114424 76	113969 29	110966 75	110534 25	112158 34
Assessment over and above the grant. . .	93897 90	78791 17	88372 69	109151 96	123939 64	130560 92	134033 15	134888 50	144515 61
Monthly fees.....	173488 98	208602 37	231192 65	251408 44	249717 10	264689 11	281930 23	307638 14	321037 30
Assessment for the erection of buildings.	25493 80	22928 63	24646 22	22083 57	15778 23	17000 00	15798 84	11749 76	15553 12
	406765 55	424209 25	459396 65	498436 48	503859 73	526219 32	542728 97	564810 65	593264 37

The following table gives an abstract of the general results obtained, according to the statistics, since 1853; but it is well to observe that

the total of fees paid in the colleges, and many other sums expended for education, are not included in it.

TABLE of the Progress of Public Instruction in Lower Canada, since the year 1853.

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	Increase over 1853.	Increase over 1856.	Increase over 1863.
Institutions	2352	2795	2868	2919	2946	2985	3199	3264	3345	3501	3552	3604	1252	619	52
Pupils.....	108284	119733	127058	143141	148798	156872	168148	172155	180845	188635	193131	196739	88455	39867	3608
Fees	\$ 165848	238032	249136	406764	424208	459396	498436	503859	526219	542728	564810	593964	428116	134568	29154

The increase in the number of educational institutions of all classes over last year is only 52; that of the total number of pupils is only 3,608. As I have already pointed out, the necessity of requiring male and female teachers to be holders of diplomas in all places, without exception, as provided by law, has of late years caused the closing of a certain number of schools in some districts. In others, in which population increases slowly, the number of pupils attending the primary schools is nearly as great as can be expected under the very unfavorable circumstances in which they are situated, in consequence of the severity of the climate, the remoteness of the families, scattered sometimes at great distances, and the poverty of the inhabitants. There are, however, still many places in which the absence of the children from school is to be attributed to the apathy of the parents, independent of the wants and difficulties which an agricultural population, a part of which is poor and compelled to engage in severe labor requiring the services of all the family, experience in this respect.

The schools are now as numerous and as generally dispersed through the municipalities as is desirable for their efficiency, and possibly more so. It has, therefore, become necessary to suppress all those which are not attended in a satisfactory manner, and to attach the sections containing them to adjacent sections. The action of the Department has been taken with this object in view, and the same course will be followed in future. It has already happened that, the attention of heads of families having been called by this means to the necessity of sending their children regularly to school, if they are desirous of retaining it in their midst, there has been some improvement; and in any case it is but just to suppress schools which are not sufficiently attended, and which entail too great expense in proportion to the results which they produce.

The levying of the monthly fees, which should be effected indiscriminately for children who do not attend the schools, as for those who attend them, is one of the most certain means of obtaining a regular and numerous attendance. The indulgence shewn to certain

municipalities which levied, by means of assessment, an additional sum to make up for the monthly fees, should be discontinued, if the attendance at their schools does not become more general.

The following table of the number of children learning the most important branches of primary education shows a considerable increase for this year in respect of history, geography, parsing and French

grammar. Last year there was a diminution in respect of English grammar; this year there is an increase. The diminution of 2,221 in the number of pupils reading well appears to me difficult to explain. Had the diminution been gradual, it might have been attributed to a difference of appreciation on the part of the masters or the inspectors:—

COMPARATIVE TABLE, shewing the number of children learning each branch of instruction, since the year 1853.

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	Increase over 1853.	Increase over 1858.	Increase over 1863.	Diminution from 1863.
Pupils reading well.....	27367	32861	43407	46940	48833	52090	64362	67753	75236	77108	77676	75555	4818	23456	.....	2221
Pupils writing.....	50072	47014	59033	60086	61943	65404	80152	81244	87115	92572	97086	99351	49279	33947	2265	.....
Learning simple arithmetic.....	18281	22897	30631	48359	52845	55847	63514	63341	69519	74518	75719	84197	65916	28350	8473	.....
Learning compound arithmetic.....	12428	18073	22586	23431	26643	28196	30919	31758	41812	44357	45727	46529	34101	18333	802	.....
Learning book-keeping.....	.....	799	1976	5012	5500	6689	7135	7319	9347	9614	9630	9615	9615	2926	.....	15
Learning geography.....	12185	13826	17700	30134	33606	37847	45393	49462	55071	56392	60585	66412	54227	28565	5827	.....
Learning history.....	6738	11486	15520	17580	26147	42316	45997	46324	51095	54461	59024	66894	60056	24578	7870	.....
Learning French grammar.....	15353	17852	23260	29328	39067	43307	53452	54214	60426	61314	63913	68564	53211	25257	4651	.....
Learning English grammar.....	7066	7097	9004	11824	12074	15348	19773	25073	27904	28462	27358	29428	22362	14080	2070	.....
Learning parsing.....	4412	9233	16439	26310	34064	40733	44466	46872	49460	50893	52244	60311	55899	19578	8067	.....

As the rights of the dissentients have for some time been a subject of discussion in this part of the Province, I here annex a table of the dissentient schools, both Catholic and Protestant, with the numbers of the pupils belonging to them respectively. By this it will be seen that the Catholics have an interest in the separate schools as well as the Protestants, although neither schools nor pupils equal those of the latter in number.

TABLE of Dissentient Schools and their Pupils.

NAMES OF SCHOOL INSPECTORS.	Catholic dissentient schools.		Protestant dissentient schools.	
	No. of schools.	No. of pupils.	No. of schools.	No. of pupils.
J. B. F. Painchaud.....	.....	.....	1	22
Rev. R. G. Plees.....	.....	.....	4	129
J. Mcagher.....	1	53	2	111
T. Tremblay.....	.....	.....	1	25
Vincent Martin.....	.....	.....	.....	.....
G. Tanguay.....	.....	.....	.....	.....
S. Boivin.....	.....	.....	.....	.....
John Hume.....	3	120	4	136
P. F. Bédard.....	.....	.....	1	35
F. E. Juneau.....	.....	.....	3	142
J. Crépault.....	.....	.....	.....	.....
P. M. Bardy.....	.....	.....	3	119
P. Hubert.....	.....	.....	3	115
G. A. Bourgeois.....	.....	.....	5	161
B. Maurault.....	.....	.....	.....	.....
H. Hubbard.....	3	110	.....	.....
R. Parmelee.....	24	841	14	304
J. N. A. Archambeault.....	.....	.....	3	114
.....	.....	.....	6	124
Michel Caron.....	.....	.....	20	667
L. Grondin.....	.....	.....	11	443
John Bruce.....	15	629	6	290
F. X. Valade.....	.....	.....	20	684
A. D. Dorval.....	1	55	7	219
C. Germain.....	1	22	7	252
C. B. Rouleau, Catholic dissentient.....	.....	.....	.....	.....
Protestant district of Ottawa and Pontiac.....	.....	.....	13	533
	48	1830	134	4625

I had the honor to submit to the Government the draft of a Bill to settle the difficulties existing, relative to the interpretation of the clauses respecting the distribution of the taxes of non-residents and those of corporations or incorporated companies.

Independently of the obscurity or insufficiency of some of its clauses on many other points, the law contains, moreover, other contradictory provisions. The frequent amendments which have been made would seem to call for a complete revision of it, and the passing of a new law.

In the process of revision, however, the less variation or departure it made from the general principles of the present school law, the more secure we should be of a favorable result.

The most urgent want of this Department is that which I have constantly represented—the regulation, namely, of its financial difficulties. These difficulties existed previous to 1855, before my appointment to office and the passing of the law of Superior Schools. The Legislature voted an annual grant for superior education, but with a proviso that only a certain portion of the amount should be receivable from the Consolidated Revenue of the Province, while the residue should be a special charge on the Jesuits' estates and on the balance of the grant for common schools. Now, the sums voted every year being always in excess of the two last-mentioned sources of supply, a considerable deficit was the result. The passing of the law for superior education continued the same state of things; the provisions of that Act, relative to the sources from which the funds for its support were to be derived, not differing in any respect from those which are the subject of my remarks. The portion of Lower Canada in the annual supplementary grant for common schools is exhausted, without the possibility of increasing the allowance to those schools; nay, a deficit remains, which now nearly equals the capital of the fund for superior education. It follows that it is very difficult to increase the different grants which I have, in this as in many previous reports, represented as insufficient.

In the list of the improvements which are thus delayed is the formation and the increase of parish libraries, the allowance for which cannot be deducted, in the present state of things, from the primary school fund, already insufficient. Such institutions are, nevertheless, of the highest importance. In all other countries the establishment of such libraries is considered as essential for the completion and confirmation of popular education; and I had the honor to mention in my last year's report the efforts recently made in France to found and develop such institutions.

For the reasons above stated, it has also been impossible to afford any relief for the erection or repairs of schoolhouses; and this is so much the more to be regretted, that in affording such relief an opportunity would arise of insisting on improved methods of erecting and laying out such buildings, which are much needed.

To conclude: both the ordinary grant for common schools and the supplementary aid to poor municipalities stand in need of an increase, for this, the strongest reason of all, that while the amount for distribution remains the same, the subsidy to each municipality is from

time to time diminished, as new ones become claimants, or the population in certain of them increases, though it remains stationary in others.

This is the more to be regretted, that the withholding of payment of the grant is the most effective—nay, we may term it the only effective—means which the Department possesses to enforce the observance of its instructions and regulations; and that the smaller the grant is in amount the less the influence which it confers is regarded.

I have the honor to be, sir,

Your obedient servant,

PIERRE J. O. CHAUVÉAU,
Superintendent of Education.

Extracts from the Reports of the School Inspectors for 1861 and 1862.

(Continued.)

Extracts from the Reports of Mr. Inspector GRONDIN.

COUNTIES OF BEAUCHAMNOIS, LAPRAIRIE AND CHATEAUGUAY, LESS THE PROTESTANTS OF ORMSTOWN AND ST. JEAN CHRYSOSTOME.

(First Report concluded.)

It is to be regretted that in many places the school-houses are not provided with the dependencies necessary for the comfort of the teacher and his family, and that in some places they are not sufficiently roomy, thus exposing the health of master and pupils to injury.

Unfortunately for the school municipality of Ste. Cécile, which, last year, had a model school and three good elementary schools in operation, under control, the rich and influential seigneur of the place, who is also the proprietor of more than half the farms in the parish and of about forty building lots in the village, refuses to pay his share of the school rates, and is carrying on a long and expensive suit against the school commissioners which has already compelled them to close several schools and, in consequence, to deprive more than 200 children of the benefits of education.

I have followed your instructions as to the distribution of the books which you sent to me to be given as prizes in the schools.

The account books and minutes of proceedings are generally well kept by the Secretary-Treasurers of the various municipalities. The teachers are also better paid than formerly, though some still complain of irregularity of payment. During my visit for the first six months of 1861, which has already commenced, I shall pay special attention to monetary matters, and will see that all the Secretary-Treasurers make up their accounts in conformity with the 10th clause of the Act 14 and 15 Victoria, chapter 97.

Second Report.

I am happy to be able to state that education is progressing in a very satisfactory manner in this district, and of this you may satisfy yourself by comparing my preceding statistical tables with those which accompany this report. In justice to several schools, I must say that they have improved beyond my expectation.

These results, however, must not cause us to forget that very important improvements are still necessary, and more especially in the construction of the school-houses. These improvements, left to the will of the school commissioners, will probably be carried out, but at a period more or less remote.

The mutual-simultaneous system of instruction should also be introduced into all our schools, in spite of the opposition which would at first be made by some who are more prejudiced than ill-disposed, and who believe that a pupil loses all the time which he spends in teaching others, and that he learns nothing when taught by any other than the master himself.

I will now proceed to review each municipality, and make brief observations as to the condition of each of the schools under my superintendence.

COUNTY OF LAPRAIRIE.

1. *Laprairie*.—In the village there is a convent, under the management of the Sisters of the Congregation, which is too well known to be in need of my praise; it is usually attended by 130 pupils. The academy for boys, ably directed by Mr. St. Hilaire, a pupil of the Jacques-Cartier Normal School, has 125 pupils. The village also contains an independent superior school for girls, attended by 64 pupils; it is kept by Mde. Blanchard, an experienced teacher who holds a

Model School diploma. The elementary schools are well attended, with the exception of those of Nos. 3 and 6, where the attendance has been small and but little progress has been made. The school commissioners of Laprairie show great zeal for the cause of education by furnishing the schools with paper and books. It is well known that a want of these articles is one of the greatest obstacles to the advancement of education. The accounts and minutes of proceedings are kept in a very plain and orderly manner by Mr. Lanctot, Notary.

2. *St. Philippe*.—This parish possesses a model school and five elementary schools. The model school, kept by Mr. Boutin, has not made so much progress this year as last, probably on account of want of assiduity on the part of the pupils, for the teacher seems to be active and zealous; the number of pupils entered on the journal is 72. The elementary schools have all produced satisfactory results. The school-houses which have been more or less extensively repaired, are all in tolerably good order. I myself kept the accounts of the commissioners for two years, and placed them, in good order, in the hands of the present Secretary-Treasurer, Mr. Hubert Lefebvre.

3. *St. Jacques le Mineur*.—Like St. Philippe, this parish contains a model school and five elementary schools. Mr. R. Martineau teaches the model school very successfully; it is attended by 135 pupils. The elementary schools, except the one in the lower part of the St. André Range, are well managed. Mr. Moïse Martin, farmer, the Secretary-Treasurer, keeps the accounts regularly.

4. *Caughnawaga*.—The Indian school has been closed in consequence of the great indifference of the persons interested; in the village, however, there is a French independent elementary school, kept by a female teacher and attended by 42 French Canadian pupils.

5. *St. Constant*.—This parish contains a model school, four French elementary schools, and an English dissentient school. Mr. Joseph Paradis teaches the model school, which is attended by 104 pupils, with zeal and ability. There has been no sensible progress in schools No. 2 and 4, in consequence of the little assiduity exhibited. The results in the other schools, which are better attended, have been more favorable. Mr. Defoy, Notary, keeps the accounts of the school commissioners. The dissentient school, attended by 50 pupils, is kept by a very competent female teacher, who teaches English only.

6. *St. Isidore*.—This Parish contains a very flourishing model school, attended by 89 pupils and kept by Mr. Victor Maucotel, a native of France; also a girls' school, very well kept attended by 74 pupils, and two good elementary schools taught by females; that in the lower part of the St. Régis Range is attended by 90 pupils, and that in the upper part of the same range by 86. The accounts, which are kept by Mr. Langerin, Notary, are in good order.

COUNTY OF CHATEAUGUAY.

7. *St. Joachim de Chateauguay*.—The convent in this parish, under the direction of the Ladies of the Congregation and attended by 110 pupils, may be classed as a very good educational institution. The model school, attended by 74 pupils, is well conducted by Mr. Giroux. The elementary schools, four in number, are well kept with one exception, No. 5, where the progress has not been so great as it should have been. The dissentient school appears to make progress; it is kept by a female teacher. The accounts are kept by Mr. LePailleur, Notary; there has been great negligence in this respect, which has given rise to a suit which is not yet terminated. At present things are doing well; there are few arrears of assessment, and the teachers are regularly paid.

8. *St. Philomène*.—This municipality contains a model school for boys, a girls' school in the village, and four elementary schools in the concessions, taught by females. In the model school, which is attended by 70 pupils, there has not been so much progress as formerly. The girls' school is well kept, and is attended by 60 pupils. The school commissioners, from motives of economy, have resolved to unite these two schools under one teacher. I consider this mistaken economy, and do not approve of the decision. The two schools in the Ste. Marguerite concession are sufficient; that in the upper part of the concession is attended by 57 pupils, and the other by 55. The school in the St. Charles concession, which is attended by 51 children, is of medium quality. The school at the water side, attended by 46 pupils, is very well kept.

9. *St. Martine* contains a model school for boys, a school for girls, five elementary schools under the control of the commissioners, and a dissentient school. The model school, under the direction of Mr. Guilbault, and attended by 138 pupils, is also well kept. Of the elementary schools, that in No. 5, taught by Mr. Vanier, is the best; that in No. 2 has deteriorated; and the others are passable. The Secre-

tary-Treasurer, Mr. James Wight, is very zealous, and keeps the accounts well. The dissentient school, although little progress has been made in it, seems to be well kept; it is under the management of a female teacher, and is attended by 22 pupils.

10. *St. Urbain*.—This parish, although it contains no model school, is not backward in respect of education, and its elementary schools, which are taught by females, are on a very good footing, except that in section No. 2, which is, however, pretty good. The number of pupils attending the schools is 85 in each of sections Nos. 1, 3, and 62 in section No. 2. Mr. Notary Bisson, the Secretary-Treasurer, performs his duty well. The dissentient school is kept by a female teacher who is not very competent; it is attended by 38 pupils who make little progress.

11. *St. Jean-Chrysostôme, No. 1*.—This municipality contains three English Catholic schools. That in section No. 1 is taught by a very competent young female, and is attended by 64 pupils, 8 of whom are Protestants; 5 are of French, and the others of English origin. In section No. 2 the school is kept by a good teacher, and is attended by 58 pupils, of whom 43 are Catholics and 15 Protestants; 12 are of French and the remainder of English origin. The third school is attended with but little regularity by 47 pupils, of whom 6 are of French origin and the rest English; they are all Catholics. Mr. George Hart performs the duties of Secretary-Treasurer in a satisfactory manner.

12. *St. Jean Chrysostôme, No. 2*.—As in *St. Jean Chrysostôme No. 1*, only the Catholic schools of this municipality are under my superintendence. Of the 17 school-sections of which it was formerly composed, only 11 now remain; of these, seven have Catholic and four Protestant schools. The other sections have been attached to adjacent municipalities. The model school, which has 140 pupils, all French Canadians, is zealously and ably taught by Mr. Benjamin Singer. In section No. 2 a good school is kept by a male teacher, and is attended by 65 pupils, of whom 35 are Catholics and 30 Protestants; 10 are of French and the remainder of English origin. Section No. 3 is temporarily united with No. 1. In section No. 4 the school is well kept and is attended by 80 French Canadian pupils. Sections 5, 6 and 7 are situated in the new parish of *St. Antoine Abbé*, which has been detached from *St. Jean Chrysostôme*. The school in section No. 8, taught by a female, is inferior; it is attended by 42 pupils, two-thirds of whom are Catholics; 18 are of French and 24 of English origin. Section No. 9 is attached to Hemmingford. At the time of my visit the school in section No. 10 had been closed for some months, in consequence of the unexpected departure of the teacher; it was attended by 63 pupils, all of English origin, and about equally divided in respect of religion. The schools in sections 11, 12 and 13 are Protestant, and consequently not under my control. Section No. 14 has a good school, taught by a female, attended by 103 pupils, of whom 23 are Protestants and 80 Catholics; they are about equally divided in respect of origin. Section No. 15 is united with No. 14; No. 16 is also attached to Hemmingford, and No. 17 has a Protestant school. The late Secretary-Treasurer, when he went away from the parish, left the books, and especially the accounts, in some confusion. Mr. Leriche, who has succeeded him, appears to understand his duty well and to perform it faithfully.

13. *St. Antoine Abbé*.—In this new parish there are three good elementary schools in operation. That in the Lemieux range is taught by a female, and is attended by 58 pupils who are nearly all Catholics; they are about equally divided in respect of origin. In section No. 2 the school is kept by a male teacher, and attended by 58 pupils, all of French origin. The third school is taught by a female; it is attended by 71 pupils, nearly all of whom are Catholics; about one-half are of French and one-half of English origin. The difference of origin in this section is giving rise to difficulties. The Irish are desirous that the school should be exclusively English, while the Canadians, who are in a majority, wish, with reason, that both languages should be taught. I rely on the zeal and influence of the Rev. Mr. Labelle, the Curé, to effect an adjustment of these difficulties.

14. *St. Malachie d'Ormstown*.—The Catholic dissentients have only one school in this municipality, and they are too poor and too few in number to maintain it unless assistance is granted to them by the Government. This school, which has been closed during a part of the year, was in operation at the time of my visit and was conducted by a teacher whom I believe to be very competent; it was attended by 52 children, nearly all of whom were of English origin and Catholics. The house is in very bad condition and unprovided with many indispensable articles.

15. *St. Clément de Beauharnois*.—The academy for boys, which is known in the vicinity as "The Beauharnois College," and which has six professors, Brothers of the Order of St. Joseph, is attended by more than 250 pupils. The convent of the Ladies of the Holy Names of Jesus and Mary, which has nine religious and two lay teachers, is attended by 240 pupils. These two institutions are managed in a way that does honor both to their generous founder and to the skill of those under whose direction they are.

The elementary schools in the concessions, 9 in number and taught by females, are a little less forward than those in some other parishes, in consequence of some of their best pupils being taken away by the academy and the convent. The financial affairs are managed by Mr. A. G. Thériault, and the difficulties which formerly existed have almost entirely disappeared. There are also two dissentient schools in the village of *St. Clément*; one is a boys' school and has 22 pupils; of the existence of the other, which is a girls' school, I was unaware at the time of my visit; it has probably as many pupils as the first.

16. *St. Timothée*.—The convent of the Ladies of the Holy Names of Jesus and Mary vies with that of Beauharnois in zeal and devotion; but it is not so numerously attended as the latter, as it is situated in the midst of a district which is less populous and less favored in other respects; it, however, contains 133 pupils, whose brilliant success is as satisfactory to those who encourage the institution as it is honorable to those who direct it.

The academy for boys, which occupies a magnificent building, for which we are indebted to the generosity of the Reverend Mr. Archambault, the Curé, has 190 pupils. The school commissioners know how to appreciate the zeal and extraordinary ability of their teacher, Mr. Green, and they prove this by allowing him a salary of \$550. The elementary schools, five in number and taught by females, are making progress, except the one in the lower part of the double range. The accounts are kept in a very orderly manner by Mr. Gervais, Notary.

17. *St. Cécile*.—The difficulties which had arisen between the school commissioners and the seignior, Mr. Ellis, or his agents, being almost settled, the commissioners have hastened to re-open the schools which they had been compelled to close. A model school, a girls' school, two other elementary schools under the control of the commissioners, and two independent schools, one Catholic and the other Protestant dissentient, are now in operation in this little municipality. Mr. Codebecq, a native of France, conducts the model school, which contains 93 pupils, with success. The other schools, all taught by females, are on a good footing, although in general but little advanced. The girls' school has 70 pupils; that at Grande Isle has 35, and that at the Double Range 24. In the independent Catholic school, kept by Mrs. McGuire, English and French is taught to 24 pupils, all Catholics, and about equally divided as to origin. The other independent school, which I visited in company with the dissentient trustees and the minister of the place, is attended by 34 pupils, all Protestants and of English origin. The accounts of the school commissioners are regularly kept by Mr. Massé, Notary.

18. *St. Stanislas de Koska*.—The two elementary schools in this municipality, although but little advanced, are well kept. That in section No. 1, which has 66 pupils, is kept by a male teacher, and that in section No. 2, attended by 62 pupils, is taught by a female. The duties of Secretary-Treasurer are performed by Mr. Notary Longtin, who seems to be conversant with them.

19. *St. Louis de Gonzague*.—Of all the municipalities in my inspection district, this one contains most school sections and has most schools in operation, and, after *St. Clément*, is the one which sends the greatest number of children to the schools. The model school, kept by Mr. Rivière, a well educated, skilful and zealous teacher, is under the control of the commissioners; it is attended by 96 pupils. There are seven other elementary schools taught by females, which make about equal progress.

The dissentient trustees have also 4 English schools under their control. That in section No 1 is attended by 63 pupils and is kept by a male teacher who has a salary of \$240; that in No. 2, attended by 56 pupils, is also kept by a male teacher, who also receives a salary of \$240; that in No. 3, attended by 30 pupils, is taught by a female, who has a salary of \$200; and that in No. 4, which has only 20 pupils, is also taught by a female, who has a salary of \$120.

The commissioners have for their Secretary-Treasurer Mr. Gagnier, who has taken great pains to restore order in the financial affairs which, it would seem, had been badly administered previous to his acceptance of office.

EXTRACTS FROM THE REPORTS OF MR. INSPECTOR BRUCE

COUNTY OF HUNTINGDON, PART OF THE COUNTIES OF CHATEAUGUAY AND ARGENTEUIL, AND THE PROTESTANT POPULATION OF THE CITY OF MONTREAL.

First Report.

My present report shows far fewer schools in an unsatisfactory state than any of my previous reports. Of all the schools in operation at the time of my visits, only 11 have I had to report unfavorably. Of these, three are in the parish of St. Anicet, two are in the municipality of Dundee, two in Godmanchester, one in Hinchinbrook, one in Franklin, one in St. Chrysostôme, and one in Hemmingford. Of those of which I have to report favorably, 9 were found in an excellent state, 56 in a satisfactory state, and 43 in a fair and improving state.

To bring up our schools to that high standard at which we aim, many are the obstacles which have yet to be removed, and the difficulties to be surmounted. But even a bird's-eye view is sufficient to show that within the last few years not a few of the former have been done away with, and many of the latter greatly lessened. Ignorance of our school law, peculiar and shallow notions about teachers and teaching, officious interference with teachers and school management, miserly dispositions, putting more value on a few dollars than on a good education or on the general improvement of society, we reckon among our greatest hindrances to educational advancement.

There are two other things to which I beg to direct attention, which I consider very hindering to educational progress:

1st. The many inefficient teachers sent abroad by our Boards of Examiners. Their motives for passing individuals of low qualifications, at first especially, showed consideration. Teachers then were few; but that state of things has passed away. The scarcity of teachers is not now the want: the scarcity of good teachers is now the great want.

2nd. Irregular attendance is another hindrance to progress in our schools. This is a general and a crying evil. The most painstaking, the most persevering, and the most skilled and talented teachers cannot successfully contend with it.

The examination of schools is a most important work.

The suggestions I make with reference to this subject I wish to be considered as the results of considerable experience, and some consideration.

1. The inspector should proceed to examine a school with its daily journal before him.

2. To do as much justice as possible to both the teacher and the scholar, he should judge of his progress with special reference to his age, the time he has attended school, the regularity of his attendance, and his capacity. For the first three, he looks in the journals; for the fourth, he must look partly to the teacher.

3. On beginning the examination—let us suppose with the lowest classes—he examines class after class, taking care to examine them on no prepared lessons.

4. In collecting results, it should be with reference to the things referred to under No. 2, noting, as he proceeds, how they read, the teacher's method of teaching and training them, what knowledge they have of what is taught them, their advancement with reference to their state, when they entered school, how his way of teaching and manner tend to excite the children to seek instruction, and observing whether instruction has been bestowed equally upon all.

5. But care must be taken not to keep any class, a juvenile class especially, long under trial. Let it be searching—strictly judicious—while continued.

1. *Elgin*.—The schools of this township are all in operation. Three are conducted with tolerable efficiency, and two are not in a very satisfactory state. The teachers of Nos. 2 and 3 never taught before, and need considerable experience and knowledge of effective teaching to make them successful instructors.

2. *Huntingdon*.—All the schools in this village are in operation. The schools under the commissioners are in a satisfactory state; teaching efficient, showing considerable intelligence and skill. The academy is not so well attended as usual. Respecting the talents and skill of the present Principal in conducting it, there can be no doubt; he is an efficient and a laborious educator. The dissentient school in the village is in a fair state.

I wish commissioners and trustees would discharge their duties as efficiently as the teachers.

3. *Godmanchester*.—Not many schools in this municipality are at present very ably conducted. So frequently do they change their teachers that schools well conducted one year are very often but

indifferently conducted the following year. The best conducted schools at present are those of Nos. 2, 5, 6 and 10. Of the dissentient schools, No. 1 is by much the best conducted school, and the scholars are far more advanced. School No. 3, dissentient, is in a low state; and No. 3 is next to defunct.

4. *Dundee*.—I was much pleased to find the commissioners so earnest and willing to second my efforts in improving their schools and raising the teaching to a higher standard. With the exception of Nos. 5 and 7, their schools are at present in fully a better state than usual. The children of No. 6 showed the most advancement, especially in reading, spelling on slates, writing, and, the more advanced scholars, in arithmetic; it is also the school in which grammar and geography are taught to much advantage.

The great hindrance to the advancement of education in this township still continues, viz: the short engagement of teachers and never keeping the same teacher sufficiently long in the same school.

The dissentient school in Dundee, like the majority of dissentient schools under my supervision, is doing little good. It is oftener closed than in operation, and when open it is for a short time, and conducted by teachers so low in qualification that the children benefit little by their instructions.

5. *St. Anicet*.—The state of the schools in this parish, under the commissioners, differs little, if any, from what it was when I last reported. The most thriving is No. 12; its children are considerably in advance, in all the branches they study, of those of others of their schools.

The commissioners are not very fortunate in getting the right kind of teachers; it is true they engage teachers only having diplomas, but so often are trustees, commissioners and myself disappointed and altogether deceived by such guarantees of qualification, that we find it best and more to the advantage of schools to choose teachers with reference to our own knowledge of their capabilities and skill in teaching. Our Examining Boards are seldom successful in ascertaining the true qualifications, aptness to teach, and tact in conducting schools, of those who come before them to undergo an examination.

The dissentient schools, with the exception of No. 2, have considerably improved. Their trustees appear to be earnest in discharging their duties and doing their utmost to engage efficient teachers; but they have not a few difficulties with which to contend, and which are not easily surmounted.

6. *Hinchinbrook*.—The schools of Hinchinbrook have generally teachers of fair qualifications and zealous in the discharge of their duty; and it is worthy of notice that when some near townships had scarcely one teacher deserving favorable notice, Hinchinbrook never wanted some able, devoted teachers. Nor are its commissioners given so much to changing teachers as other municipalities under my jurisdiction; hence the more steady advancement in education of its regular school-going youth.

7. *Franklin*.—The schools of this municipality are all in their ordinary state of efficiency. Indeed, four, viz., No. 1, 3, 4 and 5, are very satisfactorily conducted. Of no school, therefore, have I to report unfavorably.

8. *St. Malachie*.—I have to report of no school unfavorably. The only school in the parish doing little good, is the dissentient school in the village of Durham. This school is kept very irregularly in operation, and very seldom has it an efficient teacher. The schools whose pupils showed most advancement, are Nos. 1, 2, 4, 5 and 7: Nos. 3, 6, 10, 11 and 14 are making very fair advancement. The children of this parish are favoured with not a little of intelligent teaching. Much is done in nearly all their schools to create in the mind of the scholar a craving for knowledge—a desire to understand everything taught,—thus urging him on to higher attainment.

9. *St. Jean Chrysostôme*.—The schools in this parish under my immediate supervision are all in a satisfactory state. Two of the trustees of the dissentient school were present at its examination.

(To be continued.)

Notices of Books and Recent Publications.

LANGÉVIN.—*L'Histoire du Canada en tableaux, par Jean Langevin, Prêtre, 2e édition.*—Coté & Co., Quebec. 8 p.

This very useful pamphlet contains chronological and other tables arranged under the following heads: 1st. Political events; 2nd. Religious events; 3rd. Lists of Vice-Roys, Governors, &c.; 4th. Lists of R. C. Archbishops and Bishops; 5th. Discoveries, battles, treaties, &c., both periods of French and English rule in this country being

included. We have no doubt the book will be found valuable to teachers and pupils.

PATON.—O Wheel of Thanksgiving Thoughts; By the Rev. A. Paton.—Montreal, Dawson, 18 p.

JENKINS.—Canada's Thanksgivings for National Blessings in the year of Our Lord 1865; By the Rev. John Jenkins, D.D.

These two pamphlets are published at the request of the respective congregations before whom the thanksgiving sermons were preached. We extract the following remarks from the discourse of the Rev. Mr. Jenkins, who placed the Educational statistics of the Province among the objects for which thanks should be offered.

"The perpetuity of our Educational Institutions.—Considering the newness of Canada, the work of education has made great progress amongst us; and we cannot be sufficiently thankful that the government has devoted so much of its thought and care to a work upon the successful prosecution of which depends the present and future well-being of the country. The statistics as to both numbers and advancement of the common-schools of Western Canada, compare favourably with those of older countries,—of England, of Prussia, and even of New England. Amongst ourselves in the Eastern part of the Province, owing to a difference of religious belief, it is somewhat difficult to establish a uniform and thorough scheme of common-school education. Yet, the attempts made in this direction have not been wholly unsuccessful; and imperfect as in many respects the working of the scheme must be, we are not without hope that gradually the majority of the people in Eastern Canada will be roused to consider the immense advantage which would accrue to them were their children submitted to a liberal and thorough common-school training. In the plan which shall be devised for uniting British North America under one government, it may be hoped that those who are in the minority, holding as they do their Protestant principles dear, viewing these principles as a holy birthright and a sacred trust, as indeed the basis of much of the liberty and freedom and elevation and good order and prosperity that Great Britain has enjoyed since the Reformation, will be protected in their preferences, and permitted to retain their children under those religious influences which have been so greatly blessed to themselves. Not for a moment would we interfere with the convictions and preferences of our fellow-subjects of another faith. Let them enjoy that liberty in religion which was guaranteed at the conquest. Faithless would Great Britain be, faithless should we also be, were any attempt made to restrain their ecclesiastical freedom. What we ask is that our rights shall not be overlooked, that our children shall not be tampered with. I have no fear for the cities, I speak rather of those country parishes in which our Roman Catholic friends are in an overwhelming majority. This point it will be our paramount duty to guard.

"Those higher institutions of learning which have been established amongst us chiefly by private munificence, the prosperity which has attended them, and the character which they have acquired—a character which is acknowledged by the most venerable institutions in the mother country—demand also a grateful reference. These are institutions on which the better classes amongst us must for the most part depend for the education of their sons, and from which the learned professions must be replenished with members. That we have universities and colleges in such numbers and, in general, so efficient, augurs well for the future of the country; because upon the intelligence, earnestness and efficiency of the pulpit, the senate, the bar, the medical profession, and the mercantile profession proper, every nation is largely dependent for its progress in liberty, in morality, in civilization, in all that constitutes social well-being."

JACQUES-CARTIER.—*Voyage de Jacques-Cartier au Canada en 1534. Nouvelle édition publiée d'après l'édition de 1598, et d'après Ramusio, par M. H. Michelaut, avec deux cartes. Documents inédits sur Jacques-Cartier et le Canada, communiqués par M. Alfred Ramé.* Small 8vo, 124 pp. Tross, Paris.—12 francs.

We alluded some time ago to a *fac-simile* reprint of the Second Voyage of Jacques Cartier to the St. Lawrence, from the original edition (1544); a new edition of the *First Voyage* is now before us. Many additional papers are given as hitherto unpublished, but most of these are contained in the fifth volume of the *Transactions* of the Quebec Literary and Historical Society, in which may also be found other particulars that appear to have been entirely unknown to the Paris publishers and which the Society obtained from Mr. Desmazières de Séchelles. The three works compiled by the Literary and Historical Society, i. e. the volume published in 1843, the *Transactions* and the *Album*, form the most complete history of the discovery of the St. Lawrence that we know of.

PERROT.—*Mémoires sur les Mœurs, Coutumes et Religion des*

Sauvages de l'Amérique septentrionale. Par Nicolas Perrot. Publiée pour la première fois par le R. P. Tailhan, S. J. Leipzig and Paris. viii-341-xxxix pp. Franck—*Bibliotheca Americana* Collection.

The author, Nicolas Perrot, resided, we are told, almost habitually in the remotest part of New France, among the Indians. He commenced his career as trapper, acting occasionally as interpreter, but he was afterwards entrusted with a command and served under the successive governments of Messrs. de la Barre, Denonville and Frontenac. The *Mémoire* was written after Perrot's retirement from active life and was intended confidentially to enlighten the Intendant of Canada on the true character both of the friendly and hostile tribes of Indians and on the manner in which they should be treated with. The only copy extant was that from which the present edition has been printed. It was published in the last century, and is probably the same that Charlevoix made use of, and which that author had obtained from Mr. Bégon, Intendant of Canada in 1721.

FAILLON.—*Histoire de la Colonie française en Canada.* 2nd volume, xx-iv-568 pp. Poupart-Davyl. Paris, 1865.

The second volume brings M. Faillon's narrative down to 1662, covering one of the most interesting epochs in the history of the colony. We have, among other incidents, a very circumstantial account of Mgr. de Laval's differences with Mr. de Queylus—a portion of the work that, written as it is from the author's own point of view, may lead to controversy. The appended muster-roll of the celebrated levy of 1653 includes many names that have altogether disappeared, while others, such as Baudry, Baudoin, Bellanger, Benoist, Boivin, Bondy, Bonneau, Bouchard, Brossard, Cadieu, Chartier, Desautels, Ducharme, Duval, Gendron, Gregoire, Hardy, Hertubise, Jetté, Langevin, Lecomte, Lefebvre, Leroux, Martin, Olivier, Papin, Picart, Tavernier, Valiquet, are widely spread throughout Canada at the present day. Among these names there is one which possesses a sad interest at this moment, we mean that of Barreau. The majority of these settlers came from the environs of LaFlèche, in the province of Maine, on the confines of Anjou. The researches of the *Abbé Ferland* and those of Mr. Garneau have shown that many colonists in the environs of Quebec came from Perche, also in Maine. Thus it would appear that the old Provinces of Maine, Anjou, Poitou, Saintonge, Touraine, and even Orleans and Ile de France contributed largely to the first emigrations to the colony,—a fact from which it would appear that the French Canadians are not so generally descended from Normans and Bretons as had been supposed.

LONGFELLOW.—*Evangeline, conte d'Acadie.* Par H. W. Longfellow; traduit par Ch. Brunel. 12mo, 125 pp. Paris, Meyreux.

Another translation of *Evangeline*, this time, however, in prose. It is a coincidence worthy of a passing remark that two *littérateurs*, one a Frenchman, the other a more daring Canadian, should have been engaged in rendering Longfellow's *Acadian Tale* at the same time. Mr. Brunel had naturally a great advantage over his competitor, Mr. Lemay, who translated in verse, and he has not been obliged to deviate so much from the original. The translation is a very good one, though almost literal.

LE FEUILLETON.—This is a new weekly paper devoted to unobjectionable works of fiction and to light literature selected from European journals. Subscriptions are received by Mr. Chapeleau, Bookseller, Montreal. Price, \$1 per annum.

DAGENAIS AND LEMIRE.—*Gazette Médicale, revue mensuelle médico-chirurgicale.*—4to, double columns, 16 pp. Montreal, August and September, 1865.

We have seen the two first numbers of this scientific periodical, which is under the direction of Drs. Dagenais and Lemire. The subscription is only \$2 per annum. It is, we believe, the third attempt to establish a medical review in the French language in this country, where English periodicals of the same kind also find it difficult to live. We wish the Editors every success.

TOUSSAINT.—*Traité d'Arithmétique.* Par F. X. Toussaint.—12mo, 238 pp. Desbarats, Quebec.

Mr. Toussaint is Professor of Mathematics at the Laval Normal School, and is one of the oldest teachers in the country. His treatise on Arithmetic embraces the more advanced problems, touches upon algebra, and is followed by a table of logarithms. The third part treats of proportion and arithmetical progression, geometry, annuities, tables of weights and measures, forms of accounts, receipts, promissory notes, bills of exchange, &c. With reference to this and the following work, we would remind our readers that we are not at liberty, consistently with a proper observance of the conventionalities,

to recommend or condemn any work that we know will be submitted for the approval of the Council of Public Instruction.

FRANCE.—*Abrégé de Grammaire Française.* Par C. J. G. Lafrance, Directeur de l'Académie Saint Jean-Baptiste.—12mo, 1½ pp. Darveau, Quebec.

SCHMOUTH.—*Direction pour la Culture du Tabac.* Par J. E. Schmouh, Professeur de l'Ecole d'Agriculture de Ste. Anne.—32mo, 24 pp. Côte, Quebec.

The cultivation of tobacco has assumed considerable development of late years in this country and in several of the adjoining States of the American Union. The soil and climate of Lower Canada are very favorable to the growth of this weed; the area of country available invites attention to its cultivation, and there are unfortunately too many eager consumers on the spot. The author, Mr. Schmouh, is a pupil of the Jacques Cartier Normal School, and it gives us much pleasure to notice his little work, which will be very useful in its way.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—It is understood (says the Dublin correspondent of the "Times") that under the modified scheme of constitution and management for the Irish Queen's Colleges, the Catholic University will become a fourth Queen's College, retaining, however, its exclusive character, and changing its name to the University College, Dublin. A representation in the reconstructed senate of the Queen's University, in the proportion which the number of its students shall bear to those of the other colleges, is also sought by its conductors and by the Roman Catholic bishops; and there is a further rumour of an intention to alter the present name of Queen's University to that of National University, to describe its altered character under these arrangements. The sum per annum which the University College, Dublin, as it is to be called, will obtain, as its share of the Irish educational endowment, is believed to be 12,000l.—*Educational Times.*

—Mr. James Beattie, Auchterless, who has daily taught, without fee or reward, a school at Gordonston for sixty years, completed his 82nd year on Friday last, and on that evening he invited his pupils, boys and girls, to the schoolroom, where, after being first examined in the presence of a number of spectators, the whole were treated to tea, and afterwards to fruit and a little wine, given by the hand of their aged instructor. The meeting was a very pleasant and interesting one; and we venture to think that nowhere in the kingdom will there be found a school the teacher of which has, for sixty years, taught without fees. Mr. Beattie's work is a labour of love, and his pupils make great progress.—*Banffshire Journal.*

—At the opening of the session, the Rector of the Laval University, in presence of a large assembly, conferred the following honors and degrees, viz: B.A., and Prince of Wales' Medal, Mr. Louis Langis (*Arts*); B.A., Messrs. Théodore Jobin (*Littérature*); Pierre Boily, Paul Laroque, Antoine Ouellet (*Sciences*); Joseph E. Cauchon, J. Geo. Colston, U. Lecourt and Léon Vidal (*Arts*). M.D., Messrs. Napoléon Lavoie, Romuald Gariépy, Alfred Lachaine, Laurent Catellier, C. Antoine Delage, Napoléon Dion.

To render the degree of B.A. more easily obtainable, the Faculty has been divided into three sections, i. e., Arts, Literature, and Science, any of which may confer a degree. This change will be very favorable to students possessing an aptitude for any particular branch included in any one of these three divisions. The section in Arts will preserve its original character, and its degree (*Bachelier-ès-arts*) will be the highest prize to which the classical scholar at this University can aspire. The degree of *Bachelier-ès-Lettres* will be accorded for literary merit, while that of *Bachelier-ès-Sciences* will reward the successful scientific student.

Some alterations have also been made in the rules by which the Faculties of Law and Medicine are guided in granting diplomas. Thus, with the present arrangements, the students will, in the Faculty of Law, receive, after three years' attendance, a degree securing to them valuable advantages under the law; and in the Faculty of Medicine, the degree of Licentiate in Medicine will be attainable after four years' attendance.

NECROLOGICAL INTELLIGENCE.

—William Edmonstone Aytoun, Professor of Rhetoric and Belles-Lettres in the University of Edinburgh, and a very eminent Scottish author, died on the 4th of August. He was born at Edinburgh in 1813, was educated at the University of which he afterwards became Professor, and in 1831 gained a prize for the first poem, "Judith." He was called to the Scottish bar in 1840, and in 1845 was appointed by the Crown to the chair of Rhetoric and Belles-Lettres in Edinburgh University. In 1852 he was appointed Sheriff of Orkney and Shetland by the Derby Government, as a mark of their consideration for his zealous support to the Con-

servative cause. It was his literary career which gave him celebrity. He was a contributor for thirty years to *Blackwood* and other magazines, under the nom de plume, partly, of Augustus Dunshunner. His ballads, published in connection with Theodore Martin's as the "Bon Gaultier" ballads, gave him a wide fame, aside from his magazine reputation. He published "The Lays of Scottish Cavaliers," first printed in a collected form in 1858, and now in their 17th edition; "Firmilian: A Spasmodic Tragedy," 1854, an amusing and effective burlesque of the sensational drama; "Bothwell: A Poem," giving an episode in the history of Mary Queen of Scots, published in 1856; an edition of "The Ballads of Scotland," 1857; lectures on "Poetry and Dramatic Literature," delivered in London in 1853; translations of "Poems and Ballads of Goethe," a joint production with Mr. Theodore Martin; "Norman Sinclair," a novel, first published from *Blackwood's* pages in 1861. He was also the author of some amusing papers, of which the dry and sly humour, perhaps, was best appreciated by his own countrymen, entitled "The Glenmutchkin Railway," a burlesque of the railway mania; "How I stood for the Dree-pound Burghs," a farcical sketch of electioneering, &c. Professor Aytoun was a D.C.L. of Oxford, and held other academical honours.—*U. C. Journal of Education.*

—The death of General Lamoricière, whose devotion to the Holy See has been attested by the willing sacrifice of all that a soldier holds most dear—his military reputation—must have been very sensibly felt by the Holy Father.

Born at Nantes on the 5th February 1806, Christophe-Louis-Léon-Juchault de Lamoricière entered the well-known *Ecole Polytechnique* at an early age, and having completed his military studies in 1826, was appointed to the Engineers. He accompanied the expedition to Algiers in 1830, and upon the formation of the zouaves, was included in that organization. Here his genius and daring attracted attention, and a series of successes awaited him. The name of Lamoricière, and that of general Bugenud, soon became the terror of the Arabs. In not less than eighteen consecutive campaigns did he distinguish himself, ending his triumphs with the total discomfiture of the enemy and the capture of their celebrated leader, Abd-el-Kader.

The revolution of 1848 found him engaged in parliamentary duties; he had formed part of the Opposition and had also been made Minister of War during the last political combinations attempted by the falling monarchy. On the 24th February 1848, he appeared in the uniform of the National Guard, proclaiming the abdication of the King and the regency of the Duchess of Orleans, but he was attacked and wounded, his horse was killed under him, and he would in all probability have lost his life had not some workmen rescued him from the hands of their infuriated comrades. Under the Provisional Government he declined the portfolio of Minister of War, nor would he accept of any military office. Elected a representative of the people he acted with the moderate section of the democratic party. During the insurrection of June he placed his services at the disposal of General Cavaignac, fought against the insurgents, and accepted the office of Minister of War, which he held from the 28th June until the 20th December. In July 1849, he was charged with an extraordinary mission to Russia, but arriving after the fall of the Hungarian nationality he asked to be recalled. On his return to Paris he ranged himself against Louis Napoleon's party in the Assembly, was arrested on the 2nd December, and, after a short imprisonment in the fortress of Ham, conducted to the frontier by the police, where he was set at liberty. He resided for some time in Germany and in England, and in 1857, was accorded permission to reënter France on the occasion of the sudden death of one of his children. In April 1860, he, with the permission of the French Government, accepted the command of the Pontifical army, and, with a handful of men, attacked Victor Emmanuel's invading columns under generals Fanti and Cialdini; but being greatly outnumbered, he was defeated at Castelfidardo, and locking himself up in Ancona, was soon obliged to surrender.

General Lamoricière was interred at Nantes, his native town. A very touching oration was pronounced over his remains by general Trochu, who feelingly alluded to the noble qualities which had rendered the career of the departed warrior illustrious.

—M. Théodore Barreau, the author of many valuable works on education, died recently in Paris, at the age of 71. At the time of his death he was still engaged in literary labors. He was born at Toucuse, France, on the 18th October 1794, and filled the Chair of Rhetoric in the college of Niort during a space of ten years. The following are among his most popular works: *De l'Éducation morale pour la Jeunesse*; *Direction morale pour les Instituteurs*; *Conseils aux Ouvriers*; *Du Rôle de la Famille dans l'Éducation*; *Livre de Morale pratique*; *Histoire de la Révolution française*; and *Lecture pour les Elèves des Ecoles normales*. This able writer took a lively interest in the progress of education in this country, and the Department is indebted to him for several volumes, presented to its library.

—The death of Lord Palmerston, though an event not altogether unlooked for, created a profound sensation on this continent wherever the news was received.

For more than half a century this great leader had so completely identified himself with the controlling power in England that, as a contemporary has well observed, to write his life would be to write the history of his country since his long and glorious career began.

Born at Broadlands in October 1784, he commenced his studies at Harrow and graduated at Cambridge in 1806. Having been returned to the House of Commons soon after for the borough of Blotchingley he was, in 1807, made a Junior Lord of the Admiralty, and had sat in Parliament either in or out of office ever since. For ten years he discharged the responsible duties of Secretary of War under the Percival, Liverpool, Canning, Goderich, and Wellington administrations. It was as a Tory that he had first accepted office, and he continued to act with that party until 1828, when having espoused the cause of Mr. Huskisson in that gentleman's quarrel with the Duke of Wellington, he passed into the ranks of the Opposition and became a decided Whig. Two years later, on the accession to power of the party with which he had become identified, he was made Secretary of Foreign Affairs in Earl Grey's cabinet—a position he occupied afterwards under several administrations. Among the many diplomatic successes which his vigorous policy achieved about this time, were the recognition of the independence of Belgium, the alliance with France for the protection of the constitutional governments of Spain and Portugal against the Holy alliance, and last but not least, the masterly political combinations which for the time preserved the integrity of the tottering Empire of the Turks. While he recognized the Emperor of Austria as the ruler of Hungary, Lord Palmerston admitted the right of the people to be governed by their old constitution, and it was also through his influence that Kossuth was liberated when Austria sought the extradition of that patriot from the Sultan. The revolutionary crisis of 1848 called the resources of his active mind into play as it required extreme tact and ability to escape being swept into the vortex of Continental anarchy and war without a sacrifice of principle. This he achieved, upholding the doctrine of self-government and constitutional representation, and, on the perpetration of the *coup d'Etat* which placed Napoleon III. on the French throne, he readily gave an official recognition to the new state of things—an act which led to his immediate retirement. He was accused of having sent off at this time some of his more important despatches unread by the Sovereign, a charge which, from the published accounts, seems to have had a coloring of truth. On the formation of the coalition, after the fall of the Derby cabinet, he accepted the office of Home Secretary in the Aberdeen administration, a position he occupied until its fall in 1855, when he became Prime Minister. Three years later, his cabinet having become unpopular, chiefly on account of an attempt to enact a law for the punishment of conspiracy for murder in a foreign country intended to reach such cases as that of Orsini's, he had to give way to Lord Derby. But his retirement was only temporary, he soon resumed his place and continued at the head of public affairs until his death.

Viscount Palmerston was descended from a younger branch of the Temples of Stowe whose founder settled in Ireland in 1609. The first Lord Palmerston was created Peer of Ireland in 1722.

SCIENTIFIC INTELLIGENCE.

—We have been shewn by Messrs J. & W. Hilton, of this city, a sample of looking-glass plates silvered by them. The backs are coated with a hard red enamel, by a process of their own. This enamel hardens, and protects the silverings so that the plates can be handled and subjected to pretty rough usage without danger of damage. Hitherto the article (commonly known by the name of red back silvering glass plates) has been only made in Germany, and very large quantities have been brought from thence into Canada and the United States. Messrs. Hilton are now prepared to furnish as good an article as the imported one, and at a less price. A better proof of their facilities for furnishing these goods cannot be found than in the fact that they are now supplying orders for them from the United States. These plates have been on exhibition during last week at the Crystal Palace, and have attracted considerable attention. We are glad to notice this new branch of Canadian industry, and the trade should encourage it by giving it the preference in their orders.—*Trade Review*.

—Artificial refrigeration is evidently destined to receive most important industrial applications. Already in the paraffine-oil manufacture, and in the ingenious process by which M. Balard and M. Merie obtain chloride of potassium from sea-water, it renders most valuable service, and now M. Alvaro Reynoso, of Havana, is applying it to the concentration of sirups. In face of the well-known fact that water in freezing becomes completely separated from whatever it may have previously held in solution, and of the successful working of the process by which Carré and others produce any desired degree of cold, by mechanical means, at a scarcely appreciable cost, one wonders that no one should have thought before of applying artificial cold to the extraction of sugar from sirups, especially when it is remembered how injurious the action of heat is apt to be. However, M. Reynoso has conceived the idea at last, and is devoting himself energetically to its realization. He is in England just now, testing the respective merits of the various cold-producing appliances in use here. He has found that a sirup marking only 6 deg. of Beaumé's saccharometer becomes converted by congelation into ice, to a sirup of 30 deg. Should it be found that the cold does not injure the sirup, we may look to see great changes in the processes of the sugar manufacture.—*Mechanics Magazine*.

—Condensed ale is among the latest discoveries. It is the invention of a citizen of Rochester, N. Y., and he claims that by this method the ordinary

extract of malt and hops is reduced seven-eighths in quantity, and to the consistency of sugar-house sirups, without throwing off any of the volatile matter, or aroma which brewers seek to retain if possible, not always with success. The heat applied in cooking the extract is steam, and burning of the liquor is entirely avoided, so that, by the peculiar method of brewerage and condensation, the ale is allowed to retain all the finer qualities that impart to it the rare merit that "cheers but not inebriates." The condensed product is put up in ale-casks, and may be shipped to any part of the world unspoiled by heat or climate. This is the greatest advantage which is claimed for it.—*American Artizan*.

—It has been estimated that the ocean contains 160,000 cubic miles of magnesium—a quantity which would cover the entire surface of the globe, both sea and land, to a thickness of more than eight feet. In obtaining salt from sea water, the residuum is largely magnesium. It constitutes 13 per cent of magnesium limestone, a rock found in all parts of the world in enormous quantities. Three years ago all the chemists who had obtained it probably did not possess an ounce among them. One year ago its price was 112 guineas (about \$600 in gold) per pound! Now, owing to improvements recently introduced, magnesium wire is sold at *three pence per foot*. It has been suggested that when it shall be cheap enough, vessels of war should be built of it, for whilst it little heavier than "heart of oak," it is as strong and tenacious as steel.—*American Gas-light Journal*.

—We learn from the *Scientific Review* (published by Messrs. Cassell & Co) that some curious experiments have recently been made by M. Emile Duchemin on a new and, it is probable, very important use of electricity. He attaches to a small buoy or float a piece of carbon and a plate of zinc, and having, by means of two thin lines connected with its poles, attached this battery to an electric bell apparatus placed on the shore, he throws it into the sea. Not only is the bell, by this means, kept ringing continuously for an entire month—and longer, if desired—but sparks may be taken between the extremities of the wire. This suggested the placing of a similar battery, communicating also with an electric bell, at a certain height against the wall of a harbour. The battery will begin to ring the bell the moment the tide will rise high enough to immerse its elements; and thus it will be announced to ships ready to sail that the water is high enough for the purpose. It is evident that the power of the apparatus may be increased to any extent by increasing the size and number of the battery elements; and the current may be used to sound a large bell, or, by means of Geissler tubes, to produce an electric light so as to give a signal perceptible at a great distance. It is suggested, even, that an electric buoy of this kind would be highly convenient for telegraphic purposes.—*Exchange paper*.

LITERARY INTELLIGENCE.

—The several literary clubs formed in connection with the Laval University have recommenced their annual meetings. At the first of these, held by the students in the Petit-Séminaire, under the auspices of Mgr. de Tloz, an essay by Mr. Isidore Belleau, some Latin verses by Mr. Clovis Laflamme, and a paper entitled *Almanzor*, were very much admired. At the meeting of the Medical association, Dr. Larue experimented with the *Spectroscope*, an instrument by means of which so many novel and important discoveries have been made in chemistry and astronomy.

STATISTICAL INTELLIGENCE.

—Philadelphia, the City of Brotherly Love, contains 536 Lawyers and 600 regular Physicians, including 95 Homœopathic, 5 Eclectic, and 1 Hydropatic. Besides these, there is a host of *Doctors*, whose pills and plasters, judging from advertisements, will cure all imaginary ills, from a guilty conscience to the wound occasioned by a mosquito's bite. The Medical Schools, 8 in number, are said not to be surpassed in excellence by any in Europe. There are also 244 druggists. The honest gentlemen first named are proverbially sagacious. This is owing chiefly to the fact that emptiness of stomach, if not excessive, promotes vigor of intellect.

The religious houses of worship are classed and numbered as follows:—Baptist, 34; Presbyterian, 76; Methodist, 60; Protestant Episcopal, 63; Roman Catholic, 34; Lutheran, 14; German Reformed, 8; Dutch Reformed, 4; Jewish Synagogues, 7; Evangelical, 5; German Baptist, 2; Congregational, 3; Friends' Meeting Houses, 14; Bible Christian, 1; New Jerusalem, 5; Christian, 1; Disciples of Christ, 1; Mariners, 4; Moravian, 1; Mennonist, 1; Unitarian, 2; Universalist, 2; Spiritualist, 1; Independent, 1; Colored Baptist, 4; Colored Methodist, 10; Colored Presbyterian, 3; Colored Episcopalian, 1.—*Advertiser*.