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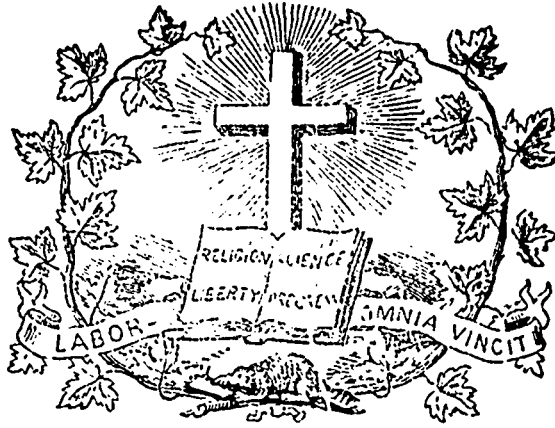
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JOURNAL OF EDUCATION.

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SUMMARY.—**EDUCATION:** Physical and Military exercises in public schools. I. Edward L. Molineux, (to be continued).—**READING:** Science: List of Entomologists in Canada.—**EDITORIAL:** Inauguration of the William Molson Hall of the University of McGill College.—**SEVENTH ANNUAL CONFERENCE OF THE TEACHERS' ASSOCIATION** in connection with the Laval Normal School.—**EXTRACTS FROM REPORTS OF SCHOOL INSPECTORS** for the years 1859 and 1860, (continued).—**MONTHLY SUMMARY:** Educational Intelligence.—**Scientific Intelligence.**—**Miscellaneous Intelligence.**

EDUCATION.

Physical and Military Exercises in Public Schools (1).

From a long and unexampled period of political and commercial prosperity we suddenly find ourselves called upon to struggle for national existence, and while a noble response from the people to the necessity of the struggle has strengthened the hand of government with an intelligent army, and developed the resources of the country, yet the occasion has laid bare defects which call for correction.

Without a standing army of any magnitude we have found our militia laws defective, and have been obliged to create ourselves a military people by the sufferings and bitterness of an experience bought on the field of active warfare.

Military necessity has compelled the loss of invaluable time in the organizing and preparing of our troops, which would not have been required had we been able to meet the rebellion at the commencement with well trained officers and an experienced and carefully drilled militia.

"The first object," says Daniel Webster, "of a free people is the preservation of their liberty:" a noble truth which must speak home to the heart of every American, and if, as it is asserted, "the future life and character of a nation is to be seen in its system of schools," then we may well listen with some degree of alarm to the warnings and unmistakable evidences by which we are surrounded, that the American race is physically deteriorating.

The question arises, was our National system of Education been such as to qualify and prepare us to maintain successfully the noble inheritance which was won by the physical energies of the men of the Revolution, and with our success in the field of intellectual culture, have we kept the physical advantages possessed by our forefathers?

Let us not mislead ourselves in this matter, but calmly look at the facts, that as a rule, our present system of Public Education is devoted solely to the mental and moral improvement of the scholars, and that the encouragements and rewards held out by

committees and teachers, stimulate to the over-exertion of the brain, and sacrifice in too many instances, the health and growth of the body.

Although great improvement has been made of late by the shortening of the time devoted to study, and by the introduction of more frequent periods of recreation, yet still little has been attempted for giving exercise and activity to the body; this important training being left to the care of parents or the pupils themselves.

Is it not too true that the increase of ill health, broken constitutions, and early deaths, among the growing portion of our population, especially in cities, warns us, year after year, that the thirst for knowledge, and the restless seeking after mental and intellectual improvement, have been bought at the expense of the vital energies of the great body of youth who through the colleges and public schools of our land?

If any one denies this, let him visit our institutions of learning, and while he may well admire the wisdom and forethought which has established our prosperity on a noble system of National Education, he can not but notice the debility evinced in the frames of so many youthful votaries of intellectual training; the exceptions making the contrast still more strikingly painful. Then let him go to the counting-house or the close confinement of some mechanical employment, where the evils from mental activity, unaccompanied by physical recreation, are yet more strongly developed. These evils assail not only the happiness of families, but the prosperity of the nation and the well-being of the race. Is this right or necessary? Can it be avoided?

The solution of these momentous questions may well engage the serious attention of the reflecting teacher, parent and patriot; and to them we assert that, *unless physical exercises are enforced upon our system of Public School education, our intellectual culture will be of little avail, and that our nationality stands in danger of sinking a prey to designing opponents.*

That enfeebled races are invariably conquered by those more powerfully developed, is proved by innumerable instances in history. That physical training was an important branch of education among the Greeks and Romans, is well known. The system inculcated by the iron-hearted Lycurgus, among the Spartan youth, was of a nature admirably adapted to fit them for all the sterner realities of life, whilst the athletic games and exercises of the youth of Rome, comprising, as it did, walking, running, wrestling, swimming, and military drill, were the means of improving, to the utmost, their physical powers. Upon reaching manhood, the advantage of this training was indicated by the robustness of form, and the constitutional vigor which enabled them to undertake labor, fatigue and hardship of every kind, with perfect indifference.

The Spartan and the Roman soldiers were by this early training, not only qualified to surmount with ease the various obstacles and difficulties incident to a state of active warfare, but they also became gifted with precision and rapidity in every movement, and each man was likewise endowed with that confidence in himself, and that unbounded reliance upon order, subordination and com-

(1) This article written by E. L. Molineux, Major and Inspector in the New-York militia, although specially intended for the United States is not without its application to our own country. *Fas est et ab hoste doceri.*

bined action, which nourish audacity, yet temper it with coolness and steadiness.

Unfortunately this system, by which the vigor and valor of a Spartan or a Roman has passed into a proverb, fell into disuse, and as it was neglected for more intellectual pursuits, so the grand empires founded by its vigor crumbled before the assaults of more athletic barbarians.

The influence of health upon the faculties of the mind is acknowledged by all, and yet how few in this country devote attention to those all important exercises which are necessary to the preservation of health, and without which intellectual power can not be applied to its highest use. The talents, the experience of our best educators of youth, are taxed to devise exercises to develop the mental faculties, forgetting that too close application to study is detrimental to the growth of the body.

But few thoughtful teachers will deny the extent to which this evil has reached, or be unwilling that the strain upon the intellectual powers of children, by absorbing studies, should be counteracted by cheerful and relaxing exercises by which the mind will be relieved and at the same time strengthened. The testimony of physicians, the valuable works on health by Dr. Warren, Miss C. E. Beecher, and many other able writers, furnish incontestable evidence of the necessity of systematic exercise for children. To accomplish this it is absolutely necessary to adopt it in our course of education, for in the majority of cases it can not, or will not, be attended to at their homes.

What then is the most simple, feasible and useful plan to adopt for physical exercises in our Colleges, Normal and Public Schools?

We unhesitatingly say, that the only successful, orderly, and systematic method is, to engraft them upon the course of studies during school hours, and to carry it out under strict military discipline; the exercises being such as are best suited to the age, strength and capabilities of the pupils, namely: calisthenics and walking for the girls and younger children, and military exercises for the elder boys.

Let not the kind hearted parent exclaim against his boy learning the military drill, for fear of his acquiring a taste for warfare; or the lover of peace imagine we would re-establish the stern laws of Lycurgus. We would have moderation in this respect as in mental studies, and while we would not, as some may imagine, displace the bust of Howard in our school rooms for a Napoleon, yet we would impress upon the minds of boys the image and example of Washington, and in cultivating their intellectual faculties likewise prepare them in mind and body to develop in manhood those virtues and powers which constitute a true and noble citizen;—a sincere love of country, of national probity and justice, beyond selfish considerations or personal aggrandizement. They should be brought up to a sense and knowledge that it will be their honorable duty and privilege to protect their native land, that she fosters and educates them in their youth, and that upon their manhood her nationality depends.

We can never become an aggressive military people; the fields for successful enterprise in art, science, commerce and agriculture, are too broad and inviting to render military pursuits very attractive, and unless we cultivate such exercises and discipline in youth, they will be, as they have been, neglected when engaged in the active pursuits of business. The clear, common sense of the American parent will acknowledge, not only the national necessity, but the moral advantages of this; for what fond mother is there but would prefer to see in her son a manly, patriotic spirit, rather than a timid, mercenary one, which, shunning danger, would sacrifice the honor and greatness of his country to the base love of gain and ease.

We have suggested that the exercises be conducted under strict military discipline, because it is impossible for a large body of children to be exercised in the usual school limits, unless the greatest decorum and order is observed; and if conducted under the supervision of a teacher, dangers and accidents will be avoided, which always occur when children are rash and thoughtless in attempting to accomplish too much. Thus conducted, they will prove an invaluable aid to the teacher in the enforcement of discipline in the school room, and teach that invaluable lesson which it seems so difficult for children to learn,—unhesitating obedience.

For the advantages of this system let us examine the practical testimony afforded in the European schools, where considerable attention has been paid to this important matter.

On the continent the advantages of physical training are appreciated to their fullest extent, especially in the Industrial Reform schools, where the admirable principle has been adopted of teaching "what they will have occasion to use when they become men," and thus render them useful members of society. To Dr. Barnard's

National Education in Europe, we are indebted for the following extracts and illustrations of this position.

In the Reform School of Rauhen Haus, near Hamburg, "they are taught to develop their bodily and mental powers in various practical ways; to use the fire engine, to swim, to save persons from drowning, and use remedies to recover them, to climb a mast and handle the sail of a ship. They act as a jury among themselves. Their chief reward is to be enrolled in the table of honor. In the great fire of Hamburg, their conduct was physically, as well as morally, heroic, and while bravely saving life and property, they steadily refused rewards." Parents who, perhaps justly owing to the numerous accidents in Gymnasiums, are timid of their children becoming injured by these exercises, should carefully read the system pursued in Felleberg's celebrated establishment at Hofwyl. "A great variety of exercises of the body and the senses are employed, so that every boy shall acquire a knowledge of his physical strength, and attain confidence with regard to those efforts of which he is capable, instead of that foolhardiness which endangers the existence of many who have not learned to estimate their own powers correctly." At Ruysselede, Belgium, the following plan was pursued: In summer, from 5½ to 6½ A. M., Exercises and Manœuvres; from 7½ to 8½ P. M., Gymnastics. In winter, several hours were devoted to these exercises, and the result found (as in this report,) was, that "rickets, scrofula, want of elasticity in the limbs, difficulty of walking, all rapidly disappeared under the drill, which confirmed the health and increased the strength and activity of the children, and accustomed them to discipline. It predisposed the pupils to sleep, and was an effective safeguard against shameful habits and secret vices. The battalion movements were performed with as much precision as that of the army, a platoon armed with condemned carbines, marched at the head. The bayonet exercises and skirmishing were as good as play to the boys." A remarkable instance of the moral effects of military discipline upon the lads of the *Colonie Agricole*, at Mettray, is related by M. Demetz, and was published in Barnard's Journal Vol. 1, p. 623. "During the revolution of 1848, a band of workmen came to Mettray, with flags flying and trumpets sounding, and meeting the youths returning, tired from field labor, their pickaxes on their shoulders, thus addressed them:—'My boys, do not be such fools as to work any longer. Bread is plentiful; it is ready for you without labor.' The *chef*, who was conducting the boys, and who behaved with the greatest calmness and tact, immediately cried, 'Halt! form in line.' The lads, being accustomed to march like soldiers, immediately formed. The *chef* then said to the men, 'My friends, you have learned to labor; you have a right to rest; but leave these lads; let them learn now, and when their turn comes they may rest as you do.' The men gave way, the youths marched home, and Mettray was saved,—saved, as I believe, by our habit of military discipline." It was the heroic exertions of these young *colons* during the inundation of 1856, which won for them the praises of all France. These instances might be multiplied, but are sufficient to show the moral and physical benefits of military exercises and discipline upon boys, even of the lowest class.

The governments of Europe being upheld by the bayonets of large standing armies, and requiring, as they do, in many of the kingdoms, the compulsory service of all young men, renders it unnecessary for the daily public schools to teach military exercises to that extent, which it is well for our Republican government to do. Yet in Europe they watch with the greatest assiduity and care the bodily powers of the children, knowing its great advantage not only in health, but the maintenance of order.

In Great Britain much interest has of late been evinced on this subject, and Mr. Edwin Chadwick becoming convinced that the studies and confinement in their schools were generally prolonged beyond the powers of the children, and in violation of the laws of health, devoted himself to collecting testimony respecting the advantages of the military drill upon the health of children. His investigations have elicited much valuable information, the more interesting to us as they mark its advantages to a nation which, like our own, depends for its defence mainly upon a volunteer force.

The following synopsis of his pamphlet we extract from the N. Y. Evening Post, November 1st:

Mr. Chadwick considers "In a sanitary point of view that a systematized drill is good, and for defective constitution requisite for the correction of congenital bodily defects and taints, with which the youth of a very large proportion of the population, especially among the poorer town populations, are affected: and that for these purposes the climbing of masts, and other operations of the naval drill, and swimming, are valuable additions to the gymnastic exercises of the military drill, and when properly taught are

greatly liked by boys. From a moral point of view, also, this drill will give the pupil an early initiation into all the acquirements of discipline—namely, duty, order, obedience to command, self-restraint, punctuality and patience."

The evidence furnished by English drill officers shows its national value, and "That at school it may be taught most economically, as not interfering with productive labor, and that thirty or forty boys may be taught the naval and military drill at one penny farthing (two and a half cents) per week per head as cheaply as one man, and the whole juvenile population may be drilled completely in the juvenile stage, as economically as the small part of it now taught imperfectly on recruiting or in the adult stage; and that, for teaching the drill, the services of retired drill sergeants, and naval as well as military officers and pensioners, may be had economically in every part of the country.

That the middle and higher class schools should have, in addition to the foot drill, the cavalry drill, which the parents of that class of pupils may afford.

That the drill, when made generally prevalent, (without superseding,) will eventually accomplish, in a wider and better manner, the objects of volunteer corps and of yeomanry, which, as interrupting productive occupations now becoming more absorbing, is highly expensive, rendering all volunteer forces dependent on fitful zeal, and eventually comparatively inefficient; that the juvenile drill, if made general, will accomplish better the objects even of the militia; that the juvenile drill will abate diffidence in military efficiency, and will spread a wide predisposition to a better order of recruitment for the public service, will tend to the improvement of the ranks of the regular forces, whether naval or military, and will produce an immensely stronger and cheaper defensive force than by the means at present in use or in public view.

And, finally, that the means of producing this defensive force, instead of being an expense, will be a gain to the productive powers and value of the labors of the country."

Lieutenant-General Shaw Kennedy, in a letter expressing his high approval of the plan, states "that the inferences drawn can not be controverted. He is of opinion that if the measure is carried out it will be the means of bringing two million of men actually under arms in Great Britain alone, that is, excluding Ireland. He conceives that the effects of military drill and exercises, and the use of fire-arms taught at schools, would never be forgotten; that a youth so trained would, at any future period, with a slight degree of practice, renew his knowledge of what he had been taught."

(To be continued.)

Barnard's American Journal of Education.

(For the Lower Canada Journal of Education.)

READING.

In order to read well, two things are necessary: That the voice should be cultivated, and that the portion read should be understood and appreciated. If these two points are gained very few rules are necessary beyond.

One of the best teachers in Elocution who ever taught in America, taught chiefly by questioning his pupils on the topics and phrases of the reading lesson, calling out every shade of meaning, and compelling the scholar to notice every peculiarity of the sentence. And, truly, if reading is the imparting of your own thoughts or those of another to a third party, it is only by making those thoughts your own in a lively adoption of them, that you can convey them with their full force to the hearer, while on the other hand if you thus appropriate them, you will make yourself understood as easily and as naturally as in conversation. An abundance of rules for inflection and emphasis might be given, but they are all the particular applications of this one, "know and understand what you wish to say, and then say it."

As for the training of the voice, that requires a more particular analysis.

Though not strictly belonging to it, I include in this branch correctness of enunciation and pronunciation, because it is difficult to separate them in practice.

The lungs and the parts of the throat and face employed in speaking need to be cultivated by a special system of vocal exercises, in order to give the capability of correct utterance. The elementary sounds of the language, and the various combinations used in it, should be studied, so that they may be in the mind and at the service of the tongue, and lastly the usage of speakers in pronouncing words must be learned, either from habit and conver-

sation, from dictionaries, or from analogy, so as to know what should be the sound of each word.

It is not generally realized how important it is, for purposes of Elocution as well as for the general health, that the lungs should be free and well-developed. They are less liable to ill usage among males than females, yet many of our young men do not know how to breathe properly, i. e. to the best advantage, and in the most healthy manner. In the first place, and most important of all, the lungs should not be cramped in the least, neither from above by anything which will hinder the free motion of the arms, nor from the outside by tight clothing. The same is true of the throat. Secondly, it is important to notice that the diaphragm, the great muscle which crosses the body near the waist is one of the great agents in respiration, and should not be impeded in its motions. It should on the contrary be carefully exercised, so as to give it all possible strength and flexibility.

If the throat be kept free from pressure, and properly exercised, there is much less liability to colds and other irritations which injure the voice.

The nostrils were intended for breathing, the mouth for speaking and eating; therefore when in the open air, especially at night, keep the nostrils open and the mouth shut.

All exercises which strengthen the lungs, diaphragm, throat, or lower muscles of the face are of use in speaking. Special exercises also should be given in reference to each of the characteristics of tone, viz; Quality, Quantity, Pitch and Time, and though these are more minutely considered in connection with music, they require some notice here.

Quality is chiefly dependent on the direction of the vocal stream from the lungs.

If the stream be directed against the back part of the mouth, the sound is fuller, and, so to speak, rounder and is called *orotund*. It is more appropriate if it is desirable to make oneself heard at a distance, or in speaking or reading of subjects of a grand or solemn character.

If the breath be directed toward the middle of the roof of the mouth, it gives a tone less full but more clear called *pure tone*, this is more appropriate for ordinary reading, especially in pieces of a light and trivial character.

If the breath be carried too much forward it gives an affected tone which is never appropriate unless in caricature.

Distinctness in reading depends very much on the clearness of the vowel sounds, partly also on the sharp defining of the consonants. These are best obtained in the practice of the elementary sounds.

Quantity of voice depends on the amount of air vocalized, i. e. turned into sounds. (It may be remarked here, that it is important that no more breath should escape than is turned into sound, else either a faint or a thick utterance is the result, which is neither distinct nor pleasant.) The amount of air contained in the lungs varies in different persons, in adults from 150-300 cu. in. The power of the lungs however does not consist so much in what they can contain as in the amount they can expel, i. e. in the difference between the largest and smallest amounts contained. A healthy person can expand his chest by a vigorous inhalation to a circumference 3-6 in. greater than that of the exhausted lungs. If only less than this expansion is possible in an adult, it is a pretty sure sign of thoracic weakness; by practice, not excessive but steady, this expansive power may be very much increased. *E. G.*: put the thumbs under the arm-pits, the hands flat on the sides; with a moderate pressure, exhale and exhaust the lungs as far as you can agreeably, then slowly inhale as long as you can without inconvenience. Repeat 5 or 6 times at intervals of 3 or 4 minutes, exhaling sometimes slowly and sometimes explosively, do not in the mean time have anything tight about the waist, and the exercise will be very useful. It will very soon give a sensible increase to the power of the voice.

It must not be imagined because the power of the voice is increased that its flexibility is to be neglected. If the direction regarding the vocalizing of breath be observed, these exercises will add to clearness as well as strength.

Pitch and Time can only be understood and properly applied as the result of practice in speaking or singing, especially the latter. It would be for the advantage of the cause of good reading if music was more generally taught in our common and High Schools.

I will only add a word more. In order that children may understand what they read, the common error should be avoided of putting them into books in which the lessons are beyond their comprehension.

When the 3rd book is finished, perhaps the 4th is as yet too

hard for the child. Then let a different series be used, or some different work, such as a simple history.

M.

SCIENCE.

LIST OF ENTOMOLOGISTS IN CANADA. By Rev. Charles J. S. Bethune, B. A., Cobourg, C. W.

The following list of those engaged in the study of Entomology in Canada has been prepared chiefly with the object of making collectors known to each other. It is almost unnecessary to state that the idea was suggested by the lists in Stainton's Entomologists' Annuals. It was at first considered that the great and primary advantage to be derived from it was that collectors in one part of the country would be enabled by its means to find out who are addicted to their favourite pursuit in other places, and thus obtain specimens of those local species in which their own collections are deficient. Since, however, the number of those engaged in this study has proved to be so much larger than was at first anticipated, several of my correspondents have agreed with me in the opinion that it would tend very much to the advancement of Entomology in this country, were a club to be formed, and meetings to be held once or twice a year at some central place, to be decided upon hereafter. We have come to the conclusion that, if this project meets with sufficient encouragement from Entomologists, no better time or place could be selected for the first meeting than that appointed for the next exhibition of the Provincial Agricultural Association, which is to be held at Toronto, during the week commencing September 22nd, 1862. If such a meeting can be held, it is much to be desired that Entomologists should bring to it all their *undetermined* specimens, as well as any duplicates they may have of rare species; by so doing favours could be mutually conferred, and much information diffused with regard to the distribution of species, etc. The Meeting would, doubtless, prove advantageous in many other respects; and, in addition, such a *r union* of kindred spirits could not fail to prove exceedingly agreeable. I trust, therefore, that this project may not fall to the ground, but that before long, Canadian Entomologists may have the pleasure of making each other's acquaintance.

In the following list is enumerated every Entomologist in Canada whose name and address I could learn, and who was willing to permit his name to appear; there may be a few others,—if so I trust they will speedily make themselves known either to Mr. Saunders (who has kindly shared with me the trouble of preparing this list) or to myself.

1. Beadle, D. W., St. Catherines, C. W. *Coleoptera and Lepidoptera*.
2. Bell, R., Provincial Geological Survey, Montreal. *All orders; but especially Coleoptera and Lepidoptera*.
3. Bethune, Rev. Charles J. S., B. A., Cobourg, C. W. *Coleoptera and Lepidoptera*.
4. Billings, B., Prescott, C. W. *Coleoptera, Lepidoptera and Orthoptera*.
5. Billings, E., F.G.S. Provincial Geological Survey, Montreal, *Coleoptera and Lepidoptera*.
6. Bush, Geo. Coldwater, County of Simcoe, C. W. *Insects of all orders; collects also for sale*.
7. Clementi, Rev. Vincent, B. A., Peterboro', C. W. *Coleoptera and Lepidoptera*.
8. Cottle, Thomas, Woodstock, C. W. *Lepidoptera*.
9. Couper, William, National Bank Building, St. John street, Quebec. "Entered the Entomological fields of Canada in 1843, and still continues his researches. *Collects all the orders, and studies the geographical distribution of Coleoptera*."
10. Cowdy, Thomas, M. D., York Mills, County of York, C. W. *All orders*.
11. Cowdy, Harrington, York Mills, C. W.
12. Croft, Prof. Henry, D.C.L. University College, Toronto. *Collects all orders, but more especially Hymenoptera and Coleoptera*. His collection of Coleoptera is the finest in the Province.
13. Crook, Miss Kate, Hamilton, C. W.
14. Cunningham, Widdowhy, Chippawa, C. W. *Coleoptera and Lepidoptera*.
15. Denton, M., Dundas Street, London, C. W. *Lepidoptera and Coleoptera*.
16. Devine, Thomas, Crown Lands Department, Quebec.

17. Dewar, Miss, London, C. W. *Coleoptera and Lepidoptera*.
18. Edwards, W., Port Stanley, C. W. *Coleoptera and Lepidoptera*.
19. Gibbon, Miss, St. Mary's, C. W. *Lepidoptera*.
20. Girdwood, G. P., Asst. Surgeon, Grenadier Guards, Montreal.
21. Girdwood, Mrs. G. P., Montreal.
22. Grant, Francis, Orillia, C. W. *Coleoptera and Lepidoptera*.
23. Hill, Rev. Geo. S. J., M. A., Markam, County of York, C. W. *Coleoptera and Diptera*.
24. Hincks, Rev. William, F. L. S., Prof. of Nat. Hist. University College, Toronto. *Studies all orders; but does not collect*.
25. Hubbert, James, Knox's College, Toronto, and (during Vacations) Grafton, County of Northumberland, C. W. *Diptera, Neuroptera, and, to some extent, Coleoptera*.
26. Kreighoff, C., Quebec. *Insects of all orders; pays particular attention to Lepidoptera (Heterocera and Coleoptera)*.
27. Lawford, J. M., Toronto. *Lepidoptera and Coleoptera*.
28. Lawrason, W. L., Dundas street, London, C. W. *Lepidoptera and Coleoptera*.
29. Morris, Beverley R., M.D. Institution for the Deaf and Dumb, and the Blind; 490, Queen street, Toronto. *All orders; but chiefly Coleoptera and Lepidoptera*.
30. Provaucher, Rev. L., St. Joachim, Montmorency, C. E. *All orders except Aptera; pays especial attention to Lepidoptera and Coleoptera*.
31. Reed, E. Baynes, London, C. W. *Coleoptera and Lepidoptera*.
32. Reynolds, T., Financial Director, Great Western Railway; Hamilton, C. W. *Lepidoptera*.
33. Rooke, Capt. W. S., Scots Fusilier Guards, Montreal. *Coleoptera and Diurnal Lepidoptera*.
34. Saunders, William, Dundas street, London, C. W. *All orders; chiefly Coleoptera and Lepidoptera*.
35. Turton, F., Simcoe street, London, C. W. *All orders; chiefly Coleoptera and Lepidoptera*.
36. Rogers, Robt. V., Jr. St. James' Parsonage, Kingston.
Canadian Naturalist.

To which we add:—

37. Germain, C saire, Esq., Inspector of Schools, St. Vincent de Paul, all orders, but chiefly *Lepidoptera*.
38. Rousseau, Pabb , Seminary of Montreal,—all orders. We should like to see in the *Naturalist* similar lists of botanists, ornithologists, &c. which we would do our best to assist in completing.

JOURNAL OF EDUCATION

MONTREAL (LOWER CANADA) OCTOBER, 1862.

Inauguration of the William Molson Hall of the University of McGill College.

On Friday the 10th instant, His Excellency the Governor General inaugurated with due solemnity the Molson wing of McGill University, situated off Sherbrooke street. The ceremony was conducted in the new Convocation Hall forming part of the recently constructed edifice. At three o'clock, Lord Monck, Sir Fenwick Williams, Commander of the Forces, the Superintendent of Education and the Governors and Professors of the University in full costume entered the Hall where a large and highly respectable assembly had gathered to witness the interesting proceedings.

The President having called upon Mr. Baynes to read a letter from William Molson, Esq., the munificent founder of the Hall which now bears his name, addressed the auditory.

The President (Hon. C. D. Day) said: The letter which has just been read indicates at once the object for which we have assembled our friends here to-day. It is to aid in the observance of a time-honored custom, in the public and solemn dedication of this hall to the purpose for which it has been erected. It is an epoch in the history of this University, in which those of our friends who have been with us from the beginning, and who know something of the difficulties and anxieties through which it has struggled readily or, will pardon, if they do not share, the feeling of deep interest which the occasion excites in our minds. We desire to express our respectful welcome to the noble visitor of this University, the representative of our Queen, who honors us by his presence here, and gratefully to acknowledge the encouragement we

feel in looking around this ample, yet crowded hall, honored by so many of the highest rank and the foremost in intelligence, and last, but not least, graced by those fair friends of many a good enterprise whose propitious smiles strengthen the labor which commands success, and give to the success itself its most valued charm. As in human life there are periods of repose and retrospection, so in arduous undertakings there are points from which men look back upon the trodden road and seek in what they have already accomplished a measure of the means and limit of future progress. Such a period is now reached by this University, and it is fitting in order that its position may be truly appreciated, that a brief outline should be given of its history and operations. Its existence is due to the benevolence of the late Mr. James McGill, formerly a merchant of this city. He died in 1813, leaving a will by which he bequeathed to the Royal Institution (a corporation established by the Provincial Parliament for the advancement of learning,) his estate of Burnside, consisting of some forty-six acres of land in the immediate neighborhood of the city, and the sum of £10,000 in money, as a foundation for a university. The will was contested, and with the exception of obtaining a Royal Charter in 1821, no action was taken upon it until 1829. The first step toward the establishment of a university was the organization in that year of the Medical Faculty, which, composed of men ranking the first in the profession, has been and still is sustained with admirable ability and vigor. In the same year the Rev. Dr. Bethune was appointed principal of the University, and after a further interval of some years, it was formally opened, in Sept. 1843, in the buildings erected for that purpose. The undertaking, however, was not successful. The college received no support, and at length its utterly prostrate condition attracted attention, and the Provincial Government was moved by a number of gentlemen to aid in an endeavor to place it on a better footing. A careful report was prepared on the state of the University, and suggestions were made of the course which it was advisable to follow for its amelioration, which became the basis of much that has since been done. A new charter was applied for, and was received in August, 1852, differing favorably from the former one in many of its most important provisions.

Upon the reception of the Charter the newly-appointed Governors immediately entered upon the labors of their trust. They began by reforming the Statutes of the University, in a manner to introduce a more simple administration, and absolutely to do away with all religious tests and privileges. The College was involved in debt, and its income, about £400, fell far short of its expenditure. Measures were at once taken to stop the increase of the former; and, in order to improve the latter, a Provincial Act was obtained, modifying that of 1801, under which the Royal Institution existed, and granting authority to sell such portions of real estate bequeathed by Mr. McGill as the Governors might deem advisable. By the sale of lands under the sanction of that law the income of the University has been from time to time augmented, until it has now reached the sum of about \$7000. Application was also made to the Legislature, before the adoption of the present system for the distribution of the fund in support of Education, and pecuniary aid was granted, but in sums less than the governors had reasonably expected, and altogether inadequate to place the University on the footing which it ought to occupy. In consequence of the want of substantial support from the Government, which the governors had relied upon in accepting the charge, it now became evident that they must either so contract the operations of the University as to render it of little value, or obtain assistance from other sources. An appeal was consequently made, in December of the year 1855, to the Protestant population of Montreal, and met, as such appeals always have been by its citizens, in a spirit of ready and unrestrained generosity. An endowment fund, amounting to £15000 was subscribed by a number of gentlemen, not exceeding fifty. Of this sum £5000 was given by the Messrs. Molson (the three brothers, for founding a chair of English Literature); the remainder was made up in sums varying from £500 to £150. It will be gratifying to the subscribers of this fund to know that their help, both in money and moral support, came at a time of great need, and has been of incalculable benefit. Their names will stand upon the records of this institution as long as it endures.

It would be tedious and unprofitable to follow in detail the difficulties and embarrassments which have been encountered in the progress of the University, and the efforts made to surmount them. The last formal application to the Legislature was made in 1858. The applicants asked for a sum of money large enough to free the University from debt; and also for a permanent endowment sufficient for its maintenance upon an extended scale of usefulness. The application was based upon grounds formally set forth in the

Petition, from which, with the permission of Your Excellency and the audience, I will now read an extract:—

First:—The late Mr. McGill undoubtedly made his bequest under the expectation and implied promise that a further and sufficient endowment would be made by the Provincial Government.

His endowment was long anterior to the establishment of any Protestant College in the Province and still is the only one made in it for that purpose. Since that time hundreds of thousands of pounds have been bestowed by annual grants on other Educational Institutions in Lower Canada: while, in Upper Canada, several Universities have been founded, all of them participating more or less in the grants of public moneys, one of them, the University of Toronto, enjoys an endowment of 226,201 acres of land conferred by Royal grant in 1828, from which a sum exceeding £293,883 has been already derived, and, in addition to this, it received during many years for the College connected with it a grant of £1,111 annually: Upper Canada College, established in 1832, was endowed by various grants between that year and the year 1835, with 63,805 acres of land, which has yielded £55,434, and has also received an annual grant of £1000, which still continues. Yet no permanent provision whatever has ever been made for McGill College, and all the moneys received by it from public sources (of which the first was in 1854) do not together amount to one-fourth part of the University of Toronto, or to one-tenth of the value of Mr. McGill's bequest.

The largeness of that bequest and the munificence with which the fund has lately been increased in the sum of £15,000 by subscription in the City of Montreal, coupled with the character of the University, justify the claim that a corresponding spirit should be manifested by the Legislature, and that after so much has been done by private beneficence, the work may be completed by granting the relief sought, and providing a permanent public Endowment.

Second:—The University of McGill College is the only one in Lower Canada which is non-sectarian. As such it possesses the confidence of the Protestant community of every religious denomination.

Third:—The University is not a mere private institution founded by individual benevolence, but is Public and Provincial in its character. It is prepared to confer degrees not only upon the Students of its own Colleges, but under just and salutary rules, upon those of any others which may be established in the Province,—thus rendering it unnecessary, as without doubt it is inexpedient, to multiply the number of Educational institutions possessing that power.

The Governing Body is appointed by the Crown and is removable at pleasure. The Governor General is its Visitor.

A large number of Scholarships in the Faculty of Arts are at the disposal of His Excellency, and he has the presentation to 30 Scholarships in the High School Department.

Fourth:—This Provincial character of the University, and the Prosperity and influence which it has attained, mark it out as the great centre and support of the higher Protestant Education in Lower Canada. As such, the establishment and management of the Normal School has been confided to it with the approbation of the whole community and the confidence has been justified by a complete success.

The importance and claims for support of such a Central Institution, great as they are, will be augmented by the increase of population, wealth and intelligence, bringing with them an appreciation of the value of Learning and a demand for the means of its general cultivation. The University of McGill College ought not then to be confounded with the ordinary Schools and other Educational Establishments, sectarian and non-sectarian, which abound in Lower Canada. It stands alone in its character and objects, and requires from the Government a direct and special support adequate to its importance and its wants. To place it, in the distribution of Legislative aid, upon the same footing with these minor establishments which share in the fund placed in the hands of the Superintendent of Education is an error and an injustice, not only to the University itself but to the whole Protestant community of Lower Canada.

The Petition was without result, in so far as the great end sought by it is concerned. I must, however, not be guilty of ungrateful forgetfulness of the cordial and active interest which was manifested by more than one of the gentlemen who then formed the Provincial Administration. Much was done by them toward the temporary relief of the University, and in its name I would return the thanks to which they are justly entitled. Nevertheless, the paramount object of a permanent public endowment was not accomplished, and remains still unattained. I have passed in brief review the various acts of beneficence by which the University has been established and hitherto sustained. I now arrive at the last one which it is my pleasing duty gratefully to acknowledge, I mean the completion of the College building by Mr. William Molson. I approach the subject of this munificent gift with some diffidence, lest in the sincere expression of the sentiments which it naturally excites I may be betrayed into a warmth and earnestness of language displeasing to the giver, and which in his presence, good taste and delicacy forbid. I shall, therefore, content myself with little more than a simple narrative of the manner in which this important benefaction was tendered and carried out by

him. The inconvenience and difficulties arising from the want of room for carrying on the business of the University, were not unfrequently a subject of conversation among the Governors, of whom Mr. Molson is one of the most zealous and useful, and regrets were often expressed that no means were available for adding to the College buildings. Mr. Molson said little, for he belongs to a class of men who love better the eloquence of action than of words, but at one of the meetings he quietly announced, to the joyful surprise of his colleagues, his intention of building the new wing in which we are now assembled, and forthwith set about the work. Having begun a good thing he is not at all the sort of person likely to stop half way, and he soon determined to build not only the wing but also the connecting corridors, and thus complete the range of buildings according to the original plan. And here I must whisper to the ladies only a secret—I have my suspicion that there was a lady in this case; and we have it from our special correspondent, as the editors say, that Mr. Molson, doing what I have no doubt all sensible men do, consulted his wife. She, of course, advised the right thing, and he, as husbands (to their shame be it said) are not always wise enough to do, followed her counsel. This is told in confidence, and not to be repeated to anybody but the newspaper reporters. I am glad this was so, for sentiments of respect and gratitude arise so spontaneously and rest so gracefully when the gentler sex is their object, that men should rejoice in every opportunity of thus bestowing them. Well, the work was finished, the wing containing this spacious Convocation Hall, and the Library with its convenient and handsome fittings, and the corridors containing a Museum and a Chemical Laboratory—the whole has been executed at an expense and with a liberality of spirit, which it is no idle or unnecessary compliment to say, distinguish the donor as one of the very foremost benefactors of the country, and entitle him to the respect and gratitude of all who know how to honor a large hearted generosity judiciously directed by a sound common sense. I say judiciously directed by a sound common sense—for I hold that no wiser use can be made of surplus wealth than the appropriation of it to building up Institutions of education and learning. It is not unfrequently said by keen witted and shrewd men of business, that educational establishments should be self-supporting, that like any other object of demand and supply, this will be sought and paid for. But this is a great and dangerous error, for, from the very nature of the interests they have to deal with, they can rarely be self-supporting. I doubt whether any instances can be found in which they are so. As an almost universal rule, the promoters of the higher education, particularly in a new country, must place themselves in advance of the community in which they live. The first step is to create an appreciation of the value of scholastic training, and to arouse a desire for it—for the less there is of education among a people, the less is their anxiety to increase it—and all initiative steps in this direction are a struggle with the indifference or hostility of those who can see in learning no value which is not reducible to a money standard. It is the few only who recognize, in this apathy of ignorance, the strongest motive for persevering efforts in the establishment of means for removing it, and for creating an intelligent appreciation of the true nature of knowledge, whether, then, a college be self-supporting is entirely a secondary consideration.—The important question is whether it is training up youth to a higher measure of intelligence and consequent usefulness than has been hitherto attained—whether it is raising the general standard of knowledge in society, and thus, within its sphere, helping to humanize and civilize it? To secure these objects the public purse, as well as that of private wealth, ought to be freely opened. There is another mischievous error in relation to Universities. The amount of popular knowledge now diffused throughout all classes, is apt to make us feel that the labors of science and the toilsome studies of the professional scholar, are less necessary than they formerly were—that in our enlightened generation there is so much more learning abroad than in the days of our forefathers, that we no longer require the same painful and costly pursuit and accumulation of abstract knowledge. A moment's reflection will show how false this notion is. The popular knowledge of which we boast may cover a broad surface, but it sinks no deeper than the surface. It may be very general, but it is certainly very superficial. It is to true learning but little more than shadow is to substance—perpetuating nothing—producing nothing. It is a mere parceling out of the treasures provided by the genius and labors of other men. A little learning may not be a dangerous thing in the individual, but a little learning in a nation with no provision for its increase, will soon be exchanged for no learning at all, it will dwindle into hopeless ignorance. There must be somewhere deep fountains, Plerian springs from which the living generation may draw and still

leave to the generation to come a perennial supply. This supply is secured by Universities. They are at once the laboratories of thought and knowledge and the storehouses of its treasures, as they are slowly gathered in the unfolding of successive ages, and although many of the acquisitions in abstract knowledge seem at first and for long periods to have no practical or perceptible value, yet as the years glide on, and the secrets of nature are more fully revealed and better understood, these supposed useless conquests of science and philosophy one after another become the basis of wonderful inventions and noble institutions, which minister sometimes to the convenience and luxury, and sometimes to the higher welfare and social progress of the world. In estimating then the value of Universities they are to be considered not merely as a means for the education of youth, but of the whole people, and as agencies in producing the more refined and excellent elements of a true civilization. What could supply in England or in the great nations of Europe the want of their venerable seminaries of learning shedding abroad from age to age their golden fruits, the luxuriant growth from the small beginnings of a generation which lived a thousand years ago. But most especially in this new country do we need those mighty instruments of mental and moral culture. We need them for our statesmen and legislators, we need them for our judges, for our professional men, our merchants; we need them in short as universal educators for every class of our people. In an immature condition of society where all are engaged in the struggle, first for the means of subsistence and then for the acquisition of wealth, the tendencies are to lose sight of the higher ends of life. The first use to which surplus wealth is naturally applied by the nation, is to great physical improvements, canals, harbors, railroads, and other enterprizes for multiplied accumulation, and by individuals, to an increase of comfort or luxurious indulgence. This may be well enough within a certain limit; but material prosperity and the sensuous enjoyment of life, unattended by the restraining influences which the careful culture of man's higher powers affords, have a downward proclivity and sooner or later lead society back to barbarism. As a great, the greatest instrument, after Christianity, for counteracting such a tendency, we must look to institutions of learning, with their assemblages of studious and thoughtful men. Apart from the proper business of these as instructors, such a body of men surround themselves with a moral power which reaches far and wide, and inoculates the population not only with respect for their pursuits, but also with a desire to raise themselves or to see their children raised to a better level.

The man who sets his whole importance upon the thousands he has heaped and held together, is put in the balance with the man of science and literature, who is content with his mental riches and his three or four or five hundred a year; and the old understand and the young are taught, that men's material prosperity is not civilization; and, more, the intelligent man of wealth learns silently to recognize that his riches are made incomparably more valuable by being used in the promotion of objects which benefit his race. I ought not to detain you longer, but I beg your patience, for I have a little more to say. The completion of this edifice marks the reality and solidity of the progress of the University. It will remain a standing record of such progress, and a memorial to the man to whose wise liberality it is due. It is moreover, a most encouraging evidence of the impossibility of foreseeing how far the genial influence of one act of beneficence may extend. Mr. McGill's bequest has been the foundation upon which, in various ways, has been built up an institution second to none in the province for the numbers it educates and the aid it affords to the growing intelligence of a large portion of the population. Alone, that bequest, munificent as it was, was inadequate to such a result. But it has awakened the zeal and stimulated the efforts of others, and produced a kindred generosity which has shewn itself in the unstinted contributions already noticed, and in the noble gift which we are this day acknowledging. But these are not all the fruits which lie in the germ of that one generous act. This University is but entering upon its career. Its work must grow into a higher and wider scope of usefulness, and its wants must grow with its work. One meets us now. Here is the Library Hall, complete in its appointments, but where are the books to fill it? In the experience of the past let us find hope for the future—these empty shelves must be filled, but how is it to be done; by another combined movement of our citizens generally, or better still, by the gift of some one among us who comprehending the true use and luxury of wealth, will take to himself the privilege of providing for this urgent want, and thus connect his name inseparably with the cause of education. The names are not rare in the old world or the new, which have thus embalmed themselves in a perpetual and grateful remembrance, and as years grow into de-

cedes and decades swell into centuries, an increasing reverence will gather also around the names of our early benefactors, thus interwoven in the history of the country, and in that best portion of it, the history of its progress in knowledge and virtue—the history of the philanthropy and public spirit of its sons. However true it may be that in the pursuit of riches manhood is too often dwarfed, and the higher qualities dwindle and perish in the grasp of a concentrated and abiding desire to gather gold, it is equally true that if wealth be contemplated in its better aspect the pursuit of it may become a dignified employment, worthy of the best and most gifted natures. It is the pursuit of a power of beneficence upon a scale far broader than can be covered by the efforts of mere personal exertion—a power mighty for all great social ends, political, scientific, philanthropic, religious. It creates and governs influences, which move and pulsate throughout the whole frame of society, and help to make men freer, wiser, happier and better. It is a multiplication in an almost infinite degree of the power of doing good. Who does not long for such a power of leaving his footprints upon the sacred track of human progress, of building all along the pathway of his life noble and enduring monuments that he has not lived in vain. But there is a consideration above all this—the consideration of duty; all of us owe something, owe all we can bestow of talent, industry and money in sustaining the world in the position it has reached, and in aiding it to yet higher attainments. To this great structure of knowledge and moral culture which we call civilization, every child of humanity is bound by sacred obligation to contribute. Its mission and end have been to transmute the brutal naked savage into the educated polite Christian man. What slow preparation has been elaborated for ages to produce this high result. What combination of sciences. What invention and application of arts. What painful toil. What costly self-sacrifice. What pourings out of happiness and life. Sum them up that we may know how much throughout the rolling centuries mankind has paid for what it has become. The man of this 19th century in his highest form of accomplishment is the expression of a civilization which with undying vitality, has been growing and struggling, and forcing its upward way from the thick darkness of ignorance and barbarism to the illumined heights of science and philosophy and social order, since the birth-day of our race. “It has taken eternity,” says a great writer, “to produce you, and now eternity is awaiting what you will do.” I have spoken of the wisdom shewn by the possessors of riches in devoting a portion of them to the promotion and maintenance of those institutions which are indispensable to the growth of a country in intelligence and refinement. I trust I may be permitted, without presumption, to add that if the obligations attached to private wealth be such as I have stated, the duty of Governments is yet more imperative. The building up, by permanent and sufficient endowments, of great central institutions which shall establish and preserve a high standard of learning, and possess the means of producing profound and accomplished scholars, can be done only by a wise spirit in our rulers; and an Administration sufficiently enlightened and energetic to make the higher education a national cause, and to place it upon a sound and liberal footing, will be remembered with honor long after the excitement of party triumphs, and the agitation of ephemeral politics are forgotten. In the upper portion of the Province, judicious and far-seeing men, at an early period of its history, secured an ample fund for such a purpose, and we see to-day the fruit of their foresight in the principal University there. I am not envious of the wealth of that Institution. I rejoice in it, and without presuming to pronounce an opinion upon its administration or management hitherto, I see in its large increase the means of producing an incalculable amount of public good. In this part of the Province we are not so fortunate—we have no public endowed University—why should this be so? Why have we not also a Central University with a public endowment, or, as the difference of language and religion in our population seems to render necessary, two great universities with ample means for carrying on their work—vying with each other, not in hostile jealousy, but in a spirit of generous emulation, which shall do most in improving and elevating the class to which it belongs. The public purse is opened freely for the construction of canals and railroads, and harbors and costly buildings. Why should it be closed with a jealous care when the higher and nobler elements of national greatness demand its aid? If we can continually expend millions upon the one, why can we not for once bestow a hundredth part upon the other. Is it that our public men have not yet risen to the level in which these things are understood and appreciated? Have we no administration, no statesmen enlightened and firm and patriotic enough to take themselves for a time out of the clamours and excitements of the day, to deal with these great interests as they

deserve. On the contrary, I firmly trust that we have such men among us, and that the time is not far distant when the consideration of this important matter will mature into wise and vigorous action. I close abruptly with thanks for your patience which has been too severely tried by the length into which an unexhausted and not easily exhaustible subject has drawn me. In conclusion we invite you to join with us in the public inauguration of this building under the name and title of the William Molson Hall, and in declaring its solemn dedication, with the blessing of God, to the service of the people of this Province, in the promotion of sound learning and good morals for all time to come. May it long continue to honor the name of its founder by being the scene of frequent well-contested and hardly earned scholastic triumphs—and by sending forth from year to year its bands of generous youths prepared by careful culture and faithful training to do the work of men and Christians on the battle-field of life.

Dr. Hingston having been called upon by the President, came forward and said:—My Lord, Ladies and Gentlemen,—It is the privilege of the McGill University Society to take part to-day in the pleasing ceremony of inaugurating this magnificent Wm. Molson Hall; and the graduates of that institution are unwilling to permit this happy occasion to pass by, without, on their part too, giving public expression to their appreciation of the high minded liberality with which a private citizen—whose wealth confers on him a far less enviable claim to distinction, than the industry and integrity with which it has been acquired, and his general truthfulness and probity of character—has erected and ornamented the building in which we are now assembled. (Applause.) It is often times less difficult to amass wealth, even in this country of general prosperity, than to make a judicious use of it when once it has been gathered together; but no one on looking around this commodious Hall, where, for the first time, such a large assembly has been comfortably seated; or at the Library beneath, where ample and elegant accommodation has been made for those volumes of learning, to which I trust constant additions will be made; or to the Museum, where already in obedience to the command of the learned Principal, a dead one, ‘tis true, of every family, and of almost every species, of beast, bird, and creeping thing has leaped, flown or crawled into its place, with an alacrity which is rather alarming to those who are accustomed to believe in the *inertia* of dry bones, (laughter and applause); or to the curators room where specimens are prepared for the places they are to occupy; or to the lecture room and laboratory, so well suited to their purposes—no one I say—who would take the trouble to look to any of these things could continue to doubt—if ever a doubt he had—of the wisdom of the expenditure, or of the correct taste which gave it form. (Applause.) It is an application of gifts, such as this that engraves William Molson’s name in the annals of this rapidly augmenting city, as a judicious and liberal friend of education. (Applause.) And, when I say a friend of education, I believe I say, a friend of the best interests of his fellow men. Mr. Molson has now attained that period of life (I hope I am divulging no secret) when a man, instead of looking forward to a course of future exertion, is more naturally inclined to take a survey of the past, and I can conceive few things better calculated to afford him unalloyed satisfaction in the course of such retrospect, than what he has done for this College and University. (Applause.) This institution, your Excellency is probably aware, throws open its portals to all who choose to enter them. The student who may desire to drink at its fountains of learning, finds himself opposed by no bar or impediment, social or religious. The benefits of a liberal education are conferred on all and on all alike. Whatever may be the students rank, whatever may be his religious denomination, he here finds nothing to offend his most sensitive feelings, in regard either to the one or to the other. The Anglican, the Catholic, the Protestant dissenter of whatever name, and the Israelites, here meet on a footing of the most perfect equality, and, I may add, in a spirit of the most perfect harmony. Nor is there any distinction made (except such as parts and diligence confer) between the son of the wealthy merchant, who may have been brought up from infancy in the lap of luxury; and the student, whom we may not unfrequently see, turning over the leaves of Horace and Homer with hands, whose horny cuticle sufficiently attests the rudeness of the labour their owner endured, to drink at the sacred fountain of the muses. (Applause.) Myself, an *alumnus* of this institution, it would ill become me to say much of what it has accomplished for its children—but the tongues of nearly five hundred graduates (except those that are for ever silent) some occupying the highest positions in the learned professions, and some of them even adorning science at its source beyond the sea—speak for themselves, and in a manner and in words to which I can say

no claim; and such of us as have had an opportunity of comparing the instruction we received here, with what we have afterwards enjoyed in Europe, have found much less cause for humiliation in the thought that our *Alma Mater* was far behind the rest of the world in her educational facilities, than we have found cause of congratulation and surprise, that she was so closely treading in the foot-steps of older and more favoured institutions. (Loud applause.) It is not for me, nor is this the time and place, to distribute their various meed of praise to those who labour as Professors in the various faculties, but I express an opinion, which no one will gainsay, that to our gifted, judicious, and laborious Principal, this institution owes a very large proportion of the success which may have attended it; and if ever its history shall be written, the name of Dr. Dawson, though in another department, will be found with James McGill and William Molson, as one of its great benefactors; and that, my Lord, is an occasion sufficient to satisfy the highest desire of honourable ambition. (Applause.) Here I probably should stop, but your Excellency's presence and seeming attention seduce me into what, I hope, may not be deemed the too heavy indiscretion of saying a few words of these less favoured localities which are now, I believe, looking forward to your Excellency's enlightened interest in the cause of education for encouragement and fostering care. (I have to ask pardon of the College authorities for quitting this pleasing scene for others perhaps less agreeable; and for passing from this, the apex of learning in this Province to the wide circumference of its base. But the institutions of which I intend saying a few words are as necessary to our advancement as the spongy and delicate fibrils are to the parent tree. No part of the country feels their healthful influence more than this part; no city more than this city; and no institution, perhaps, more than this University). (Applause.) Those who live in cities, with education at their doors, as inexpensive almost, and as easy of attainment, as in Germany, or France, or Scotland, can form but a feeble conception of the efforts required to convey the merest elements of instruction to the children of new and thinly populated districts. I have myself been acquainted with such districts—and they will serve as types of many others—where children, of from ten to fourteen years of age, walked five, six or seven miles to school every morning, and as many to their homes in the evening; and however disproportioned such fatiguing journeys may appear to their years and strength, they were always performed cheerfully, whenever schoolmasters could be obtained with courage equal to passing a twelve months in such uninviting parts. (How some of those gentlemen ever strayed so far away from higher civilization; on what kind of food they were fed; in what raiment they were clothed; and in what kind of currency they were paid, after they had strayed, shall be left to your imagination to decide.) (Laughter and Applause.) During part of the year, the little schoolroom would be filled; at other times, it would be nearly empty. At seed time and harvest, and occasionally for a few days in summer, the children are required to assist their parents in the labours of the field; but with such exceptions, the pupils' ordinary attendance at school may be described with truth as a "pursuit of knowledge under difficulties." With that indomitable energy so characteristic of the early settler, and the children of early settlers, neither heat nor cold, nor rain nor snow will interpose its barrier with effect. In summer, when every animate being instinctively seeks the shade, he will be found—"creeping" it may be, but not "like a snail unwillingly to school." In winter when all is cold and frozen—when hungry feels the air around, and hungry looks the sky above, he will be found braving chilling blasts which make those seated around the fire shudderingly exclaim: "Surely the God who tempers the wind to the shorn lamb, tempers it to their young bodies." In early spring and in late autumn many of our country roads are well nigh impassable for rider or for footman; but here is the Pupil's log house, and there five or six miles distant is his school, and no obstacle shall prevent him from reaching it. He trudges through the woods or across the fields; he scrambles over fences; or he finds his least miry path along the banks of a stream; and of such study—interspersed with labour, sufficient as you must admit to whet the appetite to both—he is only enabled to obtain one or two years before he is forced to return to level the forest and plant the corn, so that cereals and fruits could grow where none had ever grown before. Thus, your Excellency will perceive, the order of things that we observe to prevail in Europe, is here, to some extent, reversed. There, I believe, the elder children of the humbler classes have generally an equal, if not a better, chance of being educated. Amongst our rural population it is more frequently the younger ones. Our hardy sons of toil are for the most part the emigrants of yesterday, who landed on our shores penniless, perhaps, and friendless. Thanks

to a beneficent Providence and their own right arm, their circumstances rapidly improve; but the elder children's labour is generally necessary to till the land or to aid in paying for it; and, in those outskirts of civilization the parent considers, and wisely too, that in the language of Montesquieu (though he never heard of him) "L'Honneur a donc ses regles supérieures, et l'éducation est obligée de s'y conformer." But before the younger children have ceased to be of an age for school, the farm is cleared and out of debt; villages and small towns have sprung up; schools and schoolmasters are within a more moderate distance; and it has perhaps become the parents' ambition to send their younger son to college—where, as they hope and say, "A gentleman would be made of him." (Laughter.) The difficulties which obtain in many localities in the way of primary education, to which I have thus cursorily alluded, are now indeed less considerable than they were in the time of some of your Excellency's not very remote predecessors—and in their gradual elimination, the Province gratefully recognizes the hand of the honourable superintendent of education. But as the whole outward aspect of the country, as your Excellency has not failed to perceive is so rapidly undergoing those changes that to-day wheat and oats and rye and barley are growing where but yesterday the pine, the cedar, the beech and maple waved their heads as if they should wave them for ever, it is found to be almost impossible to meet the requirements as they arise. But wise legislation—not meddling—can accomplish much; and I am anxious to insinuate how desirable it is that those primary schools should meet with your Excellency's fostering care and favour. This primitive—this log-hut education—which follows so closely the echo of the woodman's axe, is peculiarly a Canadian feature. It is doing its share and aiding other classes of institutions in the education of a hardy, intelligent people—and in the building up of a virtuous, an educated Canadian nationality—slowly, 'tis true, but as steadily and as surely,—yet as noiselessly as those humble creatures build the huge coral rock in the depths of the Pacific. And when that structure shall have appeared above the surface—completed and fashioned in all its parts—it will then, and I hope not till then, announce the accomplishment of its mission. (Applause.)

Dr. Hingston was about to resume his seat when he again came forward and said: I had travelled so far from this scene and place that I had almost forgotten to thank your Excellency on behalf of the graduates for your presence here to-day. (Applause.) The graduates have their own way of doing things, and resolved to commemorate this occasion and your Excellency's visit by planting a tree in your name. They intended also that one should be planted by the Earl of Mulgrave, whom they expected to see present to-day to represent Nova Scotia. And now ladies and gentlemen I shall relate to you a little circumstance from which you may draw any inference you please. Two tall and stately maples commemorate the visit of the noble representatives of the two sister Provinces were brought to this College ground, but they were found to be so closely joined—so intimately incorporated with each other, that they could not be separated without endangering the vitality of one or of both; and it was resolved—I hope you will say wisely—that what nature had joined so closely together, no ruthless hand should ever tear asunder. (Loud applause.)

Dr. Dawson then rose and said:—In appearing on this occasion I speak not merely on my own behalf, but on that of the Professors of the University, and beg to express their gratitude to the kind benefactor who has given us these buildings, and our obligations to your Excellency and the many friends who have honored us with their presence on an occasion, which we regard as marking an important epoch in our educational history. We, as officers of instruction, fully appreciate that enlightened policy of the Board of Governors, which has induced them to gather around this University a large and efficient staff of teachers, and to develop its means of training to the utmost, rather than to expend its limited resources in the vain show of costly buildings. At the same time we understand the disadvantages attending a mean exterior, the difficulty of realizing that the best means of education may be associated with no outward grandeur, and the influence which may be exercised on the student by the aspect of his *Alma Mater*. We, therefore, return our hearty thanks to him who, by his munificence, has relieved us from the reproach of our unfinished and unsightly buildings, and has given us all the accommodation that could be desired for the prosecution of our work. It is farther a cause of congratulation and honest pride that this has been done for us by a citizen of Montreal. In Upper Canada there is a munificent public University endowment, and in Lower Canada nearly two millions of acres are stated to be devoted to the support of institutions specially intended for the education of those who speak the

French language; but no public endowment exists for an English University, and the aid that can be given from the annual educational grants is too small to be of any material avail for this purpose. In these circumstances, those in this part of the Province who desire an English University education for their sons, have had the responsibility thrown on them of providing for themselves; and the Protestant citizens of Montreal have, as became them, nobly assumed this responsibility on behalf of the whole of their countrymen, and determined that they shall have a University. We must not forget that the father, not only of this University, but of University education in Canada, was James McGill, a citizen of Montreal. His endowment in 1811 was the first practical step toward the erection of our first University. Subsequently his College, which had fallen to decay in the hands of a Board scattered over the Province, was resuscitated by gentlemen resident in this city, its present Board of Governors. Still later came the liberal gift of \$60,000 from citizens of this place, with a multitude of smaller benefactions and acts of kindness; and now Mr. Molson has, by the erection and completion of these buildings, placed himself, with James McGill, in the rank of great educational benefactors. Canada should honour such men, and should honour the city which produces them, and which thereby takes rank with those great and enlightened cities of the Old and New Worlds, which have distinguished themselves by the erection and maintenance of institution of learning.—The support which the University has thus received from this city is not without deep significance and high promise. It shows our citizens to be men not penurious and locally selfish, but nobly generous in their views; and the fact that so many hundreds of young men from all parts of Canada have enjoyed, and are enjoying, the benefits of their liberality, has in it a double promise of a more liberal and united public sentiment in Canada for the time to come. Further, the interest which the business men of this commercial metropolis take in our work is an evidence of its practical value, and a pledge that in this country the higher learning will not be dissociated from the active pursuits of life. Still further, it marks the McGill University as a spontaneous growth of the British Canadian mind,—something which has originated here, and been nurtured and matured here, not a thing forced upon us or of extraneous origin. This character, which is more or less apparent in our whole organization, is one of the best guarantees of success, and if it causes us to lack some of the peculiarities of Universities abroad, it gives us the hardy constitution of natives of the soil. It has long been my belief that in a country like this, institutions of the higher education can attain their full development only in our larger cities, and by availing themselves of every legitimate means of growth which these centres of population afford. It is easy, in almost any locality, to organise an institution that shall resemble one of the smaller colleges of a great University; but it will want the energy and variety which result from the union of many colleges, from the influence of the old University, and from the intellectual life which pervades a large and cultivated community. It may soon prove as barren and squalid as would a branch of one of the great oaks of our mother land if cut from its trunk and planted in a foreign soil. I confess that when, after some experience in educational affairs in another colony, I was invited to connect myself with this University, I saw in its position here in the greatest British American city, in its Board of Governors, composed of resident business men, in its liberal constitution, which secured the support of various religious bodies, and in its tendency to develop itself in the direction of professional education, the best omens of its prosperity. In my inaugural address, delivered at that time, I ventured to state the aims which we should propose to ourselves in the farther growth of the University, under the following heads:—First, that we should not descend to the sphere of the higher schools, academies, and colleges of the country, but should build up our course of study from the highest level to which they can raise their pupils. Secondly, that in our under-graduate course in arts we should aim at the thorough discipline in classics and mathematics of the old Universities, but should add thereto as much as possible of culture in modern literature and in those sciences which have in our day attained to so vast proportions, and that we should provide honour courses for all whose abilities and inclinations might induce them to enter on such studies. Thirdly, that we should add to our course in arts, special courses of science and literature leading to the more important pursuits of active life. We well knew how much was involved in these promises, and how hard might be the struggle to perform them even in part; but we believed that we did well to propose to ourselves high ends, and to labour earnestly and hopefully toward their attainment. Seven years have passed away, and though we have had to lament many losses and disappoint-

ments, our way has been greatly prospered. We have steadily pursued the path then marked out, and have found ourselves sustained by public aid and countenance at every step. In these seven years we have sent forth more than 200 graduates, the number of our students has increased from 97 to 262, and the number of pupils in our schools from 185 to 633. Our staff has been increased, important additions have been made to libraries, collections and apparatus, and our various faculties and departments are lodged in a manner befitting their work. Our professional schools have been most prosperous. We have established schools of Engineering and Practical Chemistry. We have been enabled to co-operate with the Superintendent of Education in the establishment of the McGill Normal School, and have been able to extend a helpful co-operation to the Natural History Society of Montreal, to the admirable meteorological researches of Dr. Smallwood, and to the Board of Arts and Manufactures, an institution which, I may say here, all who know the deficiency of the means of art education in this country, regard as one of the most important movements of our Government in the direction of enlightened progress. For all this we have reason to express our thankfulness to God, and to the friends he has raised up for us. But we by no means regard our work as finished. Our University is vigorous and useful, but the full measure of its growth has yet to be attained. Nor do we think that in the present state of the world any University can afford to be stationary. In no profession have more important improvements been made in our day than in that of communicating the higher kinds of instruction. While some subjects may remain of permanent educational importance, the value of others is constantly changing. Some methods and usages of the older Colleges may admit of little change, but others are susceptible of multiplied improvements and new adaptations. It is the part of the enlightened educator to be ever striving after a more nice and delicate appreciation of the relative importance of different studies, of the equal development of the varied powers of the mind, of the special culture of particular eminent endowments, of the relation of the physical, the intellectual, the moral and the æsthetic in the work of education, of the changing wants of the age and country. These are points to which our attention is constantly directed, and in which we strive to make at least an approximation to the right path. Nor is the work of our friends still complete. The shelves of our library are gaping for books, and we want books to fill them. Our grounds might well admit of a Botanical Garden. An Astronomical Observatory might well be added to that which we are erecting for meteorological and magnetic observations. Much good might be done by the foundation of bursaries for poor and talented students. We earnestly desire the affiliation of theological seminaries with the University. Nor will our mission be accomplished until the desire for the benefits of the higher education shall be far more extended than at present, until a greater public aid and encouragement shall be given to the higher schools and colleges which send students to the University, and until a higher legal value shall be attached to an academical degree as a qualification for the learned professions and for the civil service of this country. These are all subjects on which much could be said, to which we have given much consideration, and to which I would earnestly invite the attention of the friends of education and of our public men. But this is not the time to dwell on such topics and I shall close with a brief reference to one important peculiarity in our position, and one on which we have reason to congratulate ourselves. I refer to our relation to religion. In this respect our University is not denominational. It does not profess to work for one body of Christians more than for another. But it is Christian and Protestant. It is neither a proselytizing institution on the one hand, nor an irreligious one on the other. It endeavours to secure the services of men of high religious and moral character, and to exercise through them the best influence on its students. It daily invites its students to supplicate the Divine blessing on their work, and it requires them to avail themselves of the means of spiritual advantages to be found in their several communions. Its influence is thus positively religious, and is exercised in such a way as to unite the members of different denominations in love and harmony, and to hold forth a practical example of that great unity which underlies all the superficial divisions of our common Christianity. Such a position we feel to be the true ground for a great educational institution, one on which we can stand fearlessly before our fellow men, and on which we can honestly invoke the blessing of God. But while we thus more especially invite the aid and sympathy of all who prefer that system of education which prevails in the Protestant Universities of Great Britain, and while our endowment is wholly derived from them, we occupy no position of antagonism to those of our fellow-subjects who profess a different faith. On the contrary, we regard

with pleasure their progress in educational affairs; we offer to them on equal terms all our advantages and honours, and wherever we differ in our views as to the best means of promoting the higher education, we are willing to run with them a race of friendly rivalry, and shall be happy if, either directly or indirectly, we can be of service to them, while we shall be at all times ready to borrow anything in which they may excel us. I have referred to the educational history and position of the University, because I felt that in this way I could best vindicate the wisdom of those who are benefactors of the higher educations, and show that we earnestly strive to apply to the best uses the means which they afford. But as representative of the professors, I must not forget to thank Mr. Molson on behalf of the students who are under our care. We cannot have all our students here to-day, because two of our faculties have not yet opened for the session; but I know that they all share our feelings on this occasion. McGill College already has its graduates in the Government and Legislature of this country, and in the highest walks of professional life here and abroad; and these young men are going forth to do likewise, and, if possible, to excel their predecessors. It is in this perennial stream of living mind, trained and disciplined for the work of life, that those who endow institutions like this, and we who teach, see the fruits of our labour, going forth, as we humbly trust, for the highest good of our country and for the glory of God. (Applause.)

Hon. Mr. Chauveau said that he was most happy that it had fallen on him on behalf of the Educational Department to congratulate both the University and the noble honor on the great improvement which had been achieved. Such a congratulation however, on his part was superfluous since the highest sanction was given to the proceedings of the day by the presence of His Excellency the Governor General. He took it for granted that no one would expect him to review the several Educational opinions and criticisms which had fallen from the orators who had preceded him. He might say however that if the government had made a mistake in giving too scanty an assistance to the University (a thing which of course he could only admit hypothetically) it was certainly on their part *felix culpa*, since the result of that fault was the most generous gift made by Mr. Molson; which was worth both in itself and as a great public example, a great deal more than all the government could have afforded. The controversy between the relative importance of superior education, and that of elementary or common school education, was one that would be easily set at rest by this plain consideration that both were requisite and indispensable. If he had however to express an opinion between the two, although common school education was more specially entrusted to his care, and on that ground should apparently enlist all his sympathies, he could not shut his eyes to the fact that superior education was as necessary and as indispensable to society itself as elementary education to every one of its members. He was at no loss to find an example in point. The present condition of Lower Canada was itself a great historical fact showing that a society may reach a certain degree of prosperity; may retain a high degree of morality, may provide with energy for the preservation of its institutions and of its social autonomy, and may at last redeem itself from the disadvantages inflicted by the neglect of elementary education, while superior education has been carefully fostered within its bosom. Lower Canada formerly was left a whole century without scarcely any other educational provisions than the establishment of the seminaries of Quebec and of Montreal, the former endowed chiefly from the private donation of Mgr. de Laval and other friends of education. These institutions had spread superior education, grounded on the sure basis of religion, and of morality, from them had sprung a clergy and a laity able to fight with the people the cause of general education, and the successful results which the government had obtained in the end could not have been realized without their efforts. In the cause of education an attempt to level by the ordinary process would be absurd. Let the level of common school education be brought as high as possible, if you please, but there must still be higher and deeper fountains of learning, without which education itself in the masses will perish or will become more harmful than useful. A whole community of men, having, every one of them if you like, what is called practical education but nothing more, would certainly be inferior as a social and political body to a nation where humanities and sciences would have been cultivated in their highest form or expression.

That the two causes of superior and of elementary education were intimately blended together, that the former while it was fed and nourished by the latter, ought for its own sake to foster and support the common schools, was well illustrated by the fact that this University had consented to co-operate with him in the establishment and direction of a normal school chiefly intended for the En-

glish speaking and Protestant section of the community. He thought this conduct on the part of the University would strengthen their claims on public support, while the result would contribute to that harmony and good understanding between all classes of society of which Lower Canada had always given so noble an example. (Applause.)

His Excellency the Governor General then rose and briefly addressed the meeting. Among the many pleasant duties which had devolved upon him in the course of his tour, this was one of the most agreeable. (Applause.) He felt bound to say that the good will with which he had everywhere been received, could not be equalled. He had now completed his tour through this magnificent Province, and he and others with him must have been struck with the great future which awaits this country as regards its progress. (Applause.) We had all the materials for prosperity, and the knowledge how to use them. Understanding the strictures of previous speakers, as to the provision which had been made for the cause of education, he felt bound to say, judging from what he had seen in other countries, that Canada had distinguished herself by providing for the moral and intellectual improvement of the people, and now occupied a position of which she might justly feel proud. (Applause.) They had met there that day to inaugurate a beautiful building, which was due to the liberality and beneficence of a private individual. He would remind them that the great institutions of learning in the old country, had been reared up and sustained in an integrity which the falling of dynasties, or political changes could not affect. Those venerable educational establishments were due not to Parliamentary grants and donations, but to the liberality of private individuals such as characterized him in whose honor they had met that day. He could conceive no greater pleasure than that derived from the erecting and naming of institutions for the education of our country-people; and he could only hope that the spirit of liberality which had actuated Mr. Molson, might long continue to exist in his fellow countrymen in Canada. He would conclude by earnestly wishing for the long continued success of this institution, and by hoping that it might never flag in its labor for the moral and intellectual advancement of the people.

His Excellency sat down amidst the continued applause of the audience.

The Rev. Prof. Cornish pronounced the Benediction, and the meeting broke up.

The ceremony ended, Lord Monck and suite visited the different objects of interest, stopping to examine more particularly the Library and Museum which have been transferred to the new buildings, and afterwards witnessed the planting of two maples in commemoration of the visit of His Excellency and the Earl of Mulgrave. As completed, the University is one of the handsomest structures in the country, possessing extensive and beautiful grounds where that recreation so essential to the health and well-being of its pupils can be easily obtained, and affording at the same time unbounded facilities for the practical investigation of botany and horticulture.

Seventeenth Conference of the Teachers' Association in connection with the Laval Normal School.

Present: Rev. J. Langevin, Principal of the Laval Normal school; Inspector Juneau, thirty-one Members of the Association, and many Pupil-Teachers of the Normal school.

Mr. N. Lacasse having taken the chair the minutes of the last meeting were read and adopted.

Mr. J. B. Cloutier, Treasurer, submitted a statement of his accounts, which was approved and accepted.

The election of office-bearers for the ensuing year was then proceeded with, and resulted as follows: *President*, Mr. Joseph Létourneau; *Vice-President*, Mr. C. Dufresne; *Treasurer*, Mr. J. B. Cloutier; *Secretary*, Mr. Norbert Thibault; *Committee of Management*, Messrs. N. Lacasse, A. Doyle, C. J. L. Lafrance, C. Dion, J. B. Dugal, Jos. Prémont, B. Pelletier, D. D. Plante, L. Lefebvre.

Upon the result being announced, Mr. Joseph Létourneau was called to the chair.

Mr. Caudide Dufresne gave an account of his visit to Montreal as delegate of the Laval Association, reviewing in a clear and concise manner the different subjects which had engaged the attention of the Jacques-Cartier Association at its meeting in May last.

The following subject, discussed at the previous meeting, was then again taken up—*How to compare the different modes of conjugating French verbs from primitive tenses and the radicals.*

Mr. Lacasse in summing up the debate, said that in whatever

manner verbs were conjugated a knowledge of the *radicals* was always necessary; and that the formation of the *primitive tenses* was the most advantageous. He proposed the following method, which met with the approval of the meeting.

Before conjugating the verbs in writing it was necessary:

1. To know by heart the auxiliaries *avoir* and *être*, and the model verbs of the four conjugations;

2. To distinguish the *radical* from the *termination* in those conjugations;

3. To know the *primitive tenses* and the manner of forming the tenses derived from them.

And to acquire the practice of conjugating the verbs in writing it was necessary:

1. To give at the beginning of each tense, the *primitive tense* from which it was formed; also, in a concise way, the manner of forming it;

2. To separate in all tenses the *radical* from the *termination*, in order to learn how to distinguish between them.

The following questions were submitted for discussion at next meeting:

1. *What is the best method of making a logical analysis?*

2. *What is the best method of teaching history?*

Seven of the members present inscribed their names, pledging themselves to take a part in the discussion of the above question or prepare essays on some scientific or historical subjects for the ensuing conference.

Moved by Mr. C. Dion, second by Mr. J. B. Dugal, and

Resolved,—That a vote of thanks be tendered to the out-going office-bearers for the able and satisfactory manner in which their respective duties had been fulfilled.

The conference was then adjourned to the last Saturday in January next.

Extracts from the Reports of Inspectors of Schools, for 1859 and 1860.

Mr. TANGUAY'S Reports.—(Concluded.)

11. *St. André*.—This parish had 7 schools, of which 1 was very well conducted and 5 tolerably so, although the teachers (all young ladies) did not possess that firmness and experience that command respect and confidence; the remaining school was very indifferently managed. The school corporation discharged its duties with zeal, and, upon the whole, the law was carried out in a satisfactory manner. Accounts and record of proceedings were carefully attended to, and the finances were in a prosperous condition.

12. *St. Alexandre*.—Of the 7 schools in this municipality 5 were very indifferently managed, and poorly attended; but the two others had shown good results. The utmost indifference about school affairs and education in general was manifested in two of the districts. Children were kept away from school on the most trivial pretence, or sent unprovided with the articles most necessary to a scholar. The people of these districts neglected no opportunity of manifesting their opposition to the school system; while the commissioners had on the other hand increased the number of schools beyond their means of support, and in consequence were unable to pay the young female teachers more than \$50, receiving in exchange services of a corresponding value. As might be expected, results were not found very satisfactory; and to add to the evil the assessed were not prompt in their payments.

The accounts had been recently entrusted to a competent person, who, it was hoped, would place the finances in a better condition, although the corporation was not in a position to pay off all its indebtedness by the end of the year.

13. *Notre Dame du Portage*.—Of the 4 schools in operation here, 2 were tolerably good and 2 quite indifferent, if not entirely useless. As the commissioners and rate-payers were well disposed it was their intention to replace incompetent teachers by persons better able to discharge the responsible duties involved, and as the local organization was good, every thing might yet be well. Accounts were well kept, and we are pleased to add, the income exceeded the expenditure.

14. *St. Patrice, Rivière du Loup*.—Six schools were in operation during the half-year, 3 of which made some progress, while the others, owing to irregular attendance, showed indifferent results. One of these schools was frequented by only 5 or 6 pupils, in consequence of some caballing among a number of rate-payers, who were dissatisfied because, for the greater advantage of the

majority, a district had been subdivided into two, and the school removed a short distance. Thus, as it has often happened, an act of simple justice furnished a pretext for a factious opposition; and these dissensions are invariably followed by bad results. The want of success in the two other schools, was due to the want of encouragement on the part of the parents; for the teachers had both the disposition and ability to perform the service in an efficient manner. The old debts of the municipality were paid up, and its finances were in a satisfactory condition. The secretary-treasurer fulfilled his duties in an able manner and with the utmost punctuality; and we may repeat that indifference and perhaps the want of school-houses were the only causes which operated to the serious prejudice of education in this municipality. The corporation was actuated by the best motives; and, altogether, it was safe to predict that school matters would soon assume a healthy and prosperous development.

15. *St. Edouard*.—This municipality had but two schools, one a model-school which did not answer expectations, and the other a girls' superior school, managed with satisfactory results by the two Misses Chassé. The success of these young teachers dates from the very first year of their service. The commissioners were not insensible to the importance of the issue involved, and the inspector found them very well disposed. The secretary-treasurer discharged his duties with alacrity and exactness, thus effectually promoting the interests of education in this place.

16. *St. George de Cacouna*.—There were 7 schools here, 6 of which (kept by competent female teachers) might have shown better results had the pupils attended more assiduously. The other school was situated in a rather thinly peopled locality that for some years had been deprived of schools, and for local causes, required a greater number than the means at the disposal of the commissioners allowed them to establish. This school was not a very good one. The convent school was in a flourishing condition and was conducted with much skill. The education given here is that which is most suited to the majority of its pupils. The object was to form them for the respective spheres in society which they, in the order of things, would probably occupy in after years, and to train them so as to enable them to use the knowledge they possessed to their advantage and satisfaction. The branches taught were those of a good practical education. The accounts of the secretary-treasurer were regularly kept, and he discharged the duties of his office creditably.

17. *St. Arsène*.—This municipality possessed 5 schools, tolerably well conducted and well attended. The generality of the rate-payers were prompt in their payments; and education received much attention in this place. Proceedings were carefully recorded, the books well kept, and the finances in a healthy condition.

18. *St. Modeste*.—Two schools in operation, conducted in a satisfactory manner by female teachers who were provided with diplomas. There were 70 pupils in attendance during the last half-year. Progress, though not very remarkable, might be called good. Through the very laudable energy of the chairman of the local Board, school dues were punctually paid in. The books of the secretary-treasurer were ably kept, and the proceedings recorded with regularity. A handsome schoolhouse had been acquired, and efforts were being made to purchase another for the school of district No. Two.

19. *Isle Verte*.—The 7 elementary schools of this municipality were not very well attended, nor managed as successfully as they should have been, but there was an academy, which was maintained on an excellent footing, affording instruction to 145 pupils. This institution alone contributed more to the diffusion of education than the 7 small Common Schools together, and at less cost. The apathetic disposition observable in most of the rate-payers with regard to the education of their children, was very discouraging. The assessed were slow in remitting the rates, and paid with reluctance. Of the 410 scholars on the rolls, there were hardly 250 who attended, and even in this number were included the 145 in regular attendance at the academy; thus leaving 15 only as the average number attending the respective elementary schools. Although the secretary-treasurer did all that could be expected of him, he could with difficulty collect a sum sufficient to liquidate the teachers' claims. Mr. Tanguay expresses himself quite satisfied with the academy, but he does not see much matter for congratulation in the affairs of the other schools of this municipality. The female teachers were, however, for the most part, competent, and applied themselves with earnest attention to the service,—all but one were in possession of diplomas.

20. *St. Eloi*.—Of the five schools kept in this municipality two were good, but the remaining three had been indifferently managed. Nearly one half of the children on the rolls did not attend regularly, many being in want of books, or indulged in dissipated habits; and it is necessary to add that as several of the female teachers had not much aptitude, little progress was made. Schools Nos. 1 and 2 were exceptions, however, and had shown fair results. The accounts were well kept.

21. *Trois Pistoles No. One*.—This municipality had five common schools, three of which were conducted with complete success, and two remained in an unpromising condition. The convent school, not included in the above establishments, afforded instruction to 56 pupils; it was not surpassed by any institution in the whole district of inspection, and might be favorably compared as regards the progress of its pupils, with any school of its class elsewhere. The fine building in which it was kept is very well adapted to the purpose of a school, being situated in a healthy and beautiful locality. The painstaking and able manner of teaching, and the unceasing watchfulness exercised over the department of the pupils were most commendable. It may be observed that in this rich parish education was not neglected, many of the circumstances that so often impede the progress of learning elsewhere, having been happily removed. Still, too many schools were kept open, as the means at the disposal of the corporation were insufficient to maintain them all in an efficient condition. The accounts were well kept, and the finances were in a prosperous state.

22. *Trois Pistoles No. Two*.—Considering the meagre resources of this municipality too many schools were kept here also; and as might be expected when it is said that the young female teachers employed only received salaries of \$50 to \$60, the progress of education was not very flattering. However, two of the eight schools established in this municipality, were managed with entire success. Of 221 children inscribed on the rolls the average attendance at all these schools was 166—proving a very irregular attendance. The secretary-treasurer was very favorable to reform, but he did not, perhaps, possess the required ability. The condition of the finances was satisfactory.

23. *St. Mathieu de Rioux*.—This small municipality (separated from *St. Simon*) had but two schools, and these had been in operation only a short time before the visit of the inspector, and were indifferently managed. One had to be closed as the schoolmistress had no diploma. The inspector observes that, in most cases, the dismemberment of municipalities appears to him greatly prejudicial to the efficient working of the law, as it is generally the richer portion of a parish that abandons the poor ranges which contribute little to the common local fund. Thus left to themselves these new municipalities, if they desire to establish schools, are obliged to hire inexperienced teachers at the lowest salaries.

24. *St. Simon*.—Six schools in operation here—two good and four very inferior. Of the latter three had to be closed, as the female teachers under whose management they were had no diplomas. In this municipality also, the schools were too numerous for the means the commissioners could command. The account books and record of proceedings were carefully kept.

25. *St. Fabien*.—There were four schools in this municipality, besides one held in common with *Bic*. Of these schools three were conducted with tolerable success, but owing to the indifference of a certain number of ratepayers the two others gave but slight signs of improvement. The secretary-treasurer fulfilled his responsible duties with zeal and punctuality. The formation of a new district in common with the municipality of *Bic* had put an end to the old complaints, and school affairs now seemed in a fair way of becoming permanently improved.

26. *Bic*.—Two schools were open in this municipality, one of which was held in common with the adjoining municipality of *St. Fabien*. A marked success was observable in all except one, whose scholars were rather in a backward state. The schoolmistresses employed in this locality had no diplomas, but would undergo an examination with a view of obtaining them at the next meeting of the Board of Examiners. Their aptitude for teaching was evident from the progress of their pupils, and on this account they had received leave to continue until the opportunity occurred for presenting themselves before the Board. The finances were in a more healthy condition, though the municipality was still, burdened with a heavy indebtedness.

27. *Rimouski*.—This locality possessed one convent, attended

by 58 pupils and conducted with very satisfactory results; one industrial college, in which the course followed included the branches taught in good model-schools; two good common schools, one taught by Mr. Contombe, the other by Miss J. Pouliot; and ten very inferior schools, with a small attendance and poorly furnished. One of the latter was an independent school. There was a decided improvement in the finances, which had now assumed a far more promising aspect than in former years; and the attention and activity of the secretary-treasurer entitled him to special commendation.

28. *St. Anaclet*.—There were only two schools in operation here—one a very well kept school, the other not quite so well and poorly attended. In this municipality, formerly a part of *Rimouski*, a third district would probably be formed before long. Results of the operations of the schools during the last half-year had not been very cheering. Nothing is reported as to the manner in which the books and record of proceedings were kept, as the Secretary-Treasurer was absent at the time of the Inspector's visit.

29. *Ste. Luce de Lessard*.—Of the seven schools established here three were very good schools, but the four remaining were in a backward state. Only two of the schoolmistresses employed in the municipality were in possession of diplomas; of the others, the services of three would be dispensed with, while those of the remainder would be retained until the Board of Examiners met. The number of pupils enrolled was 262, and the attendance varied between the figures 117 and 225. A great many of the ratepayers manifested very little desire to educate their children. They paid in their contributions slowly, and though many were in want of means a greater number wished to avoid the tax. For some years there had been little progress made in the schools Nos. 3, 4, 5 and 7. Accounts and record of proceedings were tolerably well kept, but showed a large amount of arrears.

30. *Ste. Flavie de Lepage*.—All the schools of this municipality (six in number) were tolerably well conducted. Much perseverance and energy on the part of the commissioners had been required to insure this satisfactory state of things, as most of the ratepayers were formerly opposed to all compulsory assessments, indeed to contributions in any shape. But now there was a fair prospect that the state of primary education here would before many years, compare favorably with that of any other part of the district. A debt of \$128 remained still unpaid. The secretary-treasurer performed the work of his office with much care and to the satisfaction of the commissioners.

31. *Metis*.—Here there were three small schools with an attendance of 47 pupils. The subjects taught were confined to reading, rudiments of arithmetic and writing. Each teacher's salary was only \$48. The indifference of the population which consists principally of Scotch settlers, was discouraging, and we are sorry to add, says the Report, that little or no progress remains to be recorded. The secretary-treasurer attended to his duties with assiduity and attention.

32. *St. Octave*.—There were four schools in this municipality, giving instruction to 113 pupils. Only one of these schools had been progressing, as it alone had been regularly attended; but as the children of the three districts in which the other schools were kept had recently been brought together under one teacher, an efficient school had now replaced those useless establishments. The indifference prevailing in this locality would be difficult to remove as the plea of poverty could be urged with much force. Not only were children often without proper clothing to attend distant schools, but parents could ill spare them from their farms in the busy seasons. The members of the corporation were actuated by laudable motives, and did their best to fulfil the duties expected of them. Accounts were not kept as regularly as it was desirable they should be.

33. *Matane*.—There were three schools in operation; a fourth had been closed as it had been found impossible to procure the services of a teacher with a diploma. Two of the female teachers in charge of schools here had been under the necessity of journeying 300 miles to obtain the diploma. The results were satisfactory and the regularity with which the school law was enforced was very creditable to the good sense of the inhabitants of this parish, which, though placed in a disadvantageous situation at the lower extremity of the District of *Kamouraska* and *Côte du Sud*, was in advance of many wealthier and more favored localities. The accounts were tolerably well kept and showed a not inconsiderable balance in favor of the corporation.

Mr. Tanguay having remarked that the difficulties against which the school system had still to contend were the same as those enumerated and commented upon in his previous reports, sums up with a recapitulation as follows:

Number of municipalities in which the law is carried out.	33
“ Elementary schools, good.	80
“ “ “ , indifferent.	42
“ “ “ , inferior.	37
“ Model-schools.	5
“ Girl’s superior schools.	3
“ Convent schools.	5
“ Colleges.	2
“ Independent schools.	5
Total number of pupils.	7281
Average cost of instruction to each pupil, exclusive of stationery, &c.	\$2.90

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

— The monies spent by the Quebec Seminary in the establishment of the Laval University, are thus given by the *Canadien*:

Cost of buildings.	\$208,421 90
Expenditure on the Library.	13,106 06
“ Medical Museum.	8,120 00
“ Cabinet of Natural Philosophy.	6,264 20
Visits of Professors to Europe, and journeys in connection with the University.	19,066 25
Monies paid to Professors.	41,346 10
	<hr/> \$296,363 81

The current expenses and receipts for 1860-61 are as follows:—

EXPENSES.

Paid to Law Professors.	\$ 3,600 00
“ Medical “	5,233 33
“ Arts “	873 33
“ Interest on sums borrowed.	2,365 20
“ Employees, Servants.	600 00
“ Insurance.	138 00
“ Water Tax.	400 00
“ Heating.	1,181 97
“ Lighting.	224 98

Receipts.	\$14,626 81
Students’ fees.	2,693 33

Deficit. \$11,933 48

“Divide this” says the author of the article in *Le Canadien*, “between the 71 students who have attended the University during 1860-1, and it will be found that each one cost the Seminary the sum of \$168 07.”—*Three Rivers Inquirer*.

— We see by the *Christian Messenger*, of Halifax, that the friends and supporters of Acadia College are anxious to place its finances on a more sure footing than they are at present, to elevate its literary standard, and to create four Professorships. With this object it is proposed to raise £15,000 in all, as an endowment fund. The amount already invested, pledged, and to be collected, is £5000, which leaves £10,000 still to be provided; half of that sum (£5000) a gentleman interested in the matter proposes to raise by appealing to the generosity, wealth, and intelligence of the Baptist body of the three Provinces, and calling on fifty persons to subscribe £100 each. The duty of collecting the other £5000 to devolve on the Governors and friends of the College. The proposer of the scheme is sanguine of success.—*ib*.

— The annual congress of the National Association for the Promotion of Social Science was opened on Thursday, 6th June. In the evening Lord Brougham, the President, delivered his inaugural address in Exeter Hall. The proceedings in the Educational section were inaugurated by an address from the Very Rev. Dr. Mitman, Dean of St. Paul’s. The opening address of the President of the Educational section, passed in review every phase of the subject to the consideration of which the labours of the section were to be devoted. After dwelling on the importance and necessity of national education, which he observed could not be too extensively afforded, he referred to the different systems of imparting instruction which are adopted throughout the various schools in the kingdom:—

With regard to the system of “cramming” for show purposes, he pointed out that the ostentatious exhibitions of schools, however necessary to keep up public interest—which, after all, was the most vigilant inspection—seemed to have a tendency to become mischievous. If a school examination was made a spectacle to the neighbourhood, which was to be excited and astonished in order that its support might be gained, it was too much to expect that the innate vanity of the best of men would not be sorely tempted to sacrifice to the brilliant proficiency of a few the less effective progress of the many. It inevitably became a kind of flower-show. The rare and beautiful plants would be selected for exhibition, put in the best light, and watered up to the highest perfection, while the rest were left to pine and dwindle, and grow downwards into skillfully-managed obscurity. There was, however, an education anterior to that of school—the education at the mother’s breast; and as to that, they might depend upon it that the best educated female would in general be the best mother, and do her duty best to her infant children. But this, above all, should be recollected, that the first duty of national education was the health of the children. A sickly child might be very intelligent, over-intelligent, but in general, quickness of intelligence would be much affected by animal spirits, and animal spirits rested on healthfulness.

Touching the character of the education which ought to be imparted in the schools for the people, he urged that regard should be had for the future course of life which the children were likely to pursue, and that the facts impressed upon their memory should be facts which would be applicable to the whole course of that future life. Whether and how they could blend industrial with ordinary education might well occupy the thoughts of reflective men; but in the lower female schools this was especially worthy of consideration.

He was, also, well aware that many portions of teaching, in themselves appeared to teach little with regard to future usefulness, and which yet might be of great importance as exercises for the faculties; but he was at a loss to see why the two might not be combined. The memory might as well be stored with facts likely to be produced on future occasions, as with those for the application of which they might never stand in need. The subject of religion in combination with secular education, was next referred to, and here also the very reverent gentleman condemned the process of “cramming” in the matter of scriptural and controversial texts and scriptural history. He did not think that that was the way to imbue the mind with a true and deep sense of religion. Let the Bible be in their schools, but let them keep it in its proper place. Let them not make it at the same time a spelling-book and a prayer-book. They should try to make the child a Christian, not a theologian, and should remember that to repeat religious words by rote was not to become religious. In conclusion, the very rev. president congratulated the section on the decided progress which education had made and was making throughout the country.—*London Educational Times*.

— The annual examination of the young ladies attending the Loretto Convent School took place yesterday, in the class-rooms of the institution, Bond Street. The exercises, especially those in the afternoon, were exceedingly interesting, and showed in a very prominent manner the great advantages enjoyed by the pupils. In the afternoon there was a large number of visitors, the rooms being crowded with ladies and gentlemen, relatives and friends of the pupils. After the music and dramatic representations the pupils, numbering about fifty, assembled on the platform, for the purpose of receiving the prizes which had been awarded to them. Vicar General Walsh, before distributing the prizes, briefly addressed the young ladies, congratulating them upon the progress they had evidently made in their studies, and complimenting them upon the very creditable examination through which they had that day passed, which he said was but a just and appropriate conclusion to the year of literary toil and labour they had undergone. He felt convinced that he but uttered the sentiments of all present when he assured them that their examination had been eminently successful and satisfactory, and that it reflected the greatest credit upon all concerned. This was as it should be. One of the highest duties of rational beings was to improve the intellectual faculties with which a beneficent Providence had endowed them. They were told by Clement that ignorance was the famine of the soul, but knowledge its best food; and of this they seem to have been convinced because of the great effort made during the past year to advance themselves in their education. (Applause.) Of the various and many branches of learning pursued in that institution he felt that he spoke but the truth when he said that in all they had manifested application and industry as well as talent. In history, geography, French, Italian, and other branches, they had shown much proficiency; but there was one department in which they had given the greatest possible satisfaction and pleasure, and that was their splendid examination in music. It should be to every refined mind a source of gratification to see the attention which had evidently been paid to this fine accomplishment. He remarked that in all ages and among all people music was considered as something divine. Even in those ages in which the light of christianity had not broken forth and illuminated the world, it had its charms. Ovid said it bent the forest trees to its sweet sounds, and Strabo believed there was something divine in its influence, while Pythagoras was a passionate lover of it, and interrupted his philosophical pursuits to play both in the morning and in the evening. Even in Holy Scripture they found Paul calling

upon the shepherd boy to still the tempest in his soul by the soft and gentle tones of his lute. And their own poet, Moore, had enshrined these thoughts in immortal verse in the well-known and beautiful song, "When through life unblest we roam." He (the Rev. gentleman) was sure they all wished the pupils the greatest amount of rational enjoyment during their long-looked-for holidays. Might they be so spent as to form in after days cherished thoughts, happy associations and sweet remembrances that would never be forgotten. (Loud Applause.) A large number of handsomely bound books, with many pretty garlands or "crowns," were then distributed as prizes to the pupils. The exercises terminated with the singing in the chorus of "God save the Queen," the entire company, as usual, standing. The whole affair passed off very pleasantly and must have given much satisfaction to all present.—*Leader.*

—The vote for public education in Great Britain during the current year is the largest ever granted, amounting in all to more than £1,100,000, which is thus distributed:—£842,119 for England and Scotland, and the remainder for Ireland. The estimate is framed according to the old code, and every school admitted to aid before July next, will receive its next grant as if the system had remained unchanged; but schools admitted to aid after July, will fall under the revised code. This causes a charge of £13,500, which would, under the old code, have belonged to next year, because, while the grants to pupil-teachers were not payable at the time of their admission, the new grants obtainable for the examination of the scholars in reading, writing, and arithmetic, will have to be paid at once for the year ending at the date of inspection. In Great Britain, in 1861, the grants for building amounted to £99,506 to meet £207,043 voluntarily subscribed, and additional school accommodation was provided for 47,103 children. The pupil-teachers increased from 15,535 to 16,277, and the sum of £301,846 was paid to them, or for their being taught—a sum which brings the expenditure upon them since 1839 up to more than £2,000,000. The capitation grants, from 3s. to 6s. on children attending school 176 days, amounted in 1861 to £77,239, and the vote now to be taken is to be £86,000; the payment was made on 316,226 children, being 42.75 per cent of the children attending 5,199 schools—an increase of 54,220 children that year. The sum of £1,177 was paid in respect of 5,686 scholars above 14 years old attending night schools (connected with day schools under inspection) on 50 nights. The number of certificated teachers' charge of schools at the end of 1861 was 8,698, an increase of 987 over the previous year; nearly £120,000 was paid in direct augmentation of their salaries, and the vote proposed this year is £142,000. The number of students in training colleges increased 21, and was 2,947 at the end of the year; the vote is £100,000, as before. Small grants are made (£1,600 will now be voted) for industrial departments of common elementary schools, having laund, kitchens, laundries, or work-rooms attached to them. Uncertificated ragged-schools are also aided, but the grant is to be reduced to £1,500. The total number of elementary day schools visited by her Majesty's Inspectors in 1861 was 7,705, and school-rooms under separate teachers, 10,900; and there were present 1,028,690 children—an increase of 65,758 over 1860. Adding 32,481 children inspected in 442 Poor Law Schools, and 5,226 in 57 industrial schools, the total number of children was 1,066,297. Of the £813,441 expended from the public purse upon the schools of Great Britain in 1861, £495,471 went to schools connected with the Church of England, £71,358 to those connected with the British and Foreign School Society, £37,775 to Wesleyan Schools, £32,787 to Roman Catholic schools in England and Wales, and £2,408 in Scotland, which latter country also received £53,398 for schools connected with its Established Church; £38,829 for Free Church Schools, and £6,052 for Episcopal Church Schools. The establishment in London, and the inspection, cost £67,185.—*Educational Times*

—We are assured that the attempt to affiliate the R. C. colleges in Lower Canada to the Laval University will meet with entire success.

—We are happy to learn that means are now being adopted to place the Industrial and Agricultural College of Rimouski on the best possible footing. This establishment, founded some years ago and long cramped up in an unsuitable building, entirely too small for its wants, will now be transferred to more convenient premises as the old church of St. Germain de Rimouski has been ceded for the purpose and a subscription opened which has already reached \$800 in one parish alone. Already have the Principal, Rev. Mr. Potvin, five professors and 120 pupils taken possession of the old church. Efforts will also be made to form the nucleus of a library to consist principally of books relating to agriculture and the branches taught in the college. The course is strictly industrial and agricultural.

—We translate the following from the *Gazette d'Augsburg* of the 3rd September:—

Our good city, says our transatlantic contemporary, has just been the scene of a banquet intended to unite together the old pupils of the Lyceum of Sainte Anne, separated into two parts thirty years ago. About 450 guests being assembled, Dr. Hertel, presiding by right of seniority, said the first toast was to the health of King Maximilian, which was immediately drunk and a greeting sent over the telegraphic wires.

The worthy President then read an autograph letter from Napoleon III. It may be necessary to observe that count Raymond de Fugger, the present proprietor of the house formerly occupied by Prince Napoleon and Hortense, had been previously notified through the Duke Tacher de la Pagerie that as a mark of sympathy with the objects of the meeting, one hundred bottles of Champagne had been placed at the disposal of the guests, together with 5000 francs for the poor of Augsburg by the Emperor who, it will be remembered, was a pupil of the Lyceum from 1821 to 1823. The text of the letter was in German to this effect:—

"Saint-Cloud, 30th August, 1862.

"Monsieur le Président,

"It is with the most lively interest that I have heard of the intended meeting of the old pupils of the gymnasium of Augsburg who desire to call to mind by a banquet the memory of former years spent together in study.

"I can never forget the days I have passed in Germany where my mother found a noble hospitality, and the blessings of education were first vouchsafed to me. The experience learned in exile, though often sad, is useful; it imparts a knowledge of foreign peoples, helps to form a true appreciation of their good qualities and their worth, unbiased by prejudice; and if we should be so happy as to re-enter the land of our birth, the most agreeable recollections of the countries in which our youth had been spent live fresh in the memory notwithstanding politics and the lapse of time.

"Your meeting has called from me the expression of these sentiments. Accept them as a proof of my deep sympathy and of the consideration with which I am affectionately yours."

"NAPOLEON."

Having read the letter the President expressed his gratitude to the emperor and proposed the toast, *Long live Napoleon, our condisciple*, which was immediately announced at Saint Cloud by telegraph.

—It is with deep regret that we hear of the death of Mr. Prudent Houde, pupil of the Laval Normal School, which occurred at Quebec on the 30th ultimo. Mr. Houde obtained the Model-school and Academy diplomas, won the Prince of Wales' Prize two years ago, and at the time of his death was preparing to continue his studies at the Laval University. He had only attained his 25th year.

SCIENTIFIC INTELLIGENCE.

—His Excellency the Governor General has communicated to the Botanical Society of Canada, some valuable information respecting a fibre plant sent from the Rocky Mountains by Dr. Hart to Lord Lyons, which the Society's Secretary has determined to be an *Asclepias*, and which is now under experiment in the Botanic Garden at Kingston. Since the publication of the various details in the Society's "Annals," the following communication has been received from his Excellency's Secretary:—"The Governor General's Secretary is directed by his Excellency to transmit to the Secretary of the Botanical Society of Canada, the inclosed copy of a letter from Dr. F. W. Hart, of St. Louis, respecting the mode of treatment pursued in the culture of the Silk Plant from the Rocky Mountains.

To His Excellency Viscount Monck:—Simultaneously with a letter from Lord Lyons, one from the Secretary of Your Excellency (16th May) was received.

In answer to your request, relative to the treatment of the seeds of the Silk Weed:—The Silk Weed is adapted to rich, moist, bottom soil. I recommend the London district, Canada West, or anywhere along the country that the Welland Canal runs through, or on the banks of the St. Lawrence, Canada West. The ground for planting should be prepared as follows:—Plow up four furrows, throw together, then harrow down the ridge to pulverize it. Plant the seed about 12 inches apart in the centre drill made by the centre teeth of the harrow, cover lightly with the harrow or hoe; when the plant is three weeks old, hoe the weeds away from it, then, with a light one-horse Yankee plow, bar off on both sides of the ridge and about 6 inches from the plant, coming back immediately with the plow and throw a furrow back to the plant, thereby hilling it on both sides. If the season is dry, throw two furrows to the plant; the oftener the middles are plowed out, the more the plant will grow: it will not bear the dirt taken away from it, but will stand hilling; the larger the plant grows, the more dangerous to plow so close as to cut the plant; the side roots supply the branches and bulbs. After the 14th of August the plant must be cultivated no more; must be left untouched.

The pods are ripe when they change color from a pea green to a dark green and yellow. On pressing a pod it will split when ripe; they ought to be gathered before they split open. Squeeze a pod open, and, with the thumb and forefinger of one hand, seize the silk where it joins the bottom of the pod, and the thumb and forefinger of the other hand, making a circular sweep; all the seeds are detached at one sweep, leaving the richest mass of satiny silk; the seeds to be thrown in one sack, the satin or silk in another. I have been precise in my directions, entertain-

ing the most explicit confidence that the silk can entirely supersede the cotton plant. Its fibre or staple is longer and firmer and of a gloss no silk or satin can match. During ten years I have planted cotton in Yazoo, Mississippi Valley. My brand was sought by the Liverpool and Manchester speculator, and brought the highest prices; and on that practicable experience I ground my convictions with regard to the Silk Weed, and, as a Canadian, I feel a double interest toward its success for Her Majesty's Government. I shall be happy on all occasions to convey to your Excellency any further information that may be required, and inclose you a few more seeds, and remain your Excellency's most obedient servant,

(Signed), FREDERIC W. HART, M. D.

St. Louis Mission, May 1st.

Who knows but this fibre plant, Silk Weed or *Asclepias*, may, from its hairiness, glossiness and fibrous texture, yet take the place of cotton, which could not grow in Canada, lying so far north as it does. But this plant, borne from the heights of the Rocky Mountains, may find a more congenial home in the less rigorous climate of Canada.—*Kingston Whig*.

—The Librarian of the Literary and Historical Society of this city has received a pamphlet by G. D. Gibb, Esq. M. D., on the uses of one of our common wild plants, viz: the Blood-root or *Sanguinaria Canadensis*.

It appears that the Flora of Canada is likely to contribute essentially to the materia medica, providing new remedies for those ills which flesh is heir to. The *Podophyllum* or May-apple seems to have a good position as a remedial agent in the old country. The *Sarracina* or pitcher plant is now used as a remedy for small pox, and we hear that a large order has been received in Quebec to ship a quantity to France. The blood-root, some six years ago, was recommended as a sure cure for cancer, but failed as a sure remedy: whether it may be found of use in some cases perhaps deserves further trial. This time the blood-root is not introduced to the British public as a specific for any disease, but its general action on the human system is studied, so that where the physician wishes to produce certain effects he has to consider whether the Canadian blood-root will not sometimes answer his purpose better than the remedies he has usually employed. The blood-root has been made to yield its chemical active principles called *Sanguinarina*, which, of course forms the usual salts with sulphuric and other acids. We also notice in the pamphlet formula for powders, infusions, decoctions, oils, extract, tincture, wine, syrup and ointment, on all of which we wish to make no comment, except that it indicates great attention to the medicinal properties of the wild flowers of Quebec, of which attention, we trust, a more extended trial will prove them worthy.—*Quebec Chronicle*.

—The *Kingston Whig* contains a long account of the proceedings of a meeting of the Botanical Society of Canada held in the Convocation Hall of Queen's College, for the purpose of electing His Excellency the Governor General as Patron. The Very Revd. Principal Leitch, LL. D., was in the chair, and Professor Lawson acted as Secretary. Principal Leitch announced to the meeting the object for which they were assembled, viz: the formal election of Lord Monck as Patron of the Society, a resolution having been previously passed by the Society to elect him. Professor Lawson, Secretary, had communicated with His Excellency on the subject, to which His Excellency had replied that he would with pleasure accept the honor of Patron to the Society. The Society formally elected him Patron. Letters and other communication from Governor Macfarish of Assiniboia, and Dr. Schultz, Secretary of the Institute, Rupert's Land, Red River, were then presented to the meeting. They expressed their high sense of the importance of geological and botanical societies for the diffusion of useful knowledge, and said that even in the far-off wilds of the Red River settlement their beneficial influence was beginning to be felt.—*U. C. Journal of Education*.

—Silver is the foundation of photography. When this metal is combined with certain other elements, iodine, bromine, &c., if the compound is exposed to the sun's rays, the hold of the two substances upon each other is loosened in some mysterious way, so that they may be then separated by certain other substances which would have no effect upon them before they had been exposed to the light. This curious power which the solar rays have of acting upon certain compounds of silver makes possible the art of photography.

Silver is purchased by photographers always in the form of the nitrate, and in the process it is converted into the iodide, bromide, chloride, cyanide sulphide, and other compounds, not all of which are understood. The editor of the *Photographic News* says that not one-tenth part of the silver used enters into the picture, and Prof. Seely, the editor of the *American Journal of Photography*, states the amount at less than one hundredth part. It is estimated that more than a million of dollars' worth of nitrate of silver is annually consumed by the photographers of this country, of which more than 900,000 dollars worth is wasted. To save a considerable portion of this great waste is the object of the invention here illustrated.

The plan is to set a vessel below the spout of the sink in the laboratory so that all the water used in washing the plates and other manipulations may pass through it. The vessel is to contain a supply of some substance that will decompose the silver salts held in solution in the

water, and form an insoluble compound which will consequently fall to the bottom. The substance used is the proto-sulphate of iron, and it is so arranged that it may be dissolved in quantities proportioned to the amount of the liquid that passes through the apparatus.—*Intellectual Observer*.

—The Commissioner of Crown Lands says in his report of 1861 that the experiment (begun in 1859) of transplanting oysters from beds in the waters of New Brunswick, having proved upon examination to give promise of success, it was this fall continued. Those laid down in Gaspé Basin during the autumn of 1859, were examined and found to be not only in a good state of preservation, but growing and having every appearance of reproduction. At the trifling expense of \$232.80, 300 bushels of carefully picked oysters from the banks at Caraquet, were planted about the same localities. Although the Legislature has made a liberal allowance for testing the possibility of raising oysters along our coasts, the utmost care and strictest economy have been observed in using the money so provided.

—At Malta, where Mr. Lassell has erected his magnificent 4-foot reflector, he observes the details of the moon with a sharpness and distinctness which he had never seen before. He states that, if a carpet the size of Lincoln's Inn Fields were laid upon its surface, he could tell whether it was round or square. He adds, in a letter to the President of the Royal Society, "I see nothing more than a repetition of the same volcanic texture—the same cold, crude, silent, and desolate character which smaller telescopes usually exhibit."—*Intellectual Observer*.

—In a communication to the French Academy on the 9th of June, M. Beau connects the practice of tobacco-smoking with that very painful and dangerous disorder, *angina pectoris*. In one case a gentleman of sixty passed the greater part of one day in smoking, and during a month he suffered violent palpitations at night, accompanied by oppression and shooting pains in the shoulders. On leaving off smoking, the symptoms disappeared. Three months afterwards he betook himself again to tobacco, and brought back the complaint, which finally left him when the narcotic weed was definitively abandoned. In the second case a physician about fifty smoked cigarettes all his spare time, his digestion was bad, and he suffered nightly attacks of angina. He gave up smoking and the disease subsided, but sitting in a room filled with tobacco smoke was enough to cause a return of the pains on the following night. In the third instance a physician of thirty-five smoked as he went his rounds in the country, and for a long time suffered loss of appetite. One morning, while smoking upon an empty stomach, he was seized with frightful pains in the region of the heart with constriction of the chest. He could neither walk nor speak, his pulse became insensible, his hands cold. The attack lasted half an hour. By M. Beau's advice he left off smoking, promising to let him know if the disorder returned, which does not appear to have been the case. In a fourth instance a young Spaniard continually smoked cigarettes. His appetite vanished and his digestion became difficult. One evening, while smoking, he felt a sudden and violent pain in the chest, as if he had been squeezed in a vice, and his pulse became insensible. The attack lasted ten minutes, and being frightened he consented to forego smoking, and suffered no more. In a fifth case a physician was subject while a smoker, to constriction of the thorax and neuralgic pains. In a sixth case a merchant suffered similar attacks, but stuck to his cigar, and his disease. In a seventh a hearty man of seventy-five smoked desperately to get rid of his cares, and had three attacks of angina, the last of which killed him. An eighth illustration was afforded by a smoking diplomatist who died suddenly under similar influence. M. Beau observes that M. Bernard produced in various animals a disorder resembling *angina pectoris*, by introducing nicotine into the thorax. He adds, that for tobacco-smoking to produce this disease the practice must be in excess, the individual endowed with a peculiar susceptibility, and likewise suffer from some debilitating circumstance, such as grief, fatigue, or indigestion. Then he considers that the system cannot expel the matter absorbed from the tobacco, and nicotine can accumulate sufficiently to exert a poisonous action on the heart. (*Ibid*)

—The *Comptes Rendus* contains an account of experiments and observations by this distinguished surgeon, [Mr. Flourens] showing that wounds of the brain are easily cured. He cites several instances of human beings who have recovered from injuries involving loss of a portion of their brains, and adverts to his own proceedings in introducing leaden balls into the brains of rabbits and dogs. He made a hole in the skull with a trepan, cut through the *dura mater*, and made a slight incision into the brain itself, in which he placed the ball, which gradually sank into the cerebral substance, making a kind of fistula that cicatrized. If the ball was not too big, the whole thickness of the cerebrum or cerebellum might be traversed without being accompanied or followed by any bad symptoms or disturbance of functions. He states that, in 1822, he removed one lobe from the brain of various animals, who recovered perfectly, and only lost the sight of the opposite side; and he adds, "but the most remarkable thing was when I removed the whole cerebrum, or both lobes. The animal deprived of his brain survived more than a year, but he had lost all his senses and intelligence, and was reduced to an automaton." In another instance he took away all the cerebellum, and this

creature lived a year. It never regained regularity of movements. It was reduced to the condition of a drunken man.—*Ibid.*

MISCELLANEOUS INTELLIGENCE.

— An immense iron-clad fleet is now in the course of construction in this port (New York), and the most intense activity is being displayed to complete some of these vessels at an early date. At the Continental Works of T. F. Rowland, Green Point, five turret ships are in progress, and one of these has been launched, and will soon be finished. They are called the *Passaic*, *Montauk*, *Katskill*, *Onondaga* and *Puritan*. The latter will be 320 feet in length, with a beam of 50 feet. At Colwell and Co's, Jersey City, the turret ship *Weehawkin* is being rapidly pushed forward; and at the Delamater Iron Works, the *Dictator*—a double turret Ericsson 350 feet in length, with a beam exceeding 50 feet—is also being urged forward with great energy, there being about 1,000 men employed upon her.

Besides these seven armor turret vessels, ranging from 200 to 350 feet in length, now in different stages of progress, W. H. Webb is also about to commence the largest iron clad war vessel yet designed. Her length will be 360 feet, beam 78 feet. She will be 7,000 tons, and have engines of 5,000 horse power. In addition to being furnished with two turrets she will have a common gun deck, and her accommodations will be as ample for her crew as those of a wooden frigate. Her plates are to be 4½ inches thick and she will be of light draft in proportion to her size owing to her great breadth of beam. A small iron clad is also being built at Jersey City for the defence of San-Francisco harbor as a floating battery. She is being built in sections, which will be put together when she reaches her destination.

These vessels are all of the revolving-turret class, designed, we understand, by Captain Ericsson. The *Roonoke*, one of our wooden steam frigates, is now at the Novelty Works, having the remainder of her plates put on. She is of the *La Gloire* class, and will be a very efficient vessel, we believe. At the Dry Dock Iron Works, Mr. S. W. Whitney's novel armor gunboat, the *Moodna* is in a forward state. She will have two stationary gun turrets, and be propelled by two screws, driven by two pairs of powerful engines.

We have thus briefly enumerated no less than eleven armor war vessels now being built at this port for our navy. The smallest of these vessels will be a formidable war ship to encounter, but the three largest will be perfect leviathans, especially as they are to be armed with 15-inch Dahlgren guns—the largest in the world. They will all be capable of acting as rams also, but in this respect their efficiency will depend chiefly on their speed. And besides this large iron-clad fleet for the American navy, two powerful iron-clad frigates are also being built by W. H. Webb for the King of Italy. The frames of both of these frigates are put together, and the planking of one is in a forward state. These two frigates will be of the *La Gloire* character, the framing being wood and the outside covered with 4½ inch plates. Each is about 280 feet in length with a beam of 55 feet. The sides will be no less than 33 inches thick—oak 28½ inches, the iron plates 4½ inches. The latter are to be made in France and sent out to be put on. Each frigate will have two fighting decks, the upper one being armed fore and aft with eight very large guns, the under deck with sixteen guns on each side. The construction of these two armor-clad war vessels in an American port, and by the designer and builder of the *General Admiral*, affords evidence of the esteem in which American shipbuilders are held abroad.—*Scientific American*.

— There are 2,800 streets in London, which, if they were placed in a straight line would extend 3,000 miles, or twice the distance from Calais to Constantinople. If a person should undertake to walk through all these streets, and should go ten miles a day, each working day, it would require a whole year.—*ib.*

— The *Journal d'Anvers* has the following by M. Depaire:—

The wrought and cast iron vessels which are to be placed on the fire are often covered with enamel, which protects the liquid from metallic contact with the sides.

Two compositions are generally employed for this purpose, one having for base silicate of lead, and the other boro-silicate of soda. These enamels are applied to the scoured surface of the metal in the form of a powder, which is fixed by heating it to a sufficiently high temperature to fuse it; it then spreads over and covers the metal with a vitreous varnish.

The boro-silicate of soda enamel possesses great superiority over that of silicate of lead, for it is unattacked by vinegar, marine salt, the greater number of acid or saline solutions, even when concentrated, and resists the action of the agents employed in cooking or chemical operations.

The silicate of lead enamel is whiter and more homogeneous, which explains the preference given to it by the public; but it gives up oxide of lead to vinegar or to common salt; it acts upon a great number of coloring matters, and it is attacked by nitric acid, which immediately communicates a dull appearance to it. On evaporation the liquid leaves a white crystalline residue of nitrate of lead. This enamel is instantly darkened by dissolved sulphides, and also by cooking food containing sulphur, such as cabbage, fish and stale eggs.

It is very easy to distinguish these two enamels by means of a solution of sulphide of potassium, sodium, or ammonium. On allowing a drop of one of these re-agents to fall on the vessel to be tested, the lead enamel darkens in a few moments, whilst the boro-silicate of soda enamel retains its white color.—*Scientific American*.

— What can be done to stop the madness of destroying birds? * * *

In the early spring boys were birdnesting all over the country. In a multitude of townships there is a standing offer of rewards for birds' eggs, and thousands of dozens have this spring been paid for within an area of two or three parishes. Where no such inducement exists there has been the same plunder; and long rows of speckled eggs are hung in cottage windows, and over the fire places, under the approving eye of the farmer, if not of the curate and the squire. As the season advanced, and the bloom of our fruit trees afforded as fine a promise of fruit as ever was seen in this country, the war against them became very animated. They were accused of having sometimes, after very severe winters, eaten out the heart of fruit buds; and if they were left alive, they would eat the juicy shoots of young peas, and hereafter some of the peas themselves, and cherries and black currants; so not only have the guns been heard popping in many country parishes, but men have shewn themselves in markets and fairs, all hung over with strings of dead finches, and robins, and thrushes, and sparrows, as an advertisement in their line of business. Members of sparrow clubs have met and awarded prizes, and dined, and drunk destruction to the order of birds. One prize winner, the other day, boasted of having killed 1,860 sparrows in the course of the year. A lady, meantime, had at one stroke killed, with strichnine, 800 small birds in her own garden; and if one owner of a garden has done such a thing, how many more may have lessened the number of our winged friends? The discovery of the efficacy of poisoned grain in killing off the birds has wrought prodigiously. One rookery after another has gone to destruction—the birds dropping in their flight, and lying dead all over the lawns and fields, while their young are starving in the nests. There has been silence in many lanes and copses formerly all alive with songsters; and travelled men have observed, in some part of the country, that it was becoming almost like France for the scarcity of birds.

This is a part of the picture of this year; but it is not the whole. In the same districts there are now scores of old women and boys employed in trying to save the fruit from the caterpillars. There are more weeds than ever in the fields and gardens, because the weeds never were so rampant. While there is all this picking of grubs and caterpillars, and rooting up of weeds the country gentlemen and ladies are declaring that they must give up gardening, on account of the overwhelming increase of the wireworm and other vermin.

The mice devoured the bulbs, so as to entirely spoil their spring show of flowers; and now, between the wireworm, aphides, grubs, caterpillars, and the prospects of wasps, there is little encouragement to gardeners. There never was anything like that plague of insects in former years. The farmer smiles grimly at these distresses of the getry, for what are they compared with his? If they would look at the whiteworm and the wireworm, and the fly (as it will be presently) in his fields, they would be ashamed of complaining of injury to mere flowers and fruit. His prospects are too like that of the French farmers when the practice of killing off birds brought three bad harvests in succession (1853-56). In one of those years the wireworm destroyed, in one department alone, £160,000 worth of corn, and at that rate we shall have to pay, very soon, if we allow ignorant men, and ladies, and boys to destroy the natural check upon insect ravages.

Most of the birds that we are hunting out of life eat both insects and grain; and some take to fruit; but their attacks upon the fruit are more useful in destroying the insects that eat more seeds of weeds than of corn so that we have a plague of weeds as well as insects when the birds are destroyed.—*London News*.

ERRATUM.—In the number of this Journal for September last, page 138, last line of the 2nd column, "May 4th, 1858" should read, *May 4th, 1859*.

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